

Archdiocese of Seattle Language Arts Curriculum 2003

The Language Arts curriculum incorporates skills and characteristics recommended both by the Archdiocese Language Arts Committee and the Office of Superintendent of Public Instruction (OSPI). All characteristics and skills are located in the bullet sections. Those recommended by the OSPI are in bold type.

The first four standards framing the guidelines were derived from the Washington State Standards, while the fifth standard was established by the Catholic School Department. Characteristics and skills for the fifth standard need to be further developed. This development will be a collaborative effort between the Catholic School Department and the Office of Faith Formation.

As a reminder, these are guidelines only. Each local school is encouraged to adapt the guidelines to school needs.

Student Learning Expectations and Benchmarks

Language Arts–Grade K

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

KINDERGARTEN–READING

1

The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text.</p> <ul style="list-style-type: none"> ■ Associates words with appropriate pictures ■ Accurately points to pictures and words with teacher’s direction ■ Matches spoken and written word ■ Hears sound sequence in words ■ Recognizes and name all upper and lower case letters ■ Matches pictures and beginning sounds easily ■ Uses picture clues to predict text ■ Creates mental pictures for concrete information one has to read ■ Uses letter-sound links (including initial and final) ■ Identifies repetition of sounds, words, or phrases ■ Distinguishes when letter names and sounds match ■ Begins to decode words using basic elements of phonetic analysis: sounding out, using initial letters, using common letter patterns ■ Begins to distinguish similar sounds in groups of words ■ Understands that some words name or describe actions, ideas, or information (e.g. nouns, adjectives, verbs) in oral and/or written language ■ Uses simple plural forms 	<p style="text-align: center;">LA EALR 1</p> <p style="text-align: center;">1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ “Reads” pictures(e.g. memorize pattern books) ■ Develops a memory for text ■ Recognizes some words in different contexts ■ Builds vocabulary by listening to stories 	<p style="text-align: center;">1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads “easy” books ■ Matches spoken and written word (e.g. color words, names, environmental words) ■ Understands importance of directionality ■ Rereads to gain confidence and pace in known text 	<p style="text-align: center;">1.3</p>

KINDERGARTEN–READING

1 The student understands and uses different skills and strategies to read

<p>The student will:</p> <p>Understand elements of literature—fiction</p> <ul style="list-style-type: none"> ■ Recognizes stories, poems, explanations ■ Identifies the beginning, middle, and end of a story ■ Retells a simple text in sequence 	<p>LA EALR 1</p> <p>1.4</p>
<p>Use features of non-fiction text and computer software</p> <ul style="list-style-type: none"> ■ Interprets and uses pictures, labels, photographs ■ Uses technology to gain information as it relates to a specific topic with teacher guidance 	<p>1.5</p>

2 The student understands the meaning of what is read

<p>The student will:</p> <p>Comprehend important ideas and details</p> <ul style="list-style-type: none"> ■ Retells favorite stories from memory ■ Pauses and sometimes reruns or self-corrects if meaning is lost ■ Understands the basic plot of simple stories and can retell in own words in sequence ■ Understands story elements: plot, characters, setting, problem, solution ■ Recounts information gained from books ■ Makes simple inferences regarding “what will happen next” 	<p>LA EALR 2</p> <p>2.1</p>
<p>Expand comprehension by analyzing, interpreting, and synthesizing information and ideas</p> <ul style="list-style-type: none"> ■ Interprets picture books ■ Connects characters with actions ■ Interprets and uses pictures, labels, photographs 	<p>2.2</p>
<p>Thinks critically and analyze authors’ use of language, style, purpose, and perspective</p> <ul style="list-style-type: none"> ■ Connects characters with actions ■ Separates fact and fiction 	<p>2.3</p>

KINDERGARTEN-READING

3

The student reads different materials for a variety of purposes.

<p>The student will:</p> <p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Asks for nonfiction as well as fiction books to be reread ■ Explores new books ■ Sees how resources are used to answer a question or solve a problem 	<p>LA EALR 3 3.1</p>
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Reads labels and captions around the classroom (e.g. in centers and displays) ■ Reads and follow simple directions and symbols 	<p>3.2</p>
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Selects favorite books ■ Participates in the reading of stories, poems, songs ■ Explores new books including nonfiction 	<p>3.3</p>
<p>Read for career applications</p> <ul style="list-style-type: none"> ■ Reads labels and captions around the classroom (e.g. in centers and displays) ■ Reads and follow simple directions and symbols 	<p>3.4</p>

KINDERGARTEN–READING

4

The student sets goals and evaluates progress to improve reading.

<p>The student will: Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Be confident that he/she can learn to read ■ Demonstrates positive sense of self as “able learner” ■ Rereads to gain confidence and pace in known text ■ Sets reading goals prior to reading or listening to a read-aloud book with teacher’s guidance 	<p>LA EALR 4 4.1</p>
<p>Seek and offer feedback to improve reading</p> <ul style="list-style-type: none"> ■ Uses strategies to monitor reading progress and to overcome reading difficulties, with teacher guidance ■ Responds to acknowledgment and encouragement 	<p>4.2</p>
<p>Develop interests and share reading experiences</p> <ul style="list-style-type: none"> ■ Attends to stories read to a group ■ Selects favorite authors, subjects, books, and share with others 	<p>4.3</p>

5

The student develops reflective thought and positive moral and religious values through reading.

<p>The student will: Select reading that reflects positive moral and religious values, with teacher guidance</p>	<p>LA EALR 5 5.1</p>
<p>Retell stories that reflect positive moral and religious values</p>	<p>5.2</p>

KINDERGARTEN–WRITING

1 The student writes clearly and effectively.

<p>The student will:</p> <p>Develop concept and design</p> <ul style="list-style-type: none"> ■ Expresses experiences in pictures and words ■ Develops sense of beginning, middle, and end of story ■ Records ideas and information, often unconventionally, but talks about what has been written ■ Uses some complete sentences when dictating ideas or information ■ Recalls main idea and some detail when returning to writing at a later time ■ Understands story elements: plot, characters, setting, problem solutions ■ Develops a sense of sentence. 	<p>LA EALR 1</p> <p>1.1</p>
<p>Use style appropriate to the audience and purpose</p> <ul style="list-style-type: none"> ■ Writes mainly in personal voice 	<p>1.2</p>
<p>Apply writing conventions</p> <ul style="list-style-type: none"> ■ Builds a repertoire of some conventionally spelled two- or three-letter words ■ Writes and names all upper and lower case letters ■ Write own name (first and last) and the names of some family members and friends ■ Capitalizes own name ■ Understand that the sequence of letters in a word matches the sequence of sounds ■ Forms most letters correctly using appropriate pencil grip. ■ Uses phonemes and letter knowledge in phonetic spelling when writing independently ■ Uses some classroom resources (e.g. word wall charts) to find and check known words ■ Shows awareness that writing has conventions – some student writing shows directionality and appropriate use of capitals and periods ■ Uses teacher models of ending punctuation ■ Uses nouns as labels ■ Writes from left to right and top to bottom 	<p>1.3</p>

KINDERGARTEN–WRITING

2

The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Dictates or writes stories based on own experiences to share with family, friends, teacher 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Dictates stories based on own experiences ■ Writes for own satisfaction and/or purposes ■ Writes labels, signs, or captions for drawings and models ■ Shows understanding of different purposes of some forms (e.g. letters, shopping lists, birthday cards, recipes) 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Dictates or write stories, poems, explanations ■ Writes labels, signs, or captions for drawings and models ■ Uses more than one form (e.g. lists, sentence-like text) 	<p>2.3</p>
<p>Write for career applications</p>	<p>2.4</p>

KINDERGARTEN–WRITING

3

The student understands and uses the steps of the writing process.

The student will:

Prewrite

- Talks about topics and consider ideas before writing
- Sometimes writes before drawing

**LA
EALR 3**

3.1

Draft

- Dictates stories or ideas
- Writes original ideas or thoughts

3.2

Revise

- Reads own writing
- Adds detail in response to questions or suggestions

3.3

Edit

- Shows awareness that writing has conventions – some student writing shows directionality and appropriate use of capitals and periods
- Uses some classroom resources (e.g. word wall charts) to find and check known words

3.4

Publish

- Shares published work with pride

3.5

KINDERGARTEN-WRITING

4 The student analyzes and evaluates the effectiveness of written work.	
The student will: Assess own strengths and needs for improvement <ul style="list-style-type: none">■ Talks about writing and written work, especially achievements and new learning■ Demonstrates sense of self as “able learner”.	LA EALR 4 4.1
Seek and offer feedback <ul style="list-style-type: none">■ Seeks help to correct or improve work for greater accuracy	4.2
5 The student develops reflective thought and positive moral and religious values through writing.	
The student will: Dictate stories which show reflection and positive moral and religious values	LA EALR 5 5.1

KINDERGARTEN–COMMUNICATION

1

The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none">■ Attends to oral stories, poems, etc. (maintains eye contact, faces speaker)■ Attends to all parts of text in working toward accuracy	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none">■ Builds vocabulary through speaking and listening■ Recognizes sounds in the environment■ Hears rhyming words when spoken■ Listens for information■ Begins to identify a sequence■ Follows directions during classroom routines (e.g. clean-up, forming lines)■ Hears beginning and ending sounds in words■ Focuses on illustrations for details■ Attends to a variety of illustrations	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none">■ Paraphrases directions, explanations■ Initiates own reading and rereads to gain pace	<p>1.3</p>

KINDERGARTEN–COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none"> ■ Speaks clearly and coherently ■ Tells own story from well-known picture book ■ Joins in to accompany speech/song of favorite story characters ■ Makes verbal commentary during play or other activities with concrete objects ■ Speaks in complete thoughts in class 	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none"> ■ Retells stories Describe pictures in detail ■ Communicates one idea with related details ■ Connects phrases and clauses with <i>and, then, but</i> 	<p>2.2</p>
<p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Speaks clearly and coherently ■ Speaks at a rate and volume that enables others to follow ■ Identifies some features or traits of characters from illustration and text 	<p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none"> ■ Uses age appropriate standard grammar, vocabulary, and complete sentences ■ Uses correct personal pronoun (e.g. give it to him, give it to me), function word (e.g. is, was, a the, for, because), and most common prepositions (e.g. on, under, behind) 	<p>2.4</p>
<p>Effectively use action, sound, and /or images to support presentations</p> <ul style="list-style-type: none"> ■ Coordinates gestures and tone of voice to convey meaning 	<p>2.5</p>

KINDERGARTEN–COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

The student will:

Use language to interact effectively and responsibly with others

- **Allows others to speak without unnecessary interruptions**
- Communicates to teacher, other students, family members, other persons in the school environment

**LA
EALR 3**

3.1

Work cooperatively a member of a group

- Actively participates in group work
- **Contributes to group discussions**
- **Suggests solutions for problems**

3.2

Seek agreement and solutions through discussion

- Communicates to build relationships and problem-solve within a group
- Asks questions to clarify

3.3

KINDERGARTEN–COMMUNICATION

4 The student analyzes and evaluates the effectiveness of formal and informal communication.	
<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Demonstrates positive sense of self as an “able learner” ■ With teacher’s guidance, sets improvement goals for speaking and listening 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides positive comments to the group ■ Begins to set goals for improvement with teacher help ■ Shares opinions 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Identifies real and imaginary elements in oral and visual representations 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p>	<p>4.4</p>
5 The student develops reflective thought and positive moral and religious values through communications.	
<p>The student will:</p> <p>Use language that is respectful of others’ feelings and rights</p>	<p>LA EALR 5</p> <p>5.1</p>

Student Learning Expectations and Benchmarks

Language Arts–Grade 1

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

FIRST GRADE–READING

1

The student understands and uses the skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text.</p> <ul style="list-style-type: none"> ■ Applies phonetic principles including: sounding out, initial letter, common letter patterns ■ Uses initial, final, and medial sounds to identify as well as confirm text ■ Associates sounds with letter clusters as well as individual letters when sounding out words in reading and writing ■ Uses suffixes: –s, -ed, -ing, -er, and –est endings ■ Uses picture clues and captions to confirm and not just predict text and aid in comprehension ■ Identifies and uses adjectives, nouns, verbs, prepositions, conjunctions, and pronouns ■ Identifies and discusses reading strategies, including decoding unknown words, word families, self-correcting, re-reading ■ Attends to all parts of text in working toward accuracy 	<p>LA EALR 1</p> <p>1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ Interprets context clues ■ Increases sight vocabulary, especially of “basic” vocabulary ■ Associates words with appropriate pictures ■ Checks for meaning ■ Begins developing dictionary skills 	<p>1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads with confidence ■ Reads familiar text with ease ■ Tracks words with appropriate directionality (left-right; top-bottom) ■ Initiates own reading and rereads to gain pace 	<p>1.3</p>
<p>Understand elements of literature – fiction</p> <ul style="list-style-type: none"> ■ Recognizes sentences structure (subject/predicate) and paragraphs ■ Identifies and discusses plot, characters, setting, problem, solution ■ Identifies alliteration, rhyme, and repeated or alternating patterns 	<p>1.4</p>

FIRST GRADE-READING

1

The student understands and uses different skills and strategies to read.

The student will:

Use features of non-fiction text and computer software

- **Locates information by page**
- **Reads, though may not always use, table of contents and glossary**
- **Uses appropriate directionality when reading diagrams, story maps, charts, maps, stories, poems**
- Explores a variety of books and text features
- Reads and navigates basic computer menus
- Uses technology to gather information

**LA
EALR 1**

1.5

FIRST GRADE–READING

2

The student understands the meaning of what is read.

<p>The student will:</p> <p>Comprehend important ideas and details</p> <ul style="list-style-type: none"> ■ Retells favorite stories from memory ■ Retells, recalls, or recounts some details of text ■ Retells some details of text in sequence ■ Uses meaning, context, and pictures to comprehend stories ■ Reads on, as well as reruns to regain meaning ■ Identifies main idea and supporting elements ■ Phrasing and expression in oral reading shows awareness of meaning ■ Makes accurate predictions at instructional level and can explain confirming strategy 	<p>LA EALR 2</p> <p>2.1</p>
<p>Expand comprehension by analyzing, interpreting, and synthesizing information and ideas</p> <ul style="list-style-type: none"> ■ Interprets picture books ■ Finds similarities/differences ■ Predicts what will happen next ■ Recounts 3 or 4 steps of a procedural text or items of information ■ Retells or recounts stories and sequences of 3 or 4 incidents accurately; retells sequence of an activity ■ Beginning to read beyond text and make simple inferences 	<p>2.2</p>
<p>Think critically and analyze authors' use of language, style, purpose, and perspective</p> <ul style="list-style-type: none"> ■ Identifies consequence of actions ■ Identifies some features or traits of characters from illustration and text ■ Separates fact and fiction 	<p>2.3</p>

FIRST GRADE–READING

3

The student reads different materials for a variety of purposes.

<p>The student will:</p> <p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Locates information with assistance ■ Uses dictionaries, glossaries and other resources to build vocabulary ■ Studies detailed illustrations, especially in puzzles and nonfiction materials ■ Uses appropriate directionality when reading diagrams, story maps, charts, maps, stories, poems ■ Reads non-fiction text in grade-appropriate websites and computer software with assistance 	<p>LA EALR 3</p> <p>3.1</p>
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Recounts 3 or 4 steps of a procedural text or items of information ■ Retells sequence of an activity ■ Reads and follows simple directions in captions and labels in learning centers and self-initiated task cards ■ Reads and navigates basic computer menus 	<p>3.2</p>
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Listens to read-alouds ■ Selects favorite books ■ Recognizes literary forms: stories, poems, informational, myth, etc. ■ Explores a variety of books and text features ■ Reads independently 	<p>3.3</p>
<p>Read for career applications</p> <ul style="list-style-type: none"> ■ Reads labels and captions around the classroom (e.g. in centers and displays) ■ Reads and follows simple directions and symbols 	<p>3.4</p>

FIRST GRADE–READING

4

The student sets goals and evaluates progress to improve reading.

The student will:

**LA
EALR 4**

Assess strengths and need for improvement

4.1

- Uses strategies to monitor reading progress and overcome difficulties with teacher assistance
- Recognizes need to reread to improve comprehension
- Sets reading goals prior to and during reading with teacher assistance

Seek and offer feedback to improve reading

4.2

- Seeks to improve reading skills such as fluency, vocabulary, comprehension, and offers constructive feedback

Develop interests and share reading experiences

4.3

- Enjoys read alouds
- Retells favorite stories from memory
- Selects favorite books and articulate why it is a favorite
- **Shares favorite reading materials and encourage others to read them**

5

The student develops reflective thought and positive moral and religious values through reading.

The student will:

**LA
EALR 5**

Select reading that reflects positive moral and religious values with teacher assistance

5.1

Retell stories that reflect positive moral and religious values

5.2

FIRST GRADE–WRITING

1 The student writes clearly and effectively.

<p>The student will:</p> <p>Develop content and design</p> <ul style="list-style-type: none"> ■ Dictates stories ■ Writes stories with assistance ■ Understands elements of literature as they transfer to writing (plot, characters, setting, problem, solution, sentence structure) ■ Writes stories that show evidence of a beginning, middle, end ■ Sequences two or three events or items of information ■ Uses pronouns and adjectives ■ Builds vocabulary through writing ■ Selects a wide range of topics for writing ■ Answers a simple question in a complete sentence ■ Retells in some detail and correct sequence 	<p>LA EALR 1</p> <p>1.1</p>
<p>Use style appropriate to the audience and purpose</p> <ul style="list-style-type: none"> ■ Writes simple accounts with some elaboration, especially description or explanation ■ Uses more than one sentence structure in a piece of writing ■ Writes in first and third person ■ Uses some simple conjunctions (e.g. and, then, but, so) 	<p>1.2</p>
<p>Apply writing conventions</p> <ul style="list-style-type: none"> ■ Writes in complete sentences ■ Shows correct use of singular and plural nouns ■ Begins to use possessive and subject pronouns correctly ■ Shows understanding of some common spelling patterns ■ Incorporates conventional spelling with some phonetic spelling ■ Includes most consonant and some vowel sounds in phonetic spelling ■ Spells common contractions correctly ■ Uses capital letters, periods, question marks, and exclamation marks, often adding these when revising or editing ■ Capitalizes the first word in a sentence, the pronoun “I,” names of people, days of the week, and months, first word in a greeting, local names ■ Writes legibly, using appropriate pencil grip ■ Attends to spacing and directionality from line to line as well as within a line 	<p>1.3</p>

FIRST GRADE–WRITING

2

The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes to communicate with friends, family and teacher ■ Writes to communicate with persons beyond the school community 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes stories based on own experience ■ Responds to teacher’s prompts ■ Shows understanding of different purposes of some forms (e.g. letters, shopping lists, birthday cards,) 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes fiction and non-fiction with assistance ■ Writes poems with assistance ■ Writes cards, letters, and notes to communicate with friends ■ Uses different text forms in personal writing for a variety of purposes and audiences 	<p>2.3</p>
<p>Write for career applications</p>	<p>2.4</p>

FIRST GRADE–WRITING

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Dictates stories ■ Participates in brainstorming with class by making lists, and sometimes formulating first sentence before writing ■ Participates in planning of writing with class (e.g., graphic organizers) 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Drafts stories with assistance ■ Writes using own vocabulary, spelling, drawing ■ Understands a first draft requires checking and usually revision 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Reads own work and make some revision or editorial changes, especially punctuation with assistance ■ Adds to their own writing to increase detail and interest, reflecting peer or teacher input 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Uses correct spelling, capitalization, ending punctuation, complete sentences with assistance 	<p>3.4</p>
<p>Publish</p> <ul style="list-style-type: none"> ■ Produces a legible final product ■ Publishes work crediting author and illustrator; sometimes include dedication ■ Enhances published work with appropriate graphics and illustration 	<p>3.5</p>

FIRST GRADE-WRITING

4

The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- **Evaluates effort and product, though often by amount written**

**LA
EALR 4**

4.1

Seek and offer feedback

- **Reflects on and improves writing with assistance**
- **Shares work and get feedback from peers and family**

4.2

5

The student develops reflective thought and positive moral and religious values through writing.

The student will:

Write stories that reflect moral and religious values

**LA
EALR 5**

5.1

FIRST GRADE–COMMUNICATION

1

The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Listens for a variety of purposes (e.g. to gain information, to follow directions) and sustain attention 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Hears initial, middle, and final sounds of words, recognizes long and short vowels ■ Demonstrates listening strategies for following instructions ■ Builds vocabulary through listening to other’s spoken language ■ Recalls information from stories, poems, films, etc. ■ Practices using mental pictures while listening to gain information ■ Follows classroom directions consistently ■ Identifies meaning through speaker’s tone and inflection ■ Observes details to relate a story from a sequence of 2-4 pictures ■ Observes to classify simple objects (e.g. by color, shape, size) 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Retells stories, direction and explanations ■ Talks to clarify ideas or experiences ■ Asks appropriate questions 	<p>1.3</p>

FIRST GRADE–COMMUNICATION

2

The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none"> ■ Communicates to seek and gives information ■ Communicates to teacher, small group, class, family, others in school ■ Retells a story or experience heard in class, preserving the sequence of events ■ Talks about favorite personal experiences ■ Talks about favorite visuals or TV program ■ Makes short presentations clearly (e.g. announcements, sharing, news) 	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none"> ■ Builds vocabulary through speaking and listening ■ Tells personal anecdotes, distinguishes clearly between past and present experiences ■ Connects phrases and clauses appropriately (e.g., next, because, when) 	<p>2.2</p>
<p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Uses facial expressions and appropriate rate and volume to enhance speaking 	<p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none"> ■ Uses standard grammar, complete sentences, age-appropriate vocabulary ■ Applies basic grammatical rules for tenses, plurals, and pronouns but may still make some errors in usage ■ Describes words in terms of function (e.g. You ride a horse; You drive a car.) ■ Asks what an unfamiliar word means 	<p>2.4</p>
<p>Effectively use action, sound, and/or images to support presentations</p> <ul style="list-style-type: none"> ■ Selects visual representations of concrete objects to further convey meaning 	<p>2.5</p>

FIRST GRADE–COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Sustains one-to-one conversation with children and adults ■ Uses polite and appropriate conversational conventions (e.g. Excuse me, takes turn as speaker and listener) with teacher prompting ■ Uses eye contact and age-appropriate language 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Actively participates in group work ■ Contributes to group discussions making some connections with the ideas of others ■ Articulates and uses established rules 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Builds relationships and problem-solve within group ■ Attempts to clarify ideas of group ■ Suggests possible solutions when problem-solving (e.g. If we use that cardboard box instead of the wood, we'd be able to bend it.) 	<p>3.3</p>

FIRST GRADE–COMMUNICATION

4 The student analyzes and evaluates the effectiveness of formal and informal communication.	
<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Reflects on and improve speaking and listening, with guidance ■ Sets goals with adult help 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Makes limited adjustment to delivery skills based on input from others ■ Critiques the contribution of others based on limited criteria (e.g. volume, rate) 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Identifies real and imaginary elements in oral and visual representations ■ Defines mass communication 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Identifies some forms of mass communication (e.g. newspaper, magazine, internet) 	<p>4.4</p>
5 The student develops reflective thought and positive moral and religious values through communication.	
<p>The student will:</p> <p>Use language that is respectful of others' feelings and rights</p>	<p>LA EALR 5</p> <p>5.1</p>

Student Learning Expectations and Benchmarks

Language Arts–Grade 2

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

SECOND GRADE–READING

1 The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text</p> <ul style="list-style-type: none"> ■ Applies phonetic principles: sounding out, using initial phoneme, using common letter patterns ■ Uses increasing knowledge of letter clusters, syllabication, suffixes, prefixes, roots, compound words, and vowel patterns for identifying and/or confirming words ■ Shows awareness of multiple meanings of some words ■ Identifies and uses adverbs, homonyms, antonyms, and synonyms ■ Uses language (sentence structure) to decode and comprehend text ■ Integrates strategies of meaning, structure, and letter-sound relationships, almost automatically, focusing on text detail when meaning is lost ■ Identifies and discusses reading strategies including sounding out unknown words, word families self correcting, re-reading 	<p>LA EALR 1</p> <p>1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ Uses and decodes prefixes and suffixes ■ Uses meaning, context, and pictures ■ Copes with more specialized vocabulary and figurative language ■ Identifies multiple meanings of some words ■ Uses dictionaries and glossaries to check meaning and spelling 	<p>1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Rereads for clarification ■ Responds to text in more varied ways ■ Reads with proper phrasing and pacing 	<p>1.3</p>
<p>Understand elements of literature – fiction</p> <ul style="list-style-type: none"> ■ Understands plot, characters, setting, problem, and solution ■ Shows awareness of characterization in oral reading and responses ■ Distinguishes between the features of fiction and non-fiction material 	<p>1.4</p>
<p>Use features of non-fiction text and computer software</p> <ul style="list-style-type: none"> ■ Makes inferences from illustrative and textual details ■ Uses tables of contents and index to locate information ■ Reads and navigates grade-appropriate computer menus and software ■ Uses technology to gather information ■ Uses appropriate directionality when reading diagrams, charts, and maps 	<p>1.5</p>

SECOND GRADE-READING

2

The student understands the meaning of what is read.

<p>The student will:</p> <p>Comprehend important ideas and details</p> <ul style="list-style-type: none"> ■ Summarizes ideas ■ Identifies main ideas and supporting elements ■ Understands the importance of the sequence of events or information ■ Uses logical sequence to retell story ■ Makes inferences from illustrative and textual details ■ Recalls specific events, ideas, or information to explain meaning or reaction to text 	<p>LA EALR 2</p> <p>2.1</p>
<p>Expand comprehension by analyzing, interpreting, and synthesizing information and ideas</p> <ul style="list-style-type: none"> ■ Finds similarities and differences in stories ■ Makes predication based on reading ■ Copes with a number of characters, incidents, and scene changes within a text ■ Connects previous experiences and knowledge to understand characters, events and information ■ Reads orally with expression, reflecting personal interpretation of text 	<p>2.2</p>
<p>Think critically and analyze authors' use of language, style, purpose, and perspective</p> <ul style="list-style-type: none"> ■ Summarizes text or content of illustrative material for a specific purpose ■ Compares forms of writing and illustrative styles ■ Considers text more critically 	<p>2.3</p>

SECOND GRADE-READING

3 The student reads different materials for a variety of purposes.

<p>The student will:</p> <p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Observes and reads signs and instructions ■ Initiates own reading for information as well as pleasure and often returns to continue reading or to locate a specific section ■ Locates information in a range of texts and illustrations to pursue a topic ■ Reads non-fiction text in grade appropriate websites and computer software 	<p>LA EALR 3</p> <p>3.1</p>
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Finds library material ■ Locates resource materials ■ Meets new challenges with confidence, usually using a variety of strategies ■ Locates information in a range of texts and illustrations to answer problems ■ Skims and scans when selecting a book or seeking information ■ Reads and navigates computer menus 	<p>3.2</p>
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Reads a variety of literature representing different cultures and perspectives ■ Responds to texts in more varied ways ■ Selects favorite books ■ Reads independently 	<p>3.3</p>
<p>Read for career applications</p> <ul style="list-style-type: none"> ■ Locates information in a range of texts and illustrations to pursue a topic 	<p>3.4</p>

SECOND GRADE–READING

4 The student sets goals and evaluates progress to improve reading.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Set goals prior to and during reading ■ Uses strategies to monitor reading progress and to overcome reading difficulties with teacher guidance ■ Uses agreed upon standards for improving reading skills (e.g. fluency, vocabulary, comprehension, etc.) 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback to improve reading</p> <ul style="list-style-type: none"> ■ Describes reactions to books and consider ideas of others 	<p>4.2</p>
<p>Develop interests and share reading experiences</p> <ul style="list-style-type: none"> ■ Utilizes library with assistance ■ Selects independent reading for pleasure, interest and personal fulfillment ■ Enjoys read alouds ■ Selects favorite authors, subjects, and books to share with others ■ Articulates why a book is a favorite 	<p>4.3</p>

5 The student develops reflective thought and positive moral and religious values through reading.

<p>The student will:</p> <p>Select reading which reflects positive moral and religious values</p>	<p>LA EALR 5</p> <p>5.1</p>
<p>Critique stories using a moral perspective, with teacher assistance</p>	<p>5.2</p>
<p>Identify religious and moral values contained in stories, with teacher assistance</p>	<p>5.3</p>

SECOND GRADE–WRITING

1 The student writes clearly and effectively.

<p>The student will:</p> <p>Develop concept and design</p> <ul style="list-style-type: none"> ■ Develops a story from student idea or teacher suggestion ■ Plans more deliberately and in more detail, often using a word web or story frame ■ Uses story elements (character, plot, problem, solution, setting) ■ Maintains focus on topic ■ Includes details in retelling and personal narratives ■ Organizes text with clear beginning, middle, end ■ Groups ideas, sometime in paragraphs ■ Includes supporting information through adjectives or explanatory sentences ■ Recognizes irrelevant details ■ Attends to sequence, often using indicators (e.g. next, first, after) ■ Chooses appropriate title for work 	<p>LA EALR 1</p> <p>1.1</p>
<p>Use style appropriate to the audience and purpose</p> <ul style="list-style-type: none"> ■ Includes supporting information through adjectives or explanatory sentences ■ Varies sentence beginnings, often including prepositional phrases ■ Uses a variety of sentence lengths and types ■ Uses formal or book language with some writing 	<p>1.2</p>
<p>Apply writing conventions</p> <ul style="list-style-type: none"> ■ Understands sentence structure and paragraphs ■ Uses pronouns (singular and plural), adjectives, and conjunctions ■ Maintains consistent tense, especially past tense ■ Maintains consistent “person” ■ Writes complete sentences using correct punctuation ■ Uses apostrophes correctly in contractions ■ Uses quotation marks in dialogue ■ Uses more correctly spelled words than phonetically spelled ■ Maintains consistent size, spacing, and formation in handwriting, especially in published work 	<p>1.3</p>

SECOND GRADE-WRITING

2

The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes for self, teacher, or other personally known audience ■ Shows awareness of audience in letters and when writing instructions by using second person 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes to a teacher’s prompt ■ Writes to tell about something ■ Writes to describe something ■ Uses formal or book language within some writing ■ Responds to literature in some detail 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Uses more forms (e.g. diagrams and graphs) especially in informational writing ■ Produces a variety of written forms, including stories, poems, reports, letters, and journal entries ■ Explains why one form is more appropriate than another 	<p>2.3</p>
<p>Write for career applications</p>	<p>2.4</p>

SECOND GRADE–WRITING

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Brainstorms ideas with class ■ Participates in the planning of writing with class (e.g. graphic organizer) ■ Plans more deliberately and in more detail, often using a word web or story frame 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Uses a plan to draft text, but willing to amend where necessary ■ Writes using own vocabulary and own thoughts ■ Organizes sentences in sequence ■ Uses descriptive words to enhance text 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Uses a simple checklist for revising ■ Recognizes irrelevant parts or details with assistance ■ Takes note of suggestions and assistance to clarify and refine writing ■ Adjusts writing to reflect input 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Uses a simple checklist for editing ■ Corrects errors with assistance ■ Uses a dictionary and spelling lists to check meaning and accuracy ■ Attends to spelling, capitalization, punctuation, and tense in final draft ■ Rereads aloud for correct meaning ■ Adds missing words or letters 	<p>3.4</p>
<p>Publish</p> <ul style="list-style-type: none"> ■ Maintains consistent size, spacing, and formation in handwriting, especially in published work ■ Publishes work crediting author, illustrator, sometimes including dedication ■ Enhances published work with appropriate graphic/illustrations 	<p>3.5</p>

SECOND GRADE-WRITING

4 The student analyzes and evaluates the effectiveness of written work.	
The student will: Assess own strengths and needs for improvement <ul style="list-style-type: none">■ Maintains interest from one time to another on same piece■ Uses established criteria to reflect on and improve writing	LA EALR 4 4.1
Seek and offer feedback <ul style="list-style-type: none">■ Reflects on and improves writing with assistance■ Shares work and gets feedback from peers and family	4.2
5 The student develops reflective thought and positive moral and religious values through writing.	
The student will: Write stories that reflect moral and religious values	LA EALR 5 5.1

SECOND GRADE—COMMUNICATION

1

The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Demonstrates awareness of the need to be silent, to wait and respond as appropriate ■ Attends to, listens to, and shows interest in what people have to say (e.g. nods, looks at speaker) ■ Listens for a variety of purposes 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Hears consonants, vowels, blends, digraphs ■ Listens for and begins to interpret main idea, supporting details, and fact vs. fiction ■ Begins to use listening skills to plan, compares, and arrives at conclusions ■ Follows instructions that include two or three elements ■ Demonstrates awareness of non-verbal communication ■ Observes to describe and classify objects (e.g. by taste, texture, sound, dimension, volume) ■ Uses visuals to follow directions (e.g. environmental signs, symbols, icons) 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Asks questions to clarify who, what, where, when, how ■ Asks for repetition, restatement, or general explanation to clarify meaning ■ Seeks information and gives opinions 	<p>1.3</p>

SECOND GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none"> ■ Communicates clearly to teacher, small group, whole class ■ Retells sequentially, including who, what, where, and when ■ Speaks confidently in formal situations (e.g. announcements, reports to class, short expository speeches) ■ Discusses information learned (e.g. dialogue, news item, report) ■ Gives instructions in a concise and understandable manner 	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none"> ■ Chooses content that relates to topic ■ Sequences a presentation in logical order ■ Uses some complex grammatical connectives to sustain a topic (e.g., if, after, in conclusion, following this) ■ Builds vocabulary through speaking and listening 	<p>2.2</p>
<p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Reads aloud with expression, showing awareness of rhythm and tone ■ Modulates voice tone, volume, pace, and intonation for effect 	<p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none"> ■ Uses standard grammar, complete sentences, and age-appropriate vocabulary ■ Selects concrete terms to describe ideas ■ Uses language to describe similarities and differences: to categorize objects, and to discuss cause and effect ■ Distinguishes among languages used in different situations (e.g. home language, classroom language, and playground language) ■ Begins to use vocabulary from content areas in responses and conversation 	<p>2.4</p>
<p>Effectively use action, sound, and/or images to support presentations</p> <ul style="list-style-type: none"> ■ Uses visual aids to support presentations ■ Uses a variety of media and visual representations to further convey meaning 	<p>2.5</p>

SECOND GRADE–COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Sustains a conversation with a variety of audiences (e.g. teacher, peers, parents) ■ Independently uses appropriate conversational conventions ■ Distinguishes between types of speech (e.g., a chat, a warning, a joke) 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Explains ideas clearly in a discussion ■ Expresses ideas which are relevant to group’s purposes and goals ■ Contributes to the group using personal experiences ■ Offers personal opinion based on what has already been said ■ Uses polite and appropriate conversational conventions 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Begins to encourage others to speak ■ Articulates and uses established group rules ■ Uses common strategies to problem solve ■ Contributes possible solutions to project problems 	<p>3.3</p>

SECOND GRADE–COMMUNICATION

4 The student analyzes and evaluates the effectiveness of formal and informal communication.	
<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Reflects and improves speaking and listening with assistance 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Sets group criteria for quality work with teacher guidance ■ Responds to feedback for improvement ■ Critiques the contribution of others 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Begins to evaluate accuracy of media ■ Begins to recognize that not everything on a screen is true ■ Identifies the purpose of advertising 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Uses some forms of mass communication (e.g. newspapers, magazines, internet) 	<p>4.4</p>
5 The student analyzes and evaluates the effectiveness of formal and informal communications.	
<p>The student will:</p> <p>Use language that is respectful of others' feelings and rights</p>	<p>LA EALR 5</p> <p>5.1</p>

Student Learning Expectations and Benchmarks

Language Arts–Grade 3

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

THIRD GRADE-READING

1 The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text</p> <ul style="list-style-type: none"> ■ Applies phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words ■ Uses language structure to understand reading materials, including sentence structure, prefixes, suffixes ■ Uses meaning, context, and pictures to comprehend story ■ Identifies, discusses, and uses reading strategies including working out unknown words, self-correcting, and re-reading when necessary to comprehend ■ Selects and integrates most appropriate strategies and can explain how meaning was gained and/or checked 	<p>LA EALR 1</p> <p>1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ Uses dictionaries, glossaries, and other sources ■ Selects and uses synonyms and antonyms for adjectives, adverbs, and verbs ■ Identifies similes and metaphors and provides alternatives 	<p>1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads with proper phrasing and pacing ■ Reads word by word or line by line when incorporating new skills or reading new materials ■ Rereads and self corrects over longer passages on a range of writing forms ■ Uses pace and intonation to reflect purpose and meaning when reading to others ■ Identifies main idea or message of text and evaluates how this influences meaning and the reading 	<p>1.3</p>

THIRD GRADE—READING

1

The student understands and uses different skills and strategies to read.

The student will:

Understand elements of literature—fiction

- Understands sentence structure, paragraphs, and chapters
- Understands story elements: plot, characters, setting, point-of-view, problem, solution
- **Identifies importance of setting in terms of characters and actions**
- **Identifies elements in the text and illustrations that develop characterization and influence the presentation of plot**
- **Identifies figurative language (similes and metaphors)**

**LA
EALR 1**

1.4

Use features of non-fiction to learn new material

- **Copes with a wide range of features within a text or book**
- Observes and use signs, tables, and instructions
- Uses text organizers (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.)
- Recognizes organizational features of electronic information (e.g. pull-down menus, key word searches, icons, etc.)
- **Considers how different illustrative or text forms present a different view or emphasis on the same content or theme**

1.5

THIRD GRADE-READING

2

The student understands the meaning of what is read.

<p>The student will:</p> <p>Comprehend important ideas and details</p> <ul style="list-style-type: none"> ■ Demonstrates comprehension of the main idea and supporting details ■ Identifies main idea or message of text and evaluates how this influences meaning and the reading ■ Connects previous experiences and knowledge when reading to understand characters, events, and information ■ Makes inferences and predictions based on the reading text ■ Uses logical sequence to order and accurately retell stories ■ Summarizes orally and in writing information and ideas gained from text and/or illustration 	<p>LA EALR 2</p> <p>2.1</p>
<p>Expand comprehension by analyzing, interpreting, and synthesizing information and ideas</p> <ul style="list-style-type: none"> ■ Makes cross-discipline connections Finds similarities and differences in stories ■ Gathers and synthesizes information from paragraphs and longer texts and from a variety of sources ■ Uses signs, charts and tables to read and present information comparing, recording, summarizing, or reorganizing ideas and facts from textual and/or illustrative materials 	<p>2.2</p>
<p>Think critically and analyze authors' use of language, style, purpose, and perspective</p> <ul style="list-style-type: none"> ■ Identifies persuasive elements in fiction and non-fiction material ■ Justifies stance on authenticity (fact or fiction) of text ■ Identifies author's intention and purpose for writing ■ Identifies and evaluates main idea or message of text 	<p>2.3</p>

THIRD GRADE—READING

3 The student reads different materials for a variety of purposes.

The student will:	LA EALR 3
<p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Uses reading to explore ideas and gain new knowledge ■ Locates and uses a variety of resource materials ■ Selects resources to answer a question or solve a problem ■ Observes and uses a range of reference material including technical texts to pursue interests ■ Observes and uses signs, tables, maps, and instructions ■ Uses library for specific purposes as well as browsing 	3.1
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Reads information and performs tasks for a variety of real-life purposes (e.g. schedules, recipes, instructions, etc.) ■ Uses a range of reference materials including technical texts to complete tasks ■ Skims and scans when selecting a book or seeking information 	3.2
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Reads independently for pleasure, interest, and personal fulfillment ■ Reads and responds to a variety of literary genres ■ Read a variety of literature representing different cultures, perspectives, and issues ■ Copes with more than one form within a text 	3.3
<p>Read for career applications</p> <ul style="list-style-type: none"> ■ Identifies the kinds of documents one might be required to read in a career setting (e.g., recipes, brochures, charts) 	3.4

THIRD GRADE–READING

4 The student sets goals and evaluates progress to improve reading.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Uses strategies to monitor reading progress and to overcome reading difficulties with guidance from the teacher ■ Identifies strengths, weaknesses, and interests as a reader ■ Sets reading goals prior to and during reading 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback to improve reading</p> <ul style="list-style-type: none"> ■ Uses agreed upon standards to improve reading skills (e.g. fluency, vocabulary, comprehension, etc.) for self and others ■ Identifies and shares strengths, weaknesses, and interests as a reader 	<p>4.2</p>
<p>Develop interests and share reading experiences</p> <ul style="list-style-type: none"> ■ Reads independently for pleasure, interest, and personal fulfillment ■ Uses library regularly and independently ■ Selects favorite authors, subjects, and books and share with others 	<p>4.3</p>

5 The student develops reflective thought and positive moral and religious values.

<p>The student will:</p> <p>Select reading which reflects positive moral and religious values</p>	<p>LA EALR 5</p> <p>5.1</p>
<p>Critique stories using a moral perspective</p>	<p>5.1</p>
<p>Identify religious values contained in stories</p>	<p>5.1</p>

THIRD GRADE-WRITING

1 The student writes clearly and effectively.

The student will:

Develop concept and design

- Represents one main idea or topic in text
- **Increases range of topics, but writing shows preference**
- Writes stories which are increasingly complex
- Incorporates story elements (plot, setting, characters, point-of-view, problem, solution) into original writing
- **Maintains more than one character throughout narrative**
- **Identifies time and setting and refers to these beyond introductory section when narrating story or event**
- Organizes text with a clear beginning, middle, and end
- **Sections work into paragraphs or chapters based on ideas**
- **Uses transitional phrases and sentences to connect episodes, descriptions, explanations, or facts**
- **Uses adjectives, adverbs, and some similes and metaphors to form imagery or provide detail**
- Includes relevant details

LA
EALR 1

1.1

Use style appropriate to the audience and purpose

- Communicates own perspective and ideas
- Uses a variety of sentence lengths and types
- Incorporates literary devices
- **Uses dialogue to develop character**
- **Develops a bank of useful and interesting words and uses these in a range of contexts**
- **Selects vocabulary according to topic, audience, purpose**
- **Includes more specialized vocabulary in informational writing**
- Uses patterns and vocabulary from literature and non-fiction

1.2

THIRD GRADE-WRITING

1 The student writes clearly and effectively.

The student will:

Apply writing conventions

- Writes complete sentences using correct punctuation
- Uses correct subject-verb agreement
- Uses and identifies nouns, verbs, adjectives, adverbs, conjunctions, pronouns
- Learns to use past, present, and future tenses
- Uses singular, plural and possessive forms
- Uses correct paragraph structure
- **Spells most grade-level words accurately (though often exhibits some carelessness in verbs and tense)**
- Uses syllabication, prefixes, suffixes, and word families to spell correctly
- **Includes headings, table of contents, and/or captions in final products**
- Uses correct cursive letter formation and legible handwriting

LA
EALR 1

1.3

THIRD GRADE–WRITING

2 The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Selects vocabulary according to audience ■ Distinguishes among writing for self, teacher, or wider audience and reflects this awareness of audience in vocabulary and syntax 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes independently for pleasure, personal goals ■ Responds to teacher’s prompt ■ Shows increasing awareness of writing purposes and formats in a wider range of forms ■ Writes to name something, to direct, to tell about something, to describe something, to imagine ■ Responds to literature from personal experience and explains viewpoint ■ Selects vocabulary according to purpose 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Journals regularly for insight and enjoyment ■ Writes in a variety of forms and genres (narratives, poems, reports, stories, note taking, etc.) ■ Shows increasing awareness of writing purposes and formats 	<p>2.3</p>
<p>Write for career applications</p> <ul style="list-style-type: none"> ■ Identifies the kinds of documents one might be required to write in a career setting (letters and reports) 	<p>2.4</p>

THIRD GRADE–WRITING

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Brainstorms to select ideas and information, sometimes elaborating on these before writing ■ Organizes and plans writing (outlines, webbing, story-mapping, listing, jotting, free-writing) ■ Gathers information and takes notes as part of prewriting 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Works for accuracy and detail in draft stage ■ Writes using own vocabulary, spelling, illustrations ■ Forms complete phrases, sentences, and thoughts ■ Selects and elaborates on ideas and information ■ Organizes sentences in sequence 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Collects input from others and uses to adjust writing ■ Adds appropriate language and detail ■ Recognizes irrelevant parts or details and uses to adjust writing ■ Attends to clarity and audience interest when revising 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Corrects errors with assistance ■ Adds missing words ■ Edits for spelling, punctuation, tense, and usage ■ Uses more than one reference when editing – including dictionary, books, and simple thesaurus ■ Reads aloud for correct meaning 	<p>3.4</p>
<p>Publish</p> <ul style="list-style-type: none"> ■ Writes legibly using appropriate formations and links in cursive writing ■ Chooses a display form and publishing options (book, poster, etc.) ■ Includes headings, table of contents, and/or captions in final products 	<p>3.5</p>

THIRD GRADE-WRITING

4

The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- Uses established criteria to evaluate and improve writing
- **Maintains a log, journal, and/or personal dictionary more consistently**
- **Revisits previous efforts and comments on new learning to find areas of growth**

LA
EALR 4

4.1

Seek and offer feedback

- Responds to feedback on own writing when appropriate
- Offers positive feedback on others' writing
- **Offers opinions and advice on peers' writing, often comparing with own**

4.2

5

The student analyzes and evaluates the effectiveness of written work.

The student will:

Use writing genres to reflect and communicate religious and values

LA
EALR 5

5.1

THIRD GRADE—COMMUNICATION

1 The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Demonstrates active listening behaviors by maintaining eye contact, using facial expressions to convey interest and/or disagreement ■ Pays attention to oral stories, instructions, reports, assemblies, and daily announcements ■ Writes dictation sentences 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information.</p> <ul style="list-style-type: none"> ■ Interprets visual texts/illustrations, comics, videos, etc. ■ Demonstrates listening strategies for following instructions ■ Uses sounds to identify prefixes, suffixes, compounds, and syllables ■ Listens for, identifies, and explains: main idea, details, fact vs. opinion ■ Summarizes main ideas succinctly from a variety of text (e.g. spoken, visual) ■ Uses graphic organizers to aid comprehension and access prior knowledge ■ Listens to evaluates and makes judgments ■ Follows complex sequence of instructions ■ Demonstrates comprehension of non-verbal clues ■ Observes to describe simple experiments [e.g. eggs hatching, seeds growing, things that do/do not dissolve in water, changing states of water (gas, fluid, solid)] 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Asks questions to clarify content and meaning (including who, what, when, why, where, how) ■ Seeks information and give opinions ■ Summarizes information to clarify content ■ Monitors others' speech and paraphrases content (e.g. <i>I felt really angry when you...</i>) ■ Requests repetition or an explanation when meaning is unclear 	<p>1.3</p>

THIRD GRADE—COMMUNICATION

2

The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none"> ■ Communicates to teacher, small group, class ■ Shows beginning awareness of the needs of audience ■ Demonstrates expository oral presentation that may contain narrative elements ■ Speaks with ease on topics of personal experience ■ Recites using fluency, intonation, and emphasis (e.g. poetry, speeches, essays) ■ Retells succinctly a story of some complexity, scenes from a film, video, or drama ■ Draws and maintains an audience interest during formal presentations (e.g., report to class, announcement, assemblies) 	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none"> ■ Chooses content which relates to topic being discussed ■ Selects materials to support oral presentation ■ Organizes information and present orally in a sequential pattern (i.e. introduction, body, conclusion) using simple transitions ■ Connects ideas smoothly ■ Adds appropriate elaboration and detail to recounts and description of events, objects, or concepts 	<p>2.2</p>
<p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Uses good posture ■ Uses appropriate body language ■ Draws and maintains audience interest during formal presentations (e.g. report to class, announcement, assemblies) ■ Speaks fluently and expressively, projecting voice ■ Speaks in a way that conveys emotion ■ Uses facial expression, eye contact, volume, and rate, which contributes to verbal expression 	<p>2.3</p>

THIRD GRADE—COMMUNICATION

2

The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Use effective language and style</p> <ul style="list-style-type: none">■ Adapts language to meet social, situational, and educational needs (e.g., discussions, reports, debates)■ Uses a specialized vocabulary related to a variety of situations (e.g. discussions, reports, debates)■ Offers definition of words, usually by functions■ Use similes and metaphors to enhance meaning	<p>LA EALR 2</p> <p>2.4</p>
<p>Effectively use action, sound, and /or images to support presentations</p> <ul style="list-style-type: none">■ Selects and develops a variety of media and visuals to illustrate an idea	<p>2.5</p>

THIRD GRADE—COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Demonstrates conversation skills ■ Uses language that is respectful of others' feelings and rights ■ Shows awareness of possible difficulties in communicating ■ Monitors others' speech and paraphrases content (e.g. I felt really angry when you...) ■ Makes formal introductions with courtesy and clarity ■ Identifies purpose of social interaction and select an appropriate response (e.g. thank you, pardon me, please) ■ Asks questions in conversation 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Assumes a variety of assigned roles within a group to perform a task ■ Respects others' feelings and right to participate in a group ■ Participates appropriately in task and social teams ■ Contributes ideas that relate to the group's purpose or goals ■ Illustrates an issue being discussed by using personal experiences ■ Responds to group's verbal or nonverbal feedback by clarifying ideas ■ Follows group rules consistently ■ Communicates to build relationships and group problem-solve 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Identifies and share ideas and points of view ■ Accepts responsibility for personal actions ■ Identifies contribution as fact or opinion ■ Investigates problems and see a range of solutions ■ Suggests solutions and initiate action ■ Understands another's point of view though adult mediation 	<p>3.3</p>

THIRD GRADE—COMMUNICATION

4

The student analyzes and evaluates the effectiveness of formal and informal communication.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Uses established criteria to evaluate and improve speaking and listening 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides specific feedback based upon established criteria (e.g. teacher provided or group developed) ■ Uses the input of others to edit own presentation and to set goals for improvement 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Identifies various forms of mass communication ■ Identifies fact versus opinion statements (e.g. <i>I think that...I believe that...In my opinion...</i>) in media text ■ Identifies fact and opinion in mass communication ■ Identifies message in familiar commercials ■ Interprets and describes main idea in media 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Identifies different ways people communicate in the workplace (e.g., phone, e-mail) 	<p>4.4</p>
<p>The student develops reflective thought and positive moral and religious values through communication.</p>	
<p>The student will:</p> <p>Use language that is respectful of others' feelings and rights</p>	<p>LA EALR 5</p> <p>5.1</p>

Student Learning Expectations and Benchmarks

Language Arts–Grade 4

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

FOURTH GRADE–READING

1

The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text</p> <ul style="list-style-type: none"> ■ Applies phonetic principles to read (sounding out, using initial letters and common letter patterns to make sense of whole words) ■ Uses language structure to understand reading materials (sentence structure, prefixes, suffixes) ■ Uses affixes, syllables, letter clusters, and knowledge of sound and letter patterns automatically ■ Uses meaning, context, and pictures to comprehend a story ■ Uses and discusses reading strategies (working out unknown words, self- correcting, re-reading) 	<p style="text-align: center;">LA EALR 1</p> <p style="text-align: center;">1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ Uses dictionary, glossary, index, table of contents, and thesaurus to check spelling, meanings, and synonyms ■ Constructs general and specialized vocabulary through reading and specific fields of academic study such as science, social studies, mathematics, and the arts. 	<p style="text-align: center;">1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads familiar text with ease ■ Selects and integrates most appropriate strategies for reading a particular kind of text and explains how meaning was gained and checked ■ Reads orally with increased understanding of phrasing, punctuation, content, form, and author’s style ■ Adjusts reading pace to accommodate the form, style, and difficulty of material and purpose of reading 	<p style="text-align: center;">1.3</p>

FOURTH GRADE–READING

1

The student understands and uses different skills and strategies to read.

The student will:

Understand elements of literature – fiction

- Understands sentence structure, paragraphs, and chapters
- **Uses and compares story elements and structure (plot, main idea, main and supporting characters, setting, point-of-view) when describing reaction to, retelling, or summarizing fiction text**
- **Identifies and explains similarities and differences in purpose and basic structure of different kinds of literary and informational text, including stories, poems, and letters**
- **Revisits and analyzes text and illustrations for a specific purpose, including identifying story elements and literary devices**

**LA
EALR 1**

1.4

Use features of non-fiction text and computer software

- Observes and uses signs, tables, and instructions
- Finds and sorts information for a specific topic or purpose
- Locates and uses text organizer: title, headings, table of contents, index, captions, alphabetizing, numbering, graphics, etc.
- **Identifies and explains similarities and differences in purpose and basic structure of different kinds of informational text, including articles, reports, and letters**
- **Understands how illustrations and graphics, including diagrams, graphs, photographs, line drawings, realistic and impressionist art, influence reading and the ideas or information gained**
- **Uses appropriate vocabulary, including title, headings, paragraph, chapter, index, and captions when referencing text**
- **Uses computer menus, searches, and icons**
- Reads and interprets non-technical documents from career settings (memos, directions, schedules, etc.)

1.5

FOURTH GRADE–READING

2 The student understands the meaning of what is read.

<p>The student will:</p> <p>Comprehend important ideas and details</p> <ul style="list-style-type: none"> ■ Asks questions and makes predictions prior to and during reading ■ Connects previous experiences and knowledge when reading to understand characters, events, and information ■ Uses and compares story elements and structure (plot, main idea, main and supporting characters, setting, point of view) when describing reaction to, retelling, or summarizing fiction text ■ Identifies and uses text structure, main idea, supporting details, text organizers, and illustrative material when summarizing or referencing nonfiction material 	<p>LA EALR 2</p> <p>2.1</p>
<p>Expand comprehension by analyzing, interpreting, and synthesizing information and ideas</p> <ul style="list-style-type: none"> ■ Makes cross-discipline connections Makes inferences and predictions based on the reading text ■ Finds similarities and differences in stories Uses logical sequence to accurately retell stories; order and/or sequence parts of text ■ Gathers and synthesize information from a variety of sources including stories, poems, articles, reports, and letters ■ Understands how illustrations and graphics, influence reading and the ideas or information gained ■ Compare elements of two or more texts in the same genre or by the same author or on a similar theme 	<p>2.2</p>
<p>Think critically and analyze authors' use of language, style, purpose, and perspective</p> <ul style="list-style-type: none"> ■ Reads, responds to, and evaluates a variety of traditional and contemporary literature (novels, folktales, stories, myths, poems, plays, etc.) ■ Chooses appropriate ways – either positive or negative – of responding to a variety of printed materials ■ Identifies features that indicate the author has considered the audience when presenting ideas and information ■ Views the same text from different perspectives, including those of different cultures ■ Considers the validity of information gained from text and illustration ■ Applies information from reading to give a response and express insight (e.g., entering imaginatively into another time, place, or role when absorbed in a text) 	<p>2.3</p>

FOURTH GRADE–READING

3 The student reads different materials for a variety of purposes.

The student will:	LA EALR 3
<p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Observes and uses signs, tables, and instructions ■ Locates and uses a variety of resource materials ■ Selects resources to answer a question or solve a problem ■ Understands how illustrations and graphics (e.g., diagrams, graphs, photographs, line drawings, realistic and impressionist art) influence reading and the ideas or information gained 	3.1
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Reads information and performs tasks for a variety of real-life purposes (schedules, recipes, instructions, etc.) ■ Uses computer menus, searches, and icons ■ Sustains silent reading and pursues tasks for longer periods ■ Uses index, table of contents, catalogs, files, numbering, and alphabetical organization to locate and reference material, both in text and on computer software 	3.2
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Reads, responds to, and evaluates a variety of traditional and contemporary literature: novels, folk tales, stories, myths, poems, plays, etc. ■ Reads a variety of literature representing different cultures, perspectives, and issues ■ Understands different views of family, friendship, culture, and traditions found in literature ■ Views the same text from different perspectives, including those of different cultures 	3.3
<p>Read for career applications</p> <ul style="list-style-type: none"> ■ Identifies the kinds of documents one might be required to read in a career setting ■ Reads and interprets non-technical documents from career settings: memos, directories, schedules, etc. 	3.4

FOURTH GRADE–READING

4 The student sets goals and evaluates progress to improve reading.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Uses strategies to monitor reading progress and to overcome reading difficulties, with guidance from teacher 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback to improve reading</p> <ul style="list-style-type: none"> ■ Uses agreed upon standards to improve reading skills (fluency, vocabulary, comprehension, etc., for self and others) ■ Selects and integrates most appropriate strategies for reading a particular kind of text and explain how meaning was gained and checked ■ Questions others about reaction to a book or response to a text 	<p>4.2</p>
<p>Develop interests and share reading experiences</p> <ul style="list-style-type: none"> ■ Reads independently for pleasure, interest, and personal fulfillment ■ Considers author, topic, theme, or genre when selecting a book ■ Compares elements of two or more texts in the same genre or by the same author or on a similar theme ■ Selects favorite authors, subjects, and books and share with others ■ Uses library regularly and independently ■ Selects appropriate independent reading 	<p>4.3</p>

5 The student develops reflective thought and positive moral and religious values through reading.

<p>The student will:</p> <p>Select reading which reflects positive moral and religious values</p>	<p>LA EALR 5</p> <p>5.1</p>
<p>Critique stories using a moral perspective</p>	<p>5.1</p>
<p>Identify religious values contained in stories</p>	<p>5.1</p>

FOURTH GRADE–WRITING

1 The student writes clearly and effectively.

The student will:

Develop concept and design

- Chooses own topic; writes in more than one genre
- Represents one main idea or topic in text
- Elaborates on details to enhance or support main ideas
- Organizes text with a clear beginning, middle, and end (spatial, sequential); use transitions to construct logical order
- Incorporates story elements in writing: plot, characters, setting, point of view, problem, solution
- **Refers to personal experiences and research to clarify, compare, extend, or explain an opinion or idea**
- **Synthesizes information from more than one resource, especially for informational writing or to respond to a question or prompt**
- Incorporates literary devices in writing such as similes, metaphors, alliteration, rhyme, and repetition for effect and to develop imagery

LA
EALR 1

1.1

Use style appropriate to the audience and purpose

- Communicates own perspective and ideas
- **Demonstrates awareness of audience and purpose through selection of vocabulary, form, length, organization, and style**
- **Select vocabulary suitable for topic, audience, purpose, and form**
- Uses figurative language and imagery
- Uses words in more than one context
- **Uses conjunctions, ordinals (e.g. first, second, third), and compound sentences**
- **Varies length and type of sentences, using conjunctions, adjective phrases, and adverb phrases**
- **Uses similes, metaphors, alliteration, rhyme, and repetition for effect and to develop imagery**
- **Experiments with different verse and rhyme patterns**
- Uses dialogue to develop character

1.2

FOURTH GRADE–WRITING

1 The student writes clearly and effectively.

The student will:

Apply writing conventions

- Writes complete sentences
- Uses a variety of sentence structures and paragraphs
- Indicates paragraphs consistently
- Uses correct subject-verb agreement
- **Understands some of the functions of word classes, including elements of tense, subject, and object**
- **Understands how words can be modified to have another function, such as adjectives and adverbs**
- **Uses syllabication, word patterns, and letter patterns when writing new or unusual words**
- Identifies and understands the expanded form of contractions and basic abbreviations
- Uses age appropriate vocabulary in writing
- Uses capitalization, punctuation and spelling accurately

LA
EALR 1

1.3

FOURTH GRADE–WRITING

2 The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes for self, teacher, and others ■ Demonstrates awareness of audience through selection of vocabulary, form, length, organization, and style 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes independently for pleasure and personal goals ■ Refers to personal experiences and research to clarify, compare, extend, or explain an opinion or idea ■ Demonstrates awareness of purpose through selection of vocabulary, form, length, organization, and style ■ Distinguishes among different purposes for text (e.g. to respond to questions, to entertain, to inform, to persuade, to request, or to reflect) ■ Shows understanding of more than one purpose within a form (e.g. a letter can be used to inform, request, or persuade) ■ Includes more than one mode within a piece (e.g. descriptive or narrative elements within an expository piece) 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes in a variety of forms and genres (e.g. narratives, journals, poems, essays, reports, stories, etc.) ■ Selects vocabulary suitable for form ■ Shows understanding of more than one purpose within a form (e.g. a letter can be used to inform, request, or persuade) ■ Selects form to meet requirements of task or content area (e.g. book report or science report) 	<p>2.3</p>
<p>Write for career applications</p> <ul style="list-style-type: none"> ■ Identifies the kinds of documents one might be required to write in a career setting ■ Writes non-technical documents that could be used in a career setting (e.g. memos, letters, directions, etc.) ■ Cites sources when writing reports or technical documents 	<p>2.4</p>

FOURTH GRADE-WRITING

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Generates own ideas ■ Organizes and plans writing through use of notes or clusters (outline, webbing, story mapping, listing, jotting, free writing, etc.) ■ Uses available tools and technology consistently in writing process ■ Uses resources in schools, libraries, and community ■ Adjusts writing process for demands of timed writing situations 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Drafts independently ■ Uses notes, lists, free writing, webs, or clusters to record information or ideas at prewriting and/or drafting stages ■ Writes using own vocabulary, spelling, and drawings ■ Forms complete phrases, sentences, and thoughts ■ Organizes ideas with clear sequence 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Adds appropriate language and/or graphics to enhance text and style ■ Uses more than one word source (including a thesaurus) when revising ■ Revises by adding, deleting, reordering and substituting ■ Seeks input from peers when revising ■ Rereads work several times when revising, and has a focus for each reading 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Uses a dictionary and/or thesaurus as a reference ■ Adds missing or necessary words ■ Corrects common errors in spelling, punctuation and capitalization with or without assistance ■ Rereads work several times when editing, and have a focus for each reading 	<p>3.4</p>

FOURTH GRADE-WRITING

3 The student understands and uses the steps of the writing process.

The student will:

Publish

- Selects a display form and publishing options (e.g. book, poster, etc.)
- Uses technology as needed
- **Publishes longer pieces and attends to format, graphics, and illustrations**
- **Publishes in a wider range of forms and modes**
- **Writes legibly, especially when an audience is anticipated**

**LA
EALR 3**

3.5

4 The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- Uses established criteria to reflect on and improve writing
- **Identifies strengths and weaknesses of own writing**

**LA
EALR 4**

4.1

Seek and offer feedback

- Accepts and employs feedback on own writing when appropriate
- Offers positive feedback on others' writing

4.2

5 The student develops reflective thought and positive moral and religious values through writing.

The student will:

Write stories that reflect religious and moral value

**LA
EALR 5**

5.1

FOURTH GRADE—COMMUNICATION

1 The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Gives evidence of paying attention while others are talking (e.g. nodding, eye contact) ■ Pays attention to oral stories, instructions, reports, assemblies, and daily announcements ■ Demonstrates interest in someone else’s point of view 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Identifies visual information (e.g. from a science experiment, etc.) ■ Interprets visual texts (e.g. illustrations, comics, videos, etc.) ■ Listens for, identifies, and explains: main ideas, details, fact vs. opinion, meaning ■ Listens for familiar sound patterns to identify word meanings ■ Develops strategies for listening to instructions (e.g. mental pictures, step by step, etc.) ■ Uses listening skills to compare and find relationships in stories, poems, and conversations ■ Begins to respond appropriately to non-verbal clues ■ Observes experiments and describes how things work (e.g. fulcrum, gear, pulley) ■ Focuses on the details of a visual representation, but keeps the whole in mind 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Effectively interprets whether a message has been understood ■ Uses questioning and paraphrasing to clarify the meaning of words and information ■ Asks questions to clarify content and meaning including who, what, why, when, where, and how 	<p>1.3</p>

FOURTH GRADE–COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none"> ■ Communicates to teacher, small group, class ■ Shows beginning awareness of the needs of an audience ■ Recounts confidently and competently, providing detail and elaboration ■ Answers questions confidently in interviews, class discussions, conferencing ■ Articulates concepts related to concrete materials by describing, narrating, or explaining how things work and why things happen (e.g. a science experiment) ■ Gives short impromptu presentations (e.g. describe events or object, narrates and experience or explains a concept) ■ Presents a point of view to a large audience 	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none"> ■ Chooses content that relates to topic ■ Selects content from personal experience and readily available sources ■ Describes ideas in concrete terms ■ Recounts competently, providing detail and elaboration ■ Uses complex connectives in speech (e.g. although, in spite of, so that) ■ Organizes material in an organizational pattern appropriate to purpose (e.g. reason/example, support/justification) with a clear introduction, body, and conclusion 	<p>2.2</p>
<p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Speaks using facial expression, posture, eye contact, and body language appropriate to an audience ■ Speaks in a volume and rate that enables others to follow ■ Speaks fluently and expressively 	<p>2.3</p>

FOURTH GRADE–COMMUNICATION

2

The student communicates ideas clearly and effectively.

The student will:

Use effective language and style

- Uses standard grammar
- Uses complete sentences
- Uses age-appropriate vocabulary
- Uses words and visual aids to create effective presentation
- **Uses language appropriate to audience and purpose**
- **Selects vocabulary for impact (e.g. to surprise, to persuade)**
- **Uses words with similar meanings correctly**

**LA
EALR 2**

2.4

Effectively use action, sound, and/or images to support presentations

- Experiments with a variety of media and resources to convey a message or to enhance an oral presentation
- Uses language “to paint word pictures”
- **Develops and uses visual material, action, or sound to create an effective presentation**

2.5

FOURTH GRADE–COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Communicates to build relationships ■ Uses appropriate conventions in social interactions and informational exchanges ■ Interacts appropriately with peers and adults in formal situations (e.g. face to face, telephone, technology) ■ Knows and uses respectful verbal and non-verbal behaviors to respond appropriately to a speaker ■ Asks questions to elicit more from an individual 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Supports contributions to group with facts, examples, or personal experiences ■ Takes initiative in raising new aspects of an issue ■ Invites others to participate ■ Asks questions to draw information from the group ■ Contributes to the development of effective group rules ■ Knows and assumes a number of group roles 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Demonstrates a willingness to modify or abandon own solutions when appropriate ■ Resolves disagreement or misunderstanding independently 	<p>3.3</p>

FOURTH GRADE–COMMUNICATION

4 The student analyzes and evaluates the effectiveness of formal and informal communication.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Uses established criteria to evaluate the performance of others and self 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides feedback on others' presentations and group participation ■ Accepts and applies feedback by refining presentation to make it more precise 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Names many forms of media text (e.g. billboard, newspaper, television, internet) ■ Identifies fact opinion, and assumptions in mass communication ■ Understands that all media is produced from a point of view and with a set of assumptions ■ Identifies media text purpose (e.g. to inform, to sell, to entertain) ■ Identifies the "message" in commercials and advertisements ■ Differentiates among fact, fiction, opinion on the Internet 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Identifies different ways people communicate in the workplace (e.g., phone, e-mail, formal presentations, etc.) 	<p>4.4</p>

5 The student develops reflective thought and positive moral and religious values through communication.

<p>The student will:</p> <p>Use language that is respectful of others' feelings and rights</p>	<p>LA EALR 5</p> <p>5.1</p>
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Student Learning Expectations and Benchmarks

Language Arts–Grade 5

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

FIFTH GRADE–READING

1 The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text</p> <ul style="list-style-type: none"> ■ Applies phonetic principles to reading ■ Uses language structure to understand reading materials, including sentence structure, prefixes, suffixes ■ Uses meaning, context, and pictures to comprehend story ■ Describes strategies used to identify and/or gain meaning from specialized vocabulary, idioms, words used unusual contexts, or unfamiliar words 	<p>LA EALR 1</p> <p>1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ Builds vocabulary by interpreting context clues and using dictionaries, glossaries, and other sources to gain meaning of unfamiliar words ■ Builds vocabulary through specific areas of studies (e.g. social studies, science, non-fiction) ■ Describes strategies used to identify and/or gain meaning from specialized vocabulary, idioms, words used in unusual contexts, or unfamiliar words ■ Understands distinctions within word classes, for example, nouns, proper nouns, pronouns, collective nouns 	<p>1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads fluently with understanding ■ Understands how the conventions of different writing forms influence access to meaning and information ■ Considers the audience and the author’s possible intended message and emphases when reading orally ■ Selects and integrates most appropriate strategies for reading a particular kind of text and explain how meaning was gained and checked ■ Switches from one text or part of a text to another while retaining the meaning of both 	<p>1.3</p>

FIFTH GRADE–READING

1 The student understands and uses different skills and strategies to read.

The student will:

Understand elements of literature – fiction

- Understands sentence structure, paragraphs, and chapters
- Understands story elements (plot, characters, setting, point of view, problem, solution)
- **Shows awareness of techniques authors use to create, link, and contrast characters, events, ideas, and information**
- **Identifies and evaluates effectiveness of the author’s use of similes, metaphors, analogies, alliteration, and other literary devices in relation to the text type and purpose**
- **Shows awareness that layout, graphics, title, book shape and size capture interest and affect the purpose, style and pace of reading**
- Identifies and explains similarities and differences in purpose and basic structure of different kinds of literary texts such as stories, poems, and letters
- **Understands how the conventions of different writing forms influence access to meaning and information**

LA
EALR 1

1.4

Use features of non-fiction text and computer software

- Uses the following to locate, reference, and summarize non-fiction material (index, table of contents, catalogs, files, numbering, alphabetical organization, titles, headings, paragraphs, chapters, index, captions)
- Understands how illustrations and graphics influence reading and the ideas or information gained
- **Uses correct terminology when describing book or text features**
- Identifies and explains similarities and differences in purposes and basic structures of different kinds of informational texts including articles, reports, and letters.
- **Uses more than one type of technology, and a range of references within each, to consider other levels of meaning, to explore unanswered questions, or to determine authenticity**

1.5

FIFTH GRADE-READING

2 The student understands the meaning of what is read.

The student will:

Comprehend important ideas and details

- Demonstrates comprehension of the main and supporting details, summarizing ideas in own words
- Asks questions and makes predictions prior to and during reading
- **Summarizes information from tables, graphs, and maps and can describe findings in another format**
- Connects previous experience and knowledge when reading to understand characters, events, and information
- **Distinguishes inferences and opinions when summarizing text for a specific purpose**

LA
EALR 2

2.1

Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- Makes cross-discipline connections
- Finds similarities and differences in stories
- Uses logical sequence to accurately retell stories; order and/or sequence parts of text
- **Demonstrates understanding that culture and values affect the connotation of words through seeking the opinion of others, offering more than one option, or using a range of reference material**
- Compares elements of two or more texts in the same genre or by the same author or on a similar theme
- **Selects, interprets, synthesizes, summarizes, and presents information from more than one text type and source and more than one type of technology and describes the method and sequence used**
- Compares the effectiveness of the same text, topic, or theme presented in more than one media

2.2

FIFTH GRADE–READING

2 The student understands the meaning of what is read.

The student will:

Think critically and analyze authors' use of language, style, purpose, and perspective

- Reads and responds to a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.)
- Reads and discusses a variety of literature resources representing different cultures, perspectives, and issues
- Understands different views of family, friendship, culture, and tradition found in literature
- **Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration**
- **Evaluates effectiveness of the author's use of similes, metaphors, analogies, alliteration, and other literary devices in relation to text type and purpose**
- **Considers the audience and the author's possible intended message and emphases when reading orally**

**LA
EALR 2**

2.3

FIFTH GRADE—READING

3 The student reads different materials for a variety of purposes.

<p>The student will:</p> <p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Observes and uses signs, tables, and instructions ■ Selects resources to answer a question or solve a problem ■ Reads and comprehends a full range of texts fluently ■ Uses more than one type of technology, and a range of references within each, to consider other levels of meaning, to explore unanswered questions, or to determine authenticity ■ Seeks material beyond the classroom and school library to pursue an interest or complete a task 	<p style="text-align: center;">LA EALR 3</p> <p style="text-align: center;">3.1</p>
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Uses library independently and regularly ■ Reads information and perform tasks for a variety of real-life purposes (e.g. schedules, recipes, instructions, etc.) ■ Attends to details of instructions and returns to these during a task ■ Uses computer menus, searches, and icons 	<p style="text-align: center;">3.2</p>
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Reads and discusses materials from different cultures ■ Seeks material beyond the classroom and school library to pursue an interest <p>Read for career applications</p> <ul style="list-style-type: none"> ■ Identifies the kinds of documents one might be required to read in a career setting ■ Reads and interprets non-technical documents from career settings (e.g. memos, directories, schedules, etc.) 	<p style="text-align: center;">3.3</p> <p style="text-align: center;">3.4</p>

FIFTH GRADE–READING

4 The student sets goals and evaluates progress to improve reading.

The student will:

Assess strengths and need for improvement

- **Considers reading to be a problem-solving activity and can talk about expectations, challenges, and purposes and then discuss and evaluate the process**
- Discusses and uses reading strategies including working our unknown words, self-correcting, and re-reading when necessary to comprehend
- **Sets goals and initiates reading activities or responses to reading with others**

**LA
EALR 4**

4.1

Seek and offer feedback to improve reading

- Uses agreed upon standards to improve reading skills (e.g. fluency, vocabulary, comprehension, etc.) for self and others
- **Generates questions for rereading, wider reading, or discussion**
- Selects and integrate most appropriate strategies for reading a particular kind of text and explains how meaning was gained and checked

4.2

Develop interests and share reading experiences

- Uses library regularly and independently
- **Selects and reads a range of texts independently for enjoyment and information, shares opinions and recommends books to others**
- Selects favorite authors, to share with others
- Experiences shared reading

4.3

5 The student develops reflective thought and positive moral and religious values through reading.

The student will:

Select reading which reflects positive moral and religious values

**LA
EALR 5**

5.1

Critique stories using a moral perspective

5.2

Identify religious values contained in stories

5.3

FIFTH GRADE–WRITING

1 The student writes clearly and effectively.

The student will:

Develop concept and design

- Chooses own topic; writes in more than one genre
- Represents one main idea or topic in text
- Includes relevant details
- Elaborates on details to enhance or support main idea
Incorporates story elements (plot, characters, setting, etc.) into writing
- **Works to develop an inviting introduction, a logical and thought-provoking middle, and a well-developed conclusion**
- Uses transitions to construct logical order
- **Writes clear, coherent explanations, instructions, and factual reports on a range of issues and topics**
- **Expresses opinion or point of view with sufficient supporting information and appropriate emphasis**
- **Links incidents, facts, and opinions logically and effectively through language, organization, and format**
- **Creates impact through literary devices, organization, and word choice (e.g. alliteration, repetition)**

LA
EALR 1

1.1

Use style appropriate to the audience and purpose

- Uses words in more than one context
- Uses dialogue to develop character
- **Shows understanding of synonyms, antonyms, and some word origins and derivatives**
- **Injects humor, tension, and/or mood into writing through word choice, varied sentence structure, and organizational techniques such as flashbacks and foreshadowing**
- Uses patterns and vocabulary from literature and non-fiction
- **Determines emphasis by considering purpose and audience's probable interest and knowledge of subject**
- **Studies the writing of established authors and identifies the authors' elements of style**

1.2

FIFTH GRADE-WRITING

1 The student writes clearly and effectively.

The student will:

Apply writing conventions

- Uses age- appropriate vocabulary in writing
- Uses a variety of sentence structures and paragraphs
- Writes complete sentences
- Uses compound sentences
- Uses correct subject-verb agreement
- Indicates paragraphs consistently
- Uses capitalization and punctuation accurately in final draft
- **Punctuates dialogue appropriately**
- **Uses a multi-strategy approach to spelling (e.g. visual patterns, sound patterns, rules, and meanings)**
- Uses correct cursive letter formation and legible handwriting

LA
EALR 1

1.3

FIFTH GRADE–WRITING

2

The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>2.1 Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes for self, teacher, or other personally known audience ■ Considers audience and purpose at all stages of the writing process ■ Includes cause and effect, opinions, and opposing points of view in persuasive writing ■ Uses formal, informal, and specialized vocabulary appropriate for audience ■ Determines emphasis by considering audience’s probable interest and knowledge of topic 	<p>LA EALR 2</p> <p>2.1</p>
<p>2.2 Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes independently for pleasure and personal goals ■ Writes to respond to teacher’s prompt, describe something, learn something, explain something, imagine something, persuade others, etc. ■ Communicates own perspective and ideas ■ Selects relevant information for a specific purpose from a range of material and paraphrase, expand, or summarize it according to purpose ■ Includes cause and effect, opinions, and opposing points of view in persuasive writing ■ Determines emphasis by considering purpose of topic ■ Uses formal, informal, and specialized vocabulary appropriate to the purpose of the writing 	<p>2.2</p>
<p>2.3 Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes in a variety of forms and genres (e.g. explanation, instructions, narratives, journals, poems, essays, reports, stories, etc.) ■ Incorporates knowledge of forms consistently and consider these when evaluating product 	<p>2.3</p>
<p>2.4 Write for career applications</p> <ul style="list-style-type: none"> ■ Identifies the kinds of documents one might be required to write in a career setting ■ Writes non-technical documents that could be used in a career setting (e.g. memos, letters, directions, etc.) ■ Writes in forms associated with specific tasks or careers (e.g. receipts, applications) 	<p>2.4</p>

FIFTH GRADE–WRITING

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Generates own ideas (brainstorm) ■ Organizes and plans writing (outlines, webbing, story mapping, listing, jotting, free writing, etc.) ■ Gathers information from a range of sources and uses an organizer to analyze, synthesize, select, and plan writing ■ Uses resources in schools, libraries, and community ■ Uses technology in writing process for gathering information ■ Reorganizes, if necessary, at all stages of writing 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Writes using own vocabulary, spelling, and drawings ■ Forms complete phrases, sentences, and thoughts ■ Constructs a clear narrative ■ Contributes to team effort to create 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Collects input from others ■ Adds appropriate language and/or graphics to enhance text and style ■ Contributes to team effort to create and revise ■ Revises by adding, deleting, reordering, and substituting ■ Organizes ideas with clear sequence ■ Uses technology for revising 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Uses a variety of reference tools ■ Corrects errors both independently and with assistance ■ Adds missing or necessary words ■ Corrects errors in spelling, punctuation, and capitalization ■ Contributes to team effort to edit 	<p>3.4</p>
<p>Publish</p> <ul style="list-style-type: none"> ■ Selects a display form and publishing options (e.g. book, poster, etc.) ■ Produces a legible final product ■ Uses technology to prepare final copy 	<p>3.5</p>

FIFTH GRADE-WRITING

4 The student analyzes and evaluates the effectiveness of written work.	
<p>The student will:</p> <p>Assess own strengths and needs for improvement</p> <ul style="list-style-type: none"> ■ Uses established, as well as own, criteria to reflect on quality and effort in writing ■ Articulates the qualities that make a piece of writing effective 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Accepts and employs feedback on own writing when appropriate ■ Offers positive feedback on others' writing 	<p>4.2</p>
5 The student develops reflective thought and positive moral and religious values through writing.	
<p>The student will:</p> <p>Write stories that reflect religious values</p>	<p>LA EALR 5</p> <p>5.1</p>

FIFTH GRADE–COMMUNICATION

1 The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Gives evidence of paying attention while others are talking (e.g. nodding, eye contact, note taking, ask relevant questions) ■ Pays attention to oral stories, instructions, reports, assemblies, and daily announcements 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Identifies visual information (e.g. from a science experiment such as fulcrum, gear, pulley) ■ Interprets visual texts (e.g. illustrations, comics, videos, etc.) ■ Identifies the standards for listening ■ Listens for, identifies, and explains main ideas, details, fact vs. opinion, and meaning ■ Listens for important as well as extraneous details ■ Demonstrates listening strategies for following instructions ■ Identifies the different purposes for listening ■ Listens and observes to gain information using a teacher-provided study guide ■ Recognizes non-verbal communication ■ Describes observed body language 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Asks questions to clarify content and meaning including who, what, why, when, where, and how ■ Uses questioning and paraphrasing to clarify the meaning of words and information ■ Selects information and give opinions 	<p>1.3</p>

FIFTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none">■ Exhibits an awareness of needs of audience■ Communicates for a range of purposes (e.g. inform, persuade, or entertain)■ Communicates to teacher, small group, class■ Identifies various ways of delivering speeches (e.g. impromptu, planned, recitation, manuscript)■ Describes the differences between expository and persuasive speeches■ Delivers brief, simple speeches in a variety of ways■ Defines personal opinion as something about which one feels strongly■ Begins to consider audience, purpose, and context in making choices regarding language and forms of support■ Aware of audience characteristics (e.g. age and gender, knowledge of topic)	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none">■ Selects and narrows a topic from a teacher-provided list■ Chooses content that relates to topic■ Selects materials from readily available sources■ Organizes information in a sequential pattern using simple transitions■ Organizes material with a clear beginning, middle, and end (exposition: main idea and support with examples, anecdotes, descriptive details, and/or facts; Persuasion: topic/issue and argument supported by reason, descriptive details, examples, and/or anecdotes)■ Describes ideas in concrete terms■ Shares an opinion, a personal experience, or information■ Uses a limited range of support (e.g. examples, quotations)■ Selects data from credible sources	<p>2.2</p>

FIFTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Speaks at a volume, rate that enables others to follow ■ Projects voice, speaking fluently and expressively ■ Uses appropriate eye contact and facial expression ■ Uses facial expression and body language to enhance presentation, avoiding distracting mannerisms ■ Begins to be aware of the need for a correspondence between verbal and non-verbal messages 	<p>LA EALR 2</p> <p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none"> ■ Uses standard grammar, appropriate to age level, that enhances and does not distract from message ■ Builds vocabulary through speaking and listening ■ Uses age-appropriate vocabulary ■ Uses words and illustrations to create effective presentation 	<p>2.4</p>
<p>Effectively use action, sound, an/or images to support presentations</p> <ul style="list-style-type: none"> ■ Experiments with a variety of media and resources to convey a message or to enhance an oral presentation (e.g. charts/graphs, maps illustrations, props) 	<p>2.5</p>

FIFTH GRADE–COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Communicates to build relationships ■ Demonstrates conversation skills ■ Distinguishes between types of speech ■ Shows awareness of possible difficulties in communicating ■ Responds actively with courtesy and tact, both in group work and informal interactions 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Be an active and productive member of a group by understanding basic collaborative skills and assumes various assigned roles to further the progress of a group (e.g. task master, encourager, checker, recorder) ■ Contributes to group with examples and suggestions ■ Respects others' feelings and right to participate in a group 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Brainstorms and prioritizes alternative ideas to choose a solution or plan ■ Formulates ideas and identifies possible alternatives Suggests solutions and initiate action ■ Checks for group understanding by asking questions ■ Accepts responsibility for personal actions 	<p>3.3</p>

FIFTH GRADE—COMMUNICATION

4

The student analyzes and evaluates the effectiveness of formal and informal communication.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Uses established criteria to evaluate and improve speaking and listening ■ Articulates the qualities that make a presentation effective ■ Evaluates the strengths and needs for improvement for self and group performance and group results (with teacher direction) 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides feedback on others' presentations and group participation ■ Accepts and applies feedback on own presentation when appropriate ■ Sets goals for future performance for listening, speaking, and group work 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Identifies various forms of mass communication ■ Identifies messages in simple advertisements ■ Identifies an effective advertisement ■ Identifies the target audience in print advertisements ■ Identifies fact, opinion, and assumptions in mass communication ■ Understands that all media is produced from a point of view and with a set of assumptions ■ Distinguishes among types of media techniques (e.g. bandwagon, testimonial, glittering generality) 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Identifies ways communication is used in career settings ■ Identifies communication-related career choices 	<p>4.4</p>

FIFTH GRADE–COMMUNICATION

5 The student develops reflective thought and positive moral and religious values through communication.

<p>The student will:</p> <p>Demonstrate respect for others’ opinions; acknowledge others’ points of view</p> <ul style="list-style-type: none"> ■ Acknowledges other’s ideas and points of view – identify similarities and differences 	<p>LA EALR 5</p> <p>5.1</p>
<p>Use language that is free from stereotyping, bias, libel, slander, harassment</p>	<p>5.2</p>
<p>Identify cultural assumptions and perspectives</p>	<p>5.3</p>

Student Learning Expectations and Benchmarks

Language Arts–Grade 6

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

SIXTH GRADE–READING

1 The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Use word recognition and word meaning skills to read and comprehend text</p> <ul style="list-style-type: none"> ■ Understands and applies reading strategies including: word origins, word roots, prefixes, suffixes, making predictions, and verifying and revising understanding while reading ■ Uses a variety of reading strategies to comprehend words and ideas including: self-correcting, re-reading, reading-on, slowing down ■ Integrates appropriate reading strategies to adapt reading to different type of text ■ Uses language structure to understanding reading materials including: sentence structure, contractions, abbreviations ■ Identifies main sentences types of statement, command, question, exclamation ■ Understands main clause functions and structure 	<p style="text-align: center;">LA EALR 1</p> <p style="text-align: center;">1.1</p>
<p>Build vocabulary through reading</p> <ul style="list-style-type: none"> ■ Range of specialized, descriptive, and appropriate vocabulary in writing and speaking reflects wider and more complex reading ■ Constructs general and specialized vocabularies through reading and specific fields of academic study (e.g. science, social studies, mathematics, the arts) ■ Interprets general and specialized vocabulary critical to the meaning of the text ■ Identifies technical and specialized terms and determine meaning of multiple meaning words using dictionaries and thesaurus ■ Examines vocabularies relevant to different contexts and cultures 	<p style="text-align: center;">1.2</p>
<p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads both orally and silently with ease ■ Samples text, rather than focusing on every detail ■ Reads independently, using strategies and resources to master skills. ■ Reads and comprehends a full range of texts fluently (e.g. instructions, news articles, poetry, novels, short stories, professional level materials that match career or academic interest, electronic information, etc.) ■ Intonation and pace of oral reading indicates understanding of form and language and common elements in each ■ Intonation, phrasing, and pace of oral reading indicates awareness of function of a range of punctuation 	<p style="text-align: center;">1.3</p>

SIXTH GRADE–READING

1 The student understands and uses different skills and strategies to read.

The student will:

Understand elements of literature – fiction

- Identifies literary devices (e.g. figurative language, exaggeration, irony, humor, dialogue, devices that develop characterization, tension, mood)
- Analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution)
- **Identifies techniques for making comparisons, including simile, metaphor, personification, analogy, conjunctions**
- **Identifies ambiguity in text or mismatch between parts of text or between text and illustration**

LA
EALR 1

1.4

Use features of non-fiction text and computer software

- Locates specific information to pursue an interest or complete a project
- Uses organizational features of printed text (e.g. titles, heading, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes)
- Uses features of electronic information (e.g. microfiche headings and numberings, CD-ROM, Internet, e-mail, electronic bulletin boards, databases, etc.)
- Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration
- **Selects, analyzes, and synthesizes ideas and information from visual and electronic material and from text, providing accurate references**
- **Uses a range of resources to research the background of a range of fiction and nonfiction texts**

1.5

SIXTH GRADE–READING

2

The student understands the meaning of what is read.

The student will:

Comprehend important ideas and details

- Readily identifies and comprehends the main idea and supporting facts and details
- Demonstrates comprehension of varied texts especially technical materials
- Summarizes ideas in own words
- Orders and/or sequences parts of text
- Distinguishes between fact and fiction
- Links characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding
- Makes, confirms, or revises predictions and inferences based on the reading text
- **Selection of material reflects understanding of personal, task-orientated, and public functions of reading**

LA
EALR 2

2.1

Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- Applies information gained from reading to give a response and express insight
- Makes cross-discipline connections
- Analyzes text for specific purpose
- Analyzes the interdependence and interaction of characters, setting, and plot
- Compares, contrasts, and makes connections within and among several texts and across disciplines
- Makes generalizations beyond the text to other text ideas or situations
- Uses logical sequence to accurately retell stories
- Discusses how rereading influences initial meaning or ideas about text quality and style
- **Identifies ways authors use imagery, exaggeration, and irony and how these techniques influence meaning for each reader**
- **Discusses how rereading influences initial meaning or ideas about text quality and style**

2.2

SIXTH GRADE-READING

2 The student understands the meaning of what is read.

The student will:

Think critically and analyze authors' use of language, style, purpose, and perspective

- Evaluates the validity of what is read
- Formulates conclusions based on validity of reading
- Recognizes that authors make language choices to influence an audience
- Evaluates an author's effectiveness for a chosen audience
- Recognizes the author's point of view, tone, and use of persuasive devices
- Detects bias, stereotyping, and over-generalization
- Reads and recognizes language representing different cultures
- Analyzes the author's use of similes, metaphors, analogies, alliteration, and other literary devices in relation to text type and purpose
- **Selection of material reflects understanding of personal, task-oriented, and public functions of reading**
- **Considers issues and ideas from perspectives beyond just those of classmates or current perspectives**

LA
EALR 2

2.3

SIXTH GRADE–READING

3 The student reads different materials for a variety of purposes.

<p>The student will:</p> <p>Read to learn new information</p> <ul style="list-style-type: none"> ■ Observes and uses signs, labels, and instructions ■ Organizes information from several sources ■ Shows specificity of material considered and selected in research ■ Understands and uses materials to investigate a topic (e.g. reference materials, encyclopedia, manuals, public documents, newspaper and magazine articles, trade publications, etc.) ■ Takes initiative for seeking material from community resources ■ Has established reading interests but willingly reads beyond these for ideas and information ■ Uses library regularly and independently 	<p>LA EALR 3</p> <p>3.1</p>
<p>Read to perform task</p> <ul style="list-style-type: none"> ■ Reads and understands information to perform a specific task (e.g. schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.) ■ Attends to detail of instructions and return to these during a task ■ Evaluates the appropriateness of a variety of resource materials for a specific task ■ Has established reading interests but willingly reads beyond these to complete a task 	<p>3.2</p>
<p>Read for literary experience</p> <ul style="list-style-type: none"> ■ Reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays) ■ Reads, discusses, and uses literature to understand a variety of perspectives of self, others, and world issues ■ Reads and discusses a variety of literary resources representing different cultures, perspectives, and issues ■ Identifies recurring themes in literature (e.g. identity, conflict and struggle, social and economic change) 	<p>3.3</p>
<p>Read for career applications</p> <ul style="list-style-type: none"> ■ Identifies particular documents one might be required to read for occupational/career areas of interest ■ Locates and interprets technical and non-technical documents from different career settings, such as blueprints, graphs, tables, and policies 	<p>3.4</p>

SIXTH GRADE-READING

4

The student sets goals and evaluates progress to improve reading.

The student will:

Assess strengths and need for improvement

- Uses a variety of strategies to monitor reading progress and to overcome difficulties
- Sets reading goals and develop strategies to meet goals and monitor progress
- Develops strategies and rubrics used when reading to perform a task or seek new information

**LA
EALR 4**

4.1

Seek and offer feedback to improve reading

- **Seeks specific feedback from others when presenting responses to books**
- Develops shared standards and evaluates reading skills such as fluency, comprehension, and text choice for self and others

4.2

Develop interests and share reading experiences with others

- Selects appropriate independent reading for pleasure, interest, and personal fulfillment
- **Reviews and recommendations of books include negative as well as positive comments**
- **Reviews and recommendations provides links with or preferences for other books or authors**
- **Organizes daily schedule to include time for exploring and enjoying reading**
- **Takes responsibility for sustaining interest in reading and for selecting appropriate material for reading for pleasure and for pursuing a task**

4.3

5

The student develops reflective thought and positive moral and religious values through reading.

The student will:

Select reading which reflects positive moral and religious values

**LA
EALR 5**

5.1

Critique stories using a moral perspective

5.2

Identify religious values, themes

5.3

SIXTH GRADE–WRITING

1 The student writes clearly and effectively.

The student will:

Develop concept and design

- Writes coherent paragraphs
- Demonstrates consistency in focus
- Constructs a logical argument
- Chooses own topic; writes in more than one genre
- Discriminates between essential, intriguing, or useful information and trivia
- Uses effective organizational structures – constructs sequenced paragraphs using effective transitions
- Incorporates literary devices into writing (e.g. alliteration, metaphors etc.)
- Writes essays to text and papers that are detailed, analytical, and honest, citing supporting evidence
- Writes well-rounded, researched, and reasoned texts on a variety of topics and themes
- **Includes descriptive detail, cause and effect, and comparative facts in informational writing**
- **Analyzes a theme or issue in informational and literary texts and in poetry**
- **Varies method of developing character, setting, mood, and suspense, and of indicating resolution in narrative**
- Creates mood using word choice, varied sentence structure, and organizational techniques such as flashbacks and foreshadowing

LA
EALR 1

1.1

Use style appropriate to the audience and purpose

- Chooses voices appropriate to different genres and audiences
- **Maintains a perspective or argues point of view from third person as well as first**
- Maintains an individual, authoritative voice in expository and persuasive writing
- Experiments with figurative language and sound patterns
- **Varies method of developing character, setting, mood, and suspense, and of indicating resolution in narrative**
- **Uses precise and specialized language in content writing**

1.2

SIXTH GRADE-WRITING

1 The student writes clearly and effectively.

The student will:

Apply writing conventions

- Uses compound and complex sentences
- Employs conventional grammar (e.g. subject/verb agreement and verb tense agreement).
- **Selects from an increasing repertoire of structures and techniques to maintain own interest as well as that of audience**
- **Checks nuances of meaning or searches for alternatives to words usually chosen**
- **Uses complex sentences competently in a range of contexts except for effect)**
- Applies capitalization and punctuation rules correctly
- Spells correctly except for effect in final draft
- Uses paragraphing, stanza division, and other textual markets (e.g. table of contents, title and subtitle, bullets)
- Writes legibly
- **Acknowledges and cites sources correctly**
- **Provides detailed labeling, captions, headings, and sub-headings when appropriate**

LA
EALR 1

1.3

SIXTH GRADE-WRITING

2 The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes for distant audiences (e.g. pen pals, community members) ■ Selects from an increasing repertoire of structures and techniques to maintain own interest as well as that of audience ■ Uses complex sentences competently in a range of contexts ■ Maintains a perspective or argue a point of view from third person as well as first ■ Maintains own voice, experiments with other voices, exploring new audiences, topics, and forms 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes for a range of purposes including to express him/herself, to create, to persuade others, to inform others, to explain ideas or procedures, to entertain, to debate, and to question ■ Establishes subject and purpose of writing in a thesis statement ■ Responds to questions and texts from a considered personal stance supported by experiences or examples ■ Pursues personal writing interest independently ■ Journals regularly for insight and enjoyment 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes in a variety of forms and genres (e.g. narratives, journals, poems, essays, stories, research reports, etc.) ■ Writes about the same topic, theme, or issue in more than one form (e.g. speeches, interviews) ■ Selects relevant information for a specific purpose from a range of material and paraphrase, expand, or summarize it according to purpose ■ Selects relevant information for MLA format ■ Uses a reference style (e.g. APA, MLA) in reports and technical documents ■ Provides detailed labeling, captions, headings, and subheadings when appropriate ■ Adapts some writing for visual formats (e.g. graphs, charts, outlines, bulleted statements, web pages) 	<p>2.3</p>
<p>Write for career applications</p> <ul style="list-style-type: none"> ■ Identifies particular forms one might be required to use when writing in career settings (e.g. software programs, research reports) ■ Uses technical and career documents to gather information ■ Collaborates with peers on long-term projects (e.g., class newspaper) 	<p>2.4</p>

SIXTH GRADE-WRITING

3 The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Devotes more time to prewriting stage, working for clear meaning and effective presentation ■ Uses a variety of prewriting strategies (story-mapping, listing, webbing, jotting, outlining, free writing, brainstorming) ■ Uses available tools and technology consistently through the writing process ■ Gathers information from a variety of sources (e.g. interview, multimedia, periodicals, etc.) ■ Plans and drafts from oral communication 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Elaborates on initial idea ■ Coordinates ideas and perspectives and take variables into account ■ Constructs a clear narrative or argument ■ Recognizes and use transitions and maintain fluency ■ Uses oral communication to write draft 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Devotes more time to revising stage, working for clear meaning and effective presentation ■ Adds and deletes information and graphics as needed to enhance text and style ■ Revises for accuracy of content and clarity of focus ■ Revises to maintain reader’s interest while emphasizing points of view and style ■ Revises to add variety, emphasis, coherence, and clarity ■ Makes use of technology for revising 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Uses applicable reference tools ■ Adjusts word choice and sentence structure ■ Corrects mechanics and grammar ■ Edits using a self-initiated checklist, scoring guide, or rubric defends choices to deviate from established criteria ■ Devotes more time to editing stage, working for clear meaning and effective presentation ■ Edits to maintain reader’s interest while emphasizing point of view and style 	<p>3.4</p>

SIXTH GRADE–WRITING

3 The student understands and uses the steps of the writing process.

The student will:

Publish

- Selects from a variety of publishing options (e.g. school newspaper, bulletin boards, multimedia formats)
- **Publishes using a wider range of graphics and illustrative material often presented through technological means**
- Produces a legible, neat final product

**LA
EALR 3**

3.5

4 The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- Establishes and applies own criteria to improve writing
- Maintains a portfolio for self assessment
- Analyzes the works of effective writers to improve writing
- Articulates the qualities that make a piece of writing effective
- **Evaluates own work for the craft of writing as well as the content**
- **Accepts criticism as a means for improving writing**

**LA
EALR 4**

4.1

Seek and offer feedback

- **Accepts criticism as a means for improving writing**
- Submits work for review, accepts feedback, and revises accordingly
- Offers feedback, with guidance, on others' writing with regard to concept and design, style, and conventions

4.2

5 The student develops reflective thought and positive moral and religious values through writing.

The student will:

Write stories that reflect positive moral and religious values

**LA
EALR 5**

5.1

SIXTH GRADE—COMMUNICATION

1 The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Gives evidence of paying attention (e.g. nodding, maintaining eye contact, taking notes, and asking relevant questions) ■ Pays attention and responds appropriately in particular contexts (e.g. social interactions) 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Identifies the relationship between verbal and non-verbal communication ■ Describes a message conveyed by observed body language ■ Identifies visual information and/or people's behaviors (e.g. in a math activity or ethnographic study) ■ Interprets and discusses relationships among ideas, information, and events in visual texts (e.g. illustrations, art, graphs, diagrams, etc.) ■ Listens for, identifies, and explains important as well as extraneous details ■ Identifies barriers to effective listening ■ Identifies and applies the techniques for effective listening ■ Listens and observes to gain information by taking notes and mental recapitulation 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Asks questions to clarify content and meaning in a variety of contexts and situations ■ Paraphrases conversations and information ■ Asks questions to verify judgments and inferences ■ Constructs hypotheses 	<p>1.3</p>

SIXTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none">■ Communicates with an expanding range of audiences (e.g. community members, voice mail, etc.)■ Identifies and explains the characteristics of the audience, including the audience attitude toward the topic■ Communicates for a range of purposes (e.g. to inform, explain, persuade, or entertain)■ Communicates using different forms of oral presentation (e.g. reports, drama)■ Delivers impromptu and planned speeches■ Distinguishes between expository and persuasive speeches and articulate purpose of own presentation■ Makes decisions thoughtfully by considering audience, purpose, topic, and context in making decisions regarding language, content, forms of support, and organization	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none">■ Chooses content appropriate to own purposes and interest and needs of an audience■ Organizes information with a clear sequencing of ideas and transitions■ Selects a topic with teacher input or from a brainstormed list■ Presents an informed opinion, personal experience, or information■ Uses teacher-provided resources as well as independently researched facts and statistics■ Selects appropriate data by comparing against a pre-determined criteria list■ Organizes material with an appropriate beginning, middle, and end (e.g. Expository: problem/solution, cause/effect; Persuasive: gives supporting evidence in a logical order and closes with a call for action)	<p>2.2</p>

SIXTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Use effective delivery</p> <ul style="list-style-type: none">■ Speaks with expression using appropriate and varied pace, volume, tone, and pitch■ Uses appropriate eye contact and facial expression■ Uses posture and body language effectively, purposefully avoiding distracting mannerisms■ Shows awareness of the match between verbal and nonverbal messages	<p>LA EALR 2</p> <p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none">■ Uses standard grammar, appropriate to age level, that enhances and does not detract from message■ Uses complex sentences■ Uses a range of vocabulary related to a particular topic	<p>2.4</p>
<p>Effectively use action, sound, an/or images to support presentations</p> <ul style="list-style-type: none">■ Uses a variety of media appropriate to audience and purpose to illustrate and support ideas (e.g. multi-media software, display boards, overhead transparencies, video/slides, cassettes, etc.)	<p>2.5</p>

SIXTH GRADE–COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Communicates to build relationships and problem solve ■ Uses language that is respectful of others’ feelings and rights ■ Uses language to interact with others (e.g. to greet people, compliment, encourage, etc.) ■ Responds to different types of speech and audiences 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Understands basic collaborative skills and assumes various assigned roles to further the progress of a group (e.g. task master, encourager, checker, recorder) ■ Contributes to group with meaningful suggestions, research, and effort ■ Responds actively and appropriately with courteous language by asking questions to clarify the discussion both in group work and in informal interactions. 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Brainstorms, analyzes, and prioritizes alternatives to reach a group consensus on a solution or plan ■ Acknowledges others’ ideas and points of view — identifies similarities and differences ■ Defines challenges and encourage others to action ■ Chooses a position and develop a plan of action 	<p>3.3</p>

SIXTH GRADE—COMMUNICATION

4

The student analyzes and evaluates the effectiveness of formal and informal communication.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Evaluates excellent presentations to improve own work ■ Self-evaluates, using teacher or group-developed rubric, both during and after group work, setting goals for self and group results ■ Evaluates strengths and needs for improvement for self and group performance and for group results (with teacher guidance) 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides feedback on others' presentations with regard to content and organization ■ Accepts and applies feedback when appropriate and revise own presentation ■ Sets future goals for improvement of own performance and performance of group 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Defines mass communication and identify its unique characteristics ■ Identifies and evaluates techniques used in mass communication (e.g. name calling, celebrity appeal, identification with audience) ■ Identifies and explains the uses and impact of fact, opinion, bias, etc. in mass communication ■ Identifies the accuracy, point of view, and assumptions of media ■ Identifies factual claims in a 30-second television and/or radio commercial 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Has opportunity to listen to speakers from a variety of careers ■ Identifies communication skills necessary in a chosen career area ■ Identifies and explain the major functions of communication in career settings ■ Demonstrates effective telephone and short message (e.g. memo, e-mail) skills ■ Describes how problem solving and conflict resolution skills might be used in a career setting 	<p>4.4</p>

SIXTH GRADE–COMMUNICATION

5

The student develops reflective thought and positive moral and religious values through communication.

The student will:	LA EALR 5
Demonstrate respect for others' opinions; acknowledge others' points of view	5.1
■ Acknowledges other's ideas and points of view – identify similarities and differences	
Use language that is free from stereotyping, bias, libel, slander, harassment	5.2
Identify cultural assumptions and perspectives	5.3

Student Learning Expectations and Benchmarks

Language Arts–Grade 7

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

SEVENTH GRADE–READING

1 The student understands and uses different skills and strategies to read.

The student will:

Use word recognition and word meaning skills to read and comprehend text

- Understands and applies reading strategies including: word origins, word roots, prefixes, suffixes, making predictions, and verifying and revising understanding while reading
- Uses a variety of reading strategies to comprehend words and ideas including: self-correcting, re-reading, reading-on, slowing down
- Integrates appropriate reading strategies to adapt reading to different type of text
- Uses language structure to understanding reading materials including: sentence structure, contractions, abbreviations

LA
EALR 1

1.1

Build vocabulary through reading

- Constructs general and specialized vocabularies through reading and specific fields of academic study (e.g. science, social studies, mathematics, the arts)
- Interprets general and specialized vocabulary critical to the meaning of the text
- Identifies technical and specialized terms and determines meaning of multiple meaning words using dictionaries and thesaurus
- Examines vocabularies relevant to different contexts and cultures
- **Increases vocabulary in technical, content, and literary reading and uses it appropriately in speech and writing**
- **Explores some new vocabulary in depth, identifying or checking meaning, root word, affixes, synonyms, antonyms, and origins**

1.2

Read fluently, adjusting reading for purpose and material

- Reads both orally and silently with ease
- Adjusts reading pace to accommodate the form, style, and difficulty of material and purpose of reading
- Samples text, rather than focusing on every detail
- Reads independently, using strategies and resources to master skills.
- Reads and comprehends a full range of texts fluently (e.g. instructions, news articles, poetry, novels, short stories, professional level materials that match career or academic interest, electronic information, etc.)
- **Oral reading reflects understanding of the purpose of the reading and awareness of the audience’s interest, experience, and purpose**

1.3

SEVENTH GRADE–READING

1

The student understands and uses different skills and strategies to read.

The student will:

Understand elements of literature – fiction

- Analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution)
- **Analyzes the effectiveness of literary devices and makes comparisons with similar techniques in other texts, e.g. irony, sarcasm, figurative language**
- Identifies symbolic content and analyzes its effectiveness on the reading and meaning gained.
- **Uses book and text features flexibly and interdependently to follow through a topic or to justify an opinion**

**LA
EALR 1**

1.4

Use features of non-fiction text and computer software

- Locates specific information to pursue an interest or complete a project
- Uses organizational features of printed text (e.g. titles, heading, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes)
- Uses features of electronic information (e.g. microfiche headings and numberings, CD-ROM, Internet, e-mail, electronic bulletin boards, databases, etc.)
- Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration
- **Uses an appropriate range of textual and graphical features in both paper and electronic sources interdependently**

1.5

SEVENTH GRADE–READING

2 The student understands the meaning of what is read.

The student will:

Comprehend important ideas and details

- Readily identifies and comprehends the main idea and supporting facts and details
- Demonstrates comprehension of varied texts especially technical materials
- Summarizes ideas in own words
- Orders and/or sequences parts of text
- Distinguishes between fact and fiction
- Links characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding
- **Analyzes the interdependence and interaction of characters, setting, and plot.**
- Makes, confirms, or revises predictions and inferences based on the reading text
- Selection of material reflects understanding of personal, task-orientated, and public functions of reading

LA
EALR 2

2.1

SEVENTH GRADE–READING

2 The student understands the meaning of what is read.

The student will:

Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- Applies information gained from reading to give a response and express insight
- Makes cross-discipline connections
- Analyzes text for specific purpose
- Analyzes the interdependence and interaction of characters, setting, and plot
- **Explains how a character’s actions and traits shape or support the plot**
- Compares, contrasts, and makes connections within and among several texts and across disciplines
- **Identifies elements the author has omitted and those that require inferential skills for full understanding**
- Makes generalizations beyond the text to other text ideas or situations
- Uses logical sequence to accurately retell stories
- Discusses how rereading influences initial meaning or ideas about text quality and style
- **Synthesizes ideas and/or information from more than one text form, type, and style to make generalizations or draw conclusions about a topic or issue**

LA
EALR 2

2.2

Think critically and analyze authors’ use of language, style, purpose, and perspective

- Evaluates the validity of what is read
- Formulates conclusions based on validity of reading
- Recognizes that authors make language choices to influence an audience
- Evaluates an author’s effectiveness for a chosen audience
- Recognizes the author’s point of view, tone, and use of persuasive devices
- Evaluates author’s reasoning and ideas related to more than one text
- Detects bias, stereotyping, and over-generalization
- Reads and recognizes language representing different cultures
- Analyzes the author’s use of smiles, metaphors, analogies, alliteration, and other literary devices in relation to text type and purpose
- Material selection reflects understanding of personal, task-oriented, and public functions of reading
- Considers issues and ideas from perspectives beyond just those of classmates or current perspectives

2.3

SEVENTH GRADE-READING

3

The student reads different materials for a variety of purposes.

The student will:

Read to learn new information

- Observes and uses signs, labels, and instructions
- Organizes information from several sources
- Shows specificity of material considered and selected in research
- Takes initiative for seeking material from community resources
- Understands and uses materials to investigate a topic (e.g. reference materials, encyclopedia, manuals, public documents, newspaper and magazine articles, trade publications, etc.)
- **Perseveres until sufficient information is located to complete a task, form an opinion, or satisfy an interest.**
- Uses library regularly and independently

**LA
EALR 3**

3.1

Read to perform task

- Reads and understands information to perform a specific task (e.g. schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.)
- Attends to detail of instructions and returns to these during a task
- Evaluates the appropriateness of a variety of resource materials for a specific task
- **Takes responsibility for making time and effort to locate and use a range of resources to pursue an interest or task**

3.2

SEVENTH GRADE–READING

3

The student reads different materials for a variety of purposes.

The student will:

**LA
EALR 3**

Read for literary experience

3.3

- Reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)
- Reads, discusses, and uses literature to understand a variety of perspectives of self, others, and world issues
- Reads and discusses a variety of literary resources representing different cultures, perspectives, and issues
- Identifies recurring themes in literature (e.g. identity, conflict and struggle, social and economic change)
- **Identifies bias in contemporary informational and fictional writing**
- **Analyzes issues from reading and relates these to own experiences and to current or past local, national, and international issues**
- Demonstrates understanding that culture and values effect the connotation of words through seeking the opinion of others, offering more than one option, or using a range of reference material

Read for career applications

3.4

- Identifies particular documents one might be required to read for occupational/ career areas of interest
- Locates and interprets technical and non-technical documents from different career settings, such as blueprints, graphs, tables, and policies
- **Oral and written responses includes conjectures about the relevance of what is read to possible future experiences**

SEVENTH GRADE–READING

4

The student sets goals and evaluates progress to improve reading.

The student will:

Assess strengths and need for improvement

- Uses a variety of strategies to monitor reading progress and to overcome difficulties
- Sets reading goals and develop strategies to meet goals and monitor progress
- Develops strategies and rubrics used when reading to perform a task or seek new information
- Discusses how rereading influences initial meaning or ideas about text quality and style
- **Evaluates strategies used when reading to perform a task or seek new information**

**LA
EALR 4**

4.1

Seek and offer feedback to improve reading

- **Understands the unique contribution reading adds to the process of thinking and self-development**
- **Actively seeks opinions and reactions from peers and teaches about specific aspects of evaluating progress and interests in reading**

4.2

Develop interests and share reading experiences with others

- Selects appropriate independent reading for pleasure, interest, and personal fulfillment
- **Takes responsibility for making time and effort to locate and uses a range of resources to pursue an interest or task**
- **Discusses reading interests and items read in detail, distinguishing between the reader's and the writer's opinions and actuality of writing style**
- **Responses include evidence of understanding of issues and underlying theme as well as consideration of the way readers from other cultures may respond differently**

4.3

5

The student develops reflective thought and positive moral and religious values through reading.

The student will:

Select reading which reflects positive moral and religious values

**LA
EALR 5**

5.1

Critique stories using a moral perspective

5.2

Identify religious values, themes

5.3

SEVENTH GRADE–WRITING

1 The student writes clearly and effectively.

The student will:

Develop concept and design

- Writes coherent paragraphs
- Demonstrates consistency in focus
- Constructs a logical argument
- Chooses own topic; writes in more than one genre
- Discriminates between essential, intriguing, or useful information and trivia
- Includes descriptive detail, cause and effect, and comparative facts in informational writing
- Uses effective organizational structures – constructs sequenced paragraphs using effective transitions
- Incorporates literary devices into writing (e.g. alliteration, metaphors, etc.)
- Writes essays to text and papers that are detailed, analytical, and honest, citing supporting evidence
- Writes well-rounded, researched, and reasoned texts on a variety of topics and themes
- Seeks additional resources to elaborate an underdeveloped point
- Creates mood using word choice, varied sentence structure, and organizational techniques such as flashbacks and foreshadowing
- **Presents a central idea or thesis persuasively with coherent, concise, and relevant supporting data**
- **Writes extended texts, especially on topics of special interest**
- **Uses a wide range of sentence structures, maintaining correct conventions**

LA
EALR 1

1.1

Use style appropriate to the audience and purpose

- Chooses voices appropriate to different genres and audiences
- Maintains an individual, authoritative voice in expository and persuasive writing
- Chooses language that is precise, engaging, and well-suited to the purpose and audience
- Uses accurate and precise language relevant to content area
- Experiments with figurative language and sound patterns
- Uses words appropriate to the chosen purpose
- Varies sentence length and structure
- **Uses a rhythmic pattern in poetry**
- **Displays interest in content, using language and voice to convey humor or tension**
- **Uses technical or specialized terms for a range of subjects in a variety of contexts**

1.2

SEVENTH GRADE–WRITING

1 The student writes clearly and effectively.

The student will:

Apply writing conventions

- Uses compound and complex sentences
- Employs conventional grammar (e.g. subject/verb agreement and verb tense agreement except for effect)
- Applies capitalization and punctuation rules correctly
- Spells correctly except for effect in final draft
- Uses paragraphing, stanza division, and other textual markets (e.g. table of contents, title and subtitle, bullets)
- Writes legibly
- **Uses a wide range of sentence structure maintaining correct conventions**

LA
EALR 1

1.3

SEVENTH GRADE–WRITING

2 The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes for distant audiences (e.g. pen pals, community members) ■ Anticipates reader’s questions in persuasive writing ■ Reflects understanding of cultures accurately in narrative writing, responses to literature, and speeches ■ Maintains appropriate and consistent voice in historical, realistic, imaginative, and humorous fiction 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes for a range of purposes including to express him/herself, to create, to persuade others, to inform others, to explain ideas or procedures, to entertain, to debate, and to question ■ Presents reasoned cases supporting and/or refuting points of view on current personal, local, national, and international issues ■ Establishes subject and purpose of writing in a thesis statement ■ Develops personal writing for pleasure and personal goals ■ Uses writing as a tool for exploring and sharing thoughts 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes in a variety of forms and genres (e.g. narratives, journals, poems, essays, stories, research reports, etc.) ■ Uses a reference style (e.g. APA, MLA) in reports and technical documents ■ Provides detailed labeling, captions, headings, and subheadings when appropriate ■ Writes material appropriate in form and content for visual and dramatic presentations ■ Shows increased understanding of the function and nature of more formal on job-specific forms of writing 	<p>2.3</p>
<p>Write for career applications</p> <ul style="list-style-type: none"> ■ Identifies particular forms one might be required to use when writing in career settings (e.g. software programs, research reports) ■ Produces technical and non-technical document using resources from career settings (e.g. evacuation manuals, consumer spending graphs, and demographic tables) ■ Collaborates with peers on long-term projects (e.g., class newspaper) 	<p>2.4</p>

SEVENTH GRADE-WRITING

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Uses a variety of prewriting strategies (story-mapping, listing, webbing, jotting, outlining, free writing, brainstorming) ■ Uses technology for all stages of the writing process when appropriate ■ Gathers information from a variety of sources (e.g. interview, multimedia, periodicals, etc.) ■ Manages several pieces of work at any one time and follows each through to completion ■ Compares purposes and attributes of text forms at prewriting stage 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Elaborates on initial idea ■ Coordinates ideas and perspectives and take variables into account ■ Constructs a clear narrative or argument ■ Recognizes and uses transitions and maintain fluency ■ Composes speedily when necessary 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Adds and deletes information and graphics as needed to enhance text and style ■ Revises for accuracy of content and clarity of focus ■ Revises speedily when necessary ■ Revises to maintain reader's interest while emphasizing points of view and style ■ Revises to add variety, emphasis, coherence, and clarity ■ Makes use of technology for revising 	<p>3.3</p>
<p>Edit</p> <ul style="list-style-type: none"> ■ Uses applicable reference tools ■ Adjusts word choice and sentence structure ■ Corrects mechanics and grammar ■ Edits using a self-initiated checklist, scoring guide, or rubric defends choices to deviate from established criteria ■ Spells almost all words accurately at final draft stage 	<p>3.4</p>

SEVENTH GRADE–WRITING

3 The student understands and uses the steps of the writing process.

The student will:

Publish

- Selects from a variety of publishing options (e.g. school newspaper, bulletin boards, multimedia formats)
- Adapts some writing for visual formats (e.g. graphs, charts, outlines, bulleted statements, web pages)
- Produces a legible, neat final product

**LA
EALR 3**

3.5

4 The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- Maintains a portfolio for self assessment
- Analyzes the works of effective writers to improve writing
- **Develops scoring guide or rubric for purpose, form, content, organization, style, and conventions**
- **Uses appropriate terminology to describe and justify language and techniques used**
- **Discusses how and why decisions about content, organization, audience, purpose, form, and style were made at each stage of the writing process**

**LA
EALR 4**

4.1

Seek and offer feedback

- **Critiques and discusses style and content of own writing and that of others**
- **Collaborates with peers at revision and editing stages for criticism and advice**

4.2

5 The student develops reflective thought and positive moral and religious values through writing.

The student will:

Write stories that reflect positive moral and religious values

**LA
EALR 5**

5.1

SEVENTH GRADE–COMMUNICATION

1 The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Consistently demonstrates attentive listening (e.g. social interactions, receiving information) ■ Identifies and explains the major purposes of interpersonal communication 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Identifies the relationship between verbal and non-verbal communication ■ Analyzes the message conveyed by observed body language, determining its consistency with the spoken message ■ Identifies visual information and/or people’s behaviors (e.g. in a math activity or ethnographic study) ■ Interprets and discusses relationships among ideas, information, and events in visual texts (e.g. illustrations, art, graphs, diagrams, etc.) ■ Listens and observes to gain information by distinguishing between relevant and irrelevant material while identifying the main idea and supporting details ■ Listens for, identifies, and explains changes in pitch, intensity, and intonation in formal and informal communication 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Asks questions to clarify content and meaning in a variety of contexts and situations ■ Paraphrases conversations and information ■ Asks questions to verify judgments and inferences ■ Constructs hypotheses 	<p>1.3</p>

SEVENTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Communicate clearly to a range of audiences for different purposes</p> <ul style="list-style-type: none">■ Communicates with an expanding range of audiences (e.g. community members, voice mail, etc.)■ Determines the needs of an audience through formal and informal means (e.g. surveys, interviews, observations)■ Determines needs of an audience and make limited adjustments in content and technique■ Selects a purpose for a presentation, applying characteristics of that purpose to selection of topic, content, and organization■ Communicates using different forms of oral presentation (e.g. reports, drama)■ Fluently delivers impromptu and planned speeches■ Knows that a persuasive speech supports a specific point of view, changes attitudes, or moves to action	<p>LA EALR 2</p> <p>2.1</p>
<p>Develop content and ideas</p> <ul style="list-style-type: none">■ Chooses content appropriate to own purposes and interest and needs of an audience■ Organizes information with a clear sequencing of ideas and transitions■ Independently selects topic that requires outside research■ Develops a thesis statement for persuasive speeches■ Supports focus statement or thesis using analogies, anecdotes, narratives, statistics, and other appropriate material■ Analyzes material for credibility of source and bias■ Seeks additional resources to elaborate an underdeveloped point	<p>2.2</p>

SEVENTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Varies eye contact and facial expression to heighten and emphasize message ■ Uses posture and body language effectively, planning gestures to heighten and emphasize message ■ Chooses appropriate organizational pattern including a beginning, middle and end: Expository (inductive/deductive, categorizing, problem/solution, cause/effect); Persuasive (gives supporting evidence in logical order, answers opposing view points, and closes with a call for action) ■ Varies pace, volume, tone, and pitch, using expressive voice to create an effect ■ Demonstrates an ability to match verbal and nonverbal messages 	<p>LA EALR 2</p> <p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none"> ■ Uses standard grammar, appropriate to age level, that enhances and does not detract from message ■ Uses complex sentences ■ Uses a range of vocabulary related to a particular topic ■ Considers audience purpose, topic, and context in making decisions regarding content, language and delivery 	<p>2.4</p>
<p>Effectively use action, sound, an/or images to support presentations</p> <ul style="list-style-type: none"> ■ Uses a variety of media appropriate to audience and purpose to illustrate and support ideas (e.g. multi-media software, display boards, overhead transparencies, video/slides, cassettes, etc.) 	<p>2.5</p>

SEVENTH GRADE-COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Communicates to build relationships and problem solve (e.g. to greet people, compliment, encourage, etc.) ■ Uses language that is respectful of others' feelings and rights 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Identifies and moves between basic collaborative skill roles as a helpful group function ■ Contributes to group with meaningful suggestions, research, and effort ■ Responds actively and appropriately with courteous language by asking relevant questions to further the discussion in both group and informal interactions 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Brainstorms, analyzes, and prioritizes alternatives to reach a group consensus on a solution or plan ■ Checks for group understanding by questioning, paraphrasing, and summarizing ■ Acknowledges others' ideas and points of view; identify similarities and differences ■ Defines challenges and encourage others to action ■ Chooses a position and develops a plan of action 	<p>3.3</p>

SEVENTH GRADE—COMMUNICATION

4

The student analyzes and evaluates the effectiveness of formal and informal communication.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Evaluates excellent presentations to improve own work ■ Self-evaluates, using teacher or group-developed rubric, both during and after group work, setting goals for self and group results 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides feedback on others' presentations with regard to content and organization ■ Practices and uses feedback to improve a speech 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Identifies and evaluates techniques used in mass communication (e.g. name calling, celebrity appeal, identification with audience) ■ Identifies and explains the uses and impact of fact, opinion, bias, etc. in mass communication ■ Identifies the accuracy, point of view, and assumptions of media ■ Identifies verbal and nonverbal acts in a television or radio commercial which can be understood in two or more ways ■ Identifies the production techniques that are used to create favorable and unfavorable images in video and film (e.g. camera angle, perspective, music, color, font) 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Has opportunity to listen to speakers from a variety of careers ■ Identifies and explains the major functions of communication in career settings ■ Illustrates the primary functions of small group work in a career setting ■ Describes how problem solving and conflict resolution skills might be used in a career setting 	<p>4.4</p>

SEVENTH GRADE—COMMUNICATION

5

The student develops reflective thought and positive moral and religious values through communication.

The student will:	LA EALR 5
Demonstrate respect for others' opinions; acknowledge others' points of view	5.1
Use language that is free from stereotyping, bias, libel, slander, harassment	5.2
Identify cultural assumptions and perspectives	5.3

Student Learning Expectations and Benchmarks

Language Arts–Grade 8

Catholic Social Teaching

In keeping with the mission of the Catholic school, teachers will infuse Catholic Social Teaching into lessons and assist students in applying this teaching in a developmentally appropriate manner. To facilitate this, we have included a brief statement of each principle that grounds the teaching. The statements are paraphrased from *Sharing Catholic Social Teaching Challenges and Directions* published by the United States Catholic Conference, 1998.

Principles of Catholic Social Teaching

- Each person is sacred.
- Each person is social.
- We care for creation.
- All people have rights and responsibilities.
- We take care of the poor and vulnerable.
- Workers have rights; work has dignity.
- Solidarity is our call; we are the keepers of our brothers and sisters.

EIGHTH GRADE—READING

1 The student understands and uses different skills and strategies to read.

The student will:

Use word recognition and word meaning skills to read and comprehend text

- Understands and applies reading strategies including: word origins, word roots, prefixes, suffixes, making predictions, and verifying and revising understanding while reading
- Uses a variety of reading strategies to comprehend words and ideas including: self-correcting, re-reading, reading-on, slowing down
- Integrates appropriate reading strategies to adapt reading to different type of text
- Uses language structure to understanding reading materials including: sentence structure, contractions, abbreviations

LA
EALR 1

1.1

Build vocabulary through reading

- Constructs general and specialized vocabularies through reading and specific fields of academic study (e.g. science, social studies, mathematics, the arts)
- Interprets general and specialized vocabulary critical to the meaning of the text
- Identifies technical and specialized terms and determine meaning of multiple meaning words using dictionaries and thesaurus
- Examines vocabularies relevant to different contexts and cultures
- **Increases vocabulary in technical, content, and literary reading and uses it appropriately in speech and writing**
- **Explores some new vocabulary in depth, identifying or checking meaning, root word, affixes, synonyms, antonyms, and origins**

1.2

EIGHTH GRADE–READING

1 The student understands and uses different skills and strategies to read.

<p>The student will:</p> <p>Read fluently, adjusting reading for purpose and material</p> <ul style="list-style-type: none"> ■ Reads both orally and silently with ease ■ Adjusts reading pace to accommodate the form, style, and difficulty of material and purpose of reading ■ Samples text, rather than focusing on every detail ■ Reads independently, using strategies and resources to master skills. ■ Reads and comprehends a full range of texts fluently (e.g. instructions, news articles, poetry, novels, short stories, professional level materials that match career or academic interest, electronic information, etc.) ■ Oral reading reflects understanding of the purpose of the reading and awareness of the audience’s interest, experience, and purpose 	<p>LA EALR 1</p> <p>1.3</p>
<p>Understand elements of literature – fiction</p> <ul style="list-style-type: none"> ■ Analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution) ■ Analyzes the effectiveness of literary devices and makes comparisons with similar techniques in other texts, e.g. irony, sarcasm, figurative language ■ Identifies symbolic content and analyzes its effectiveness on the reading and meaning gained. ■ Uses book and text features flexibly and interdependently to follow through a topic or to justify an opinion 	<p>1.4</p>
<p>Use features of non-fiction text and computer software</p> <ul style="list-style-type: none"> ■ Locates specific information to pursue an interest or complete a project ■ Uses organizational features of printed text (e.g. titles, heading, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes) ■ Uses features of electronic information (e.g. microfiche headings and numberings, CD-ROM, Internet, e-mail, electronic bulletin boards, databases, etc.) ■ Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration ■ Uses an appropriate range of textual and graphical features in both paper and electronic sources interdependently 	<p>1.5</p>

EIGHTH GRADE—READING

2 The student understands the meaning of what is read.

The student will:

Comprehend important ideas and details

- Readily identifies and comprehends the main idea and supporting facts and details
- Demonstrates comprehension of varied texts especially technical materials
- Summarizes ideas in own words
- Orders and/or sequences parts of text
- Distinguishes between fact and fiction
- Links characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding
- Analyzes the interdependence and interaction of characters, setting, and plot.
- Makes, confirms, or revises predictions and inferences based on the reading text
- **Material selection reflects understanding of personal, task-orientated, and public functions of reading**

LA
EALR 2

2.1

Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- Applies information gained from reading to give a response and express insight
- Makes cross-discipline connections
- Analyzes text for specific purpose
- Analyzes the interdependence and interaction of characters, setting, and plot
- **Explains how a character's actions and traits shape or support the plot**
- Compares, contrasts, and makes connections within and among several texts and across disciplines
- **Identifies elements the author has omitted and those that require inferential skills for full understanding**
- Makes generalizations beyond the text to other text ideas or situations; compares and contrasts ideas and themes
- Uses logical sequence to accurately retell stories
- Discusses how rereading influences initial meaning or ideas about text quality and style
- **Synthesizes ideas and/or information from more than one text form, type, and style to make generalizations or draw conclusions about a topic or issue**

2.2

EIGHTH GRADE—READING

2

The student understands the meaning of what is read.

The student will:

Think critically and analyze authors' use of language, style, purpose, and perspective

- Evaluates the validity of what is read
- Formulates conclusions based on validity of reading
- Recognizes that authors make language choices to influence an audience
- Evaluates an author's effectiveness for a chosen audience
- Recognizes the author's point of view, tone, and uses of persuasive devices
- Evaluates author's reasoning and ideas related to more than one text
- Detects bias, stereotyping, and over-generalization
- Reads and recognizes language representing different cultures
- Analyzes the author's use of similes, metaphors, analogies, alliteration, and other literary devices in relation to text type and purpose
- Material selections reflects understanding of personal, task-oriented, and public functions of reading
- Considers issues and ideas from perspectives beyond just those of classmates or current perspectives

LA
EALR 2

2.3

EIGHTH GRADE—READING

3 The student reads different materials for a variety of purposes.

<p>The student will:</p> <p>Read to learn new information</p> <ul style="list-style-type: none">■ Observes and uses signs, labels, and instructions■ Organizes information from several sources■ Shows specificity of material considered and selected in research■ Takes initiative for seeking material from community resources■ Understands and uses materials to investigate a topic (e.g. reference materials, encyclopedia, manuals, public documents, newspaper and magazine articles, trade publications, etc.)■ Perseveres until sufficient information is located to complete a task, form an opinion, or satisfy an interest.■ Uses library regularly and independently	<p>LA EALR 3</p> <p>3.1</p>
<p>Read to perform task</p> <ul style="list-style-type: none">■ Reads and understands information to perform a specific task (e.g. schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.)■ Attends to detail of instructions and return to these during a task■ Evaluates the appropriateness of a variety of resource materials for a specific task■ Takes responsibility for making time and effort to locate and use a range of resources to pursue an interest or task	<p>3.2</p>

EIGHTH GRADE—READING

3

The student reads different materials for a variety of purposes.

The student will:

Read for literary experience

- Reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)
- Reads, discusses, and uses literature to understand a variety of perspectives of self, others, and world issues
- Reads and discusses a variety of literary resources representing different cultures, perspectives, and issues
- Identifies recurring themes in literature (e.g. identity, conflict and struggle, social and economic change)
- **Identifies bias in contemporary informational and fictional writing**
- **Analyzes issues from reading and relates these to own experiences and to current or past local, national, and international issues**
- Demonstrates understanding that culture and values effect the connotation of words through seeking the opinion of others, offering more than one option, or using a range of reference material

LA
EALR 3

3.3

Read for career applications

- Identifies particular documents one might be required to read for occupational/ career areas of interest
- Locates and interprets technical and non-technical documents from different career settings, such as blueprints, graphs, tables, and policies
- **Oral and written responses includes conjectures about the relevance of what is read to possible future experiences**

3.4

EIGHTH GRADE—READING

4 The student sets goals and evaluates progress to improve reading.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Uses a variety of strategies to monitor reading progress and to overcome difficulties ■ Sets reading goals and develops strategies to meet goals and monitor progress ■ Develops strategies and rubrics used when reading to perform a task or seek new information ■ Evaluates strategies used when reading to perform a task or seek new information 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback to improve reading</p> <ul style="list-style-type: none"> ■ Understands the unique contribution reading adds to the process of thinking and self-development ■ Actively seeks opinions and reactions from peers and teaches about specific aspects of evaluating progress and interests in reading 	<p>4.2</p>
<p>Develop interests and share reading experiences with others</p> <ul style="list-style-type: none"> ■ Selects appropriate independent reading for pleasure, interest, and personal fulfillment ■ Takes responsibility for making time and effort to locate and use a range of resources to pursue an interest or task ■ Discusses reading interests and items read in detail, distinguishing between the reader’s and the writer’s opinions and actuality of writing style ■ Responses includes evidence of understanding of issues and underlying theme as well as consideration of the way readers from other cultures may respond differently 	<p>4.3</p>

5 The student develops reflective thought and positive moral and religious values through reading.

<p>The student will:</p> <p>Select reading which reflects positive moral and religious values</p>	<p>LA EALR 5</p> <p>5.1</p>
<p>Critique stories using a moral perspective</p>	<p>5.2</p>
<p>Identify religious values, themes</p>	<p>5.3</p>

EIGHTH GRADE–WRITING AS A LITERARY FORM

1 The student writes clearly and effectively.

The student will:

Develop concept and design

- **Crafts a plot which is dependent upon the actions of believable characters and which includes a central conflict that is introduced, developed (rising action), brought to a crisis or turning point, and then concluded.**
- **Integrates the elements of character, setting, and plot to create a convincing world**
- **Creates mood using word choice, varied sentence structure, and organizational techniques**
- **Selects and manipulates point of view, defining what a narrator can know and tell about to heighten suspense; delineates theme; and develops irony**
- **Uses a range of techniques to link episodes, to develop theme, or to provide emphasis, (e.g. a recurring motif, parallel structures, imagery, symbolism)**

LA
EALR 1

1.1

Use style appropriate to the audience and purpose

- **Chooses voices appropriate to different genres and audiences**
- **Chooses language that is precise, engaging, and well-suited to the purpose and audience**
- **Includes flashbacks and foreshadowing effectively**
- **Uses sound devices (e.g. onomatopoeia, assonance, consonance), varied rhymes (e.g. feminine rhymes, eye rhymes, slant rhymes), and rhythms to support and enrich the meaning of a poem**
- **Uses poetic conventions and techniques, such as line breaks, stanzas, capitalization, punctuation, pattern, repetition, and figurative language purposefully to shape a poem**

1.2

Apply writing conventions

- **Uses compound and complex sentences**
- **Uses paragraphing, stanza division, and other textual markets (e.g. table of contents, title and subtitle, bullets)**
- **Acknowledges and cites sources correctly**
- **Provides detailed labeling, captions, headings, and sub-headings when appropriate**
- **Employs correct usage, spelling, punctuation, capitalization, and paragraphing consistently, though knows when to deviate to gain maximum effect**
- **Writes legibly**

1.3

EIGHTH GRADE–WRITING AS A LITERARY FORM

2 The student writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Reflects understanding of cultures accurately in narrative writing, responses to literature, and speeches ■ Maintains appropriate and consistent voice in historical, realistic, imaginative, and humorous fiction ■ Seeks wider audience to present work for sharing, review, critique, or publishing (e.g. writing groups, magazines, newsletters, contests, conferences) 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Establishes subject and purpose of writing in a thesis statement ■ Uses writing as a tool for exploring and sharing thoughts (e.g. journaling) ■ Drafts and revises material for presentation by others, using appropriate format (e.g. television scripts, monologues, scenes, plays, radio productions) 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes in a variety of forms and genres (e.g. narratives, journals, poems, essays, stories, etc.) ■ Writes material appropriate in form and content for dramatic presentations ■ Provides detailed labeling, captions, headings, and subheadings when appropriate ■ Includes more than one form (e.g. poem, memo, phone call, letter, diary excerpt) within main form (e.g. short story, novel, play) to develop characters and setting, introduce conflict, heighten suspense, and/or maintain interest of audience 	<p>2.3</p>
<p>Write for career applications</p> <ul style="list-style-type: none"> ■ Collaborates with peers on long-term projects (e.g., class newspaper) 	<p>2.4</p>

EIGHTH GRADE—WRITING AS A LITERARY FORM

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Uses a variety of prewriting strategies (story-mapping, listing, webbing, jotting, outlining, free writing, brainstorming) ■ Uses available tools and technology consistently through the writing process ■ Gathers information from a variety of sources (e.g. interview, multimedia, periodicals, etc.) ■ Maintains a log or journal to collect and explore ideas, record observations, dialogue, and/or description for later use as a basis for literary writing ■ Demonstrates independence as a writer by controlling the steps of the writing process as dictated by time and purpose ■ Uses prewriting stage to determine purpose, analyze audience, research background information, formulate theme, create characters and/or organize text 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Elaborates on initial idea ■ Coordinates ideas and perspectives and take variables into account ■ Constructs a clear narrative or argument ■ Recognizes and use transitions and maintain fluency ■ Drafts text, demonstrating awareness of focus, sequence, and pacing by carefully selecting details, determining the extent of elaboration, and constructing transitions that maintain fluency and emphasize organizational structure ■ Drafts material for presentation by others, using appropriate format(e.g. television scripts, monologues, scenes, plays, radio productions) 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Adds and deletes information and graphics as needed to enhance text and style ■ Revises for accuracy of content and clarity of focus ■ Revises to maintain reader’s interest while emphasizing points of view and style ■ Revises to add variety, emphasis, coherence, and clarity ■ Makes use of technology for revising ■ Revises material for presentation by others, using appropriate format (e.g. television scripts, monologues, scenes, plays, radio productions) ■ Restructures or rewrites part or all of the text, carefully selecting language to convey precise meaning or to create an intended mood or atmosphere 	<p>3.3</p>

EIGHTH GRADE—WRITING AS A LITERARY FORM

3

The student understands and uses the steps of the writing process.

The student will:

Edit

- Uses applicable reference tools
- Adjusts word choice and sentence structure
- Corrects mechanics and grammar
- Spells almost all words accurately at final draft stage
- **Edits with a critical eye, evaluating strengths and weaknesses, often using a self-initiated checklist or scoring guide; defends choices to deviate from established criteria**

**LA
EALR 3**

3.4

Publish

- Selects from a variety of publishing options (e.g. school newspaper, bulletin boards, multimedia formats)
- Adapts some writing for visual formats (e.g. graphs, charts, outlines, bulleted statements, web pages)
- Produces a legible, neat final product

3.5

EIGHTH GRADE–WRITING AS A LITERARY FORM

4

The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- **Maintains a portfolio of own literary work**
- Analyzes the works of effective writers to improve writing
- Develops scoring guide or rubric for purpose, form, content, organization, style, and conventions
- Uses appropriate terminology to describe and justify language and techniques used
- Discusses how and why decisions about content, organization, audience, purpose, form, and style were made at each stage of the writing process

**LA
EALR 4**

4.1

Seek and offer feedback

- **Accepts criticism as a means of improving writing; defends own vision with rationale**
- **Evaluates own work and that of others, independently and in groups, according to detailed scoring guide often developed collaboratively**

4.2

5

The student develops reflective thought and positive moral and religious values through writing.

The student will:

Write stories that reflect positive moral and religious values

**LA
EALR 5**

5.1

EIGHTH GRADE–WRITING IN CONTENT AREAS

1 The student Writes clearly and effectively.

<p>The student will:</p> <p>Develop concept and design</p> <ul style="list-style-type: none"> ■ Constructs a logical argument ■ Uses a wide range of sentence structures, maintaining correct conventions ■ Discriminates between essential, intriguing, or useful information and trivia ■ Demonstrates elaboration through examples, details, facts, and/or reasons, etc. ■ Includes descriptive detail, cause and effect, and comparative facts in informational writing ■ Seeks additional resources to elaborate an underdeveloped point ■ Writes responses to text and papers that are detailed, analytical, and honest, citing supporting evidence from text ■ Knows how to select and communicate an effective organizational structure (e.g., chronological, procedural/process, spatial, order of importance, main ideas/supporting detail) ■ Emphasizes key ideas through appropriate use of text features (e.g. headings, charts, diagrams, graphs) ■ Focuses writing with thesis statement or controlling idea that maps the progression of ideas/arguments and the selection of supporting details. evidence ■ Analyzes and synthesizes information from a variety of sources 	<p>LA EALR 1</p> <p>1.1</p>
<p>Use style appropriate to the audience and purpose</p> <ul style="list-style-type: none"> ■ Displays interest in content, using language and voice to convey humor or tension Uses technical or specialized terms for a range of subjects in a variety of contexts ■ Selects persuasive, informational/technical, descriptive language appropriately ■ Maintains an individual, authoritative voice in expository and persuasive writing 	<p>1.2</p>
<p>Apply writing conventions</p> <ul style="list-style-type: none"> ■ Uses compound and complex sentences ■ Employs conventional grammar (e.g. subject/verb agreement and verb tense agreement except for effect) ■ Applies capitalization and punctuation rules correctly ■ Spells correctly except for effect in final draft ■ Uses paragraphing, stanza division, and other textual markets (e.g. table of contents, title and subtitle, bullets) ■ Adapts some writing for visual formats (e.g. graphs, charts, outline, bulleted statements, web pages) ■ Writes legibly 	<p>1.3</p>

EIGHTH GRADE–WRITING IN CONTENT AREAS

2 The student Writes in a variety of forms for different audiences and purposes.

<p>The student will:</p> <p>Write for different audiences</p> <ul style="list-style-type: none"> ■ Writes for distant audiences (e.g. pen pals, community members) ■ Anticipates reader’s questions in persuasive writing 	<p>LA EALR 2</p> <p>2.1</p>
<p>Write for different purposes</p> <ul style="list-style-type: none"> ■ Writes for a range of purposes including to express him/herself, to create, to persuades others, to inform others, to explain ideas or procedures, to entertain, to debate, and to question ■ Develops personal writing for pleasure and personal goals ■ Uses writing as a tool for exploring and sharing thoughts ■ Presents reasoned cases supporting and/or refuting points of view on current personal, local, national, and international issues ■ Establishes subject and purpose of writing in a thesis statement within the introduction 	<p>2.2</p>
<p>Write in a variety of forms</p> <ul style="list-style-type: none"> ■ Writes in a variety of forms and genres (e.g. journals, essays, research reports, etc.) ■ Writes material appropriate in form and content for visual presentations ■ Provides detailed labeling, captions, headings, and subheadings when appropriate ■ Adapts some writing for visual formats (e.g. graphs, charts, outlines, bulleted statements, web pages) ■ Writes in text forms specific to the subject area 	<p>2.3</p>
<p>Write for career applications</p> <ul style="list-style-type: none"> ■ Identifies particular forms one might be required to use when writing in career settings (e.g. software programs, research reports) ■ Produces technical and non-technical document using resources from career settings (e.g. evacuation manuals, consumer spending graphs, and demographic tables) ■ Collaborates with peers on long-term projects (e.g., class newspaper) ■ Uses reference style (e.g. APA, MLA) in reports and technical documents 	<p>2.4</p>

EIGHTH GRADE–WRITING IN CONTENT AREAS

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Prewrite</p> <ul style="list-style-type: none"> ■ Uses a variety of prewriting strategies (story-mapping, listing, webbing, jotting, outlining, free writing, brainstorming) ■ Gathers information from a variety of sources (e.g. interview, multimedia, periodicals, etc.) ■ Manages several pieces of work at any one time and follows each through to completion ■ Uses technology for all stages of the writing process when appropriate 	<p>LA EALR 3</p> <p>3.1</p>
<p>Draft</p> <ul style="list-style-type: none"> ■ Elaborates on initial idea ■ Coordinates ideas and perspectives and take variables into account ■ Constructs a clear narrative or argument ■ Recognizes and use transitions and maintain fluency ■ Composes speedily when necessary 	<p>3.2</p>
<p>Revise</p> <ul style="list-style-type: none"> ■ Confers with others to improve text; evaluate suggestions from others ■ Adds and deletes information and graphics as needed to enhance text and style ■ Revises speedily when necessary ■ Revises to maintain reader’s interest while emphasizing points of view and style ■ Revises for accuracy of content and clarity of focus ■ Revises for effective use of typographic devices and requirements of technical writing forms ■ Makes use of technology for revising 	<p>3.3</p>

EIGHTH GRADE–WRITING IN CONTENT AREAS

3

The student understands and uses the steps of the writing process.

<p>The student will:</p> <p>Edit</p> <ul style="list-style-type: none">■ Uses applicable reference tools■ Adjusts word choice and sentence structure■ Corrects mechanics and grammar■ Spells almost all words accurately at final draft stage■ Edits for effective use of typographic devices and requirements of technical writing forms	<p>LA EALR 3</p> <p>3.4</p>
<p>Publish</p> <ul style="list-style-type: none">■ Selects from a variety of publishing options (e.g. school newspaper, bulletin boards, multimedia formats)■ Adapts some writing for visual formats (e.g. graphs, charts, outlines, bulleted statements, web pages)■ Selects different ways of presenting final draft and justifies choice■ Produces a legible, neat final product	<p>3.5</p>

EIGHTH GRADE—WRITING IN CONTENT AREAS

4

The student analyzes and evaluates the effectiveness of written work.

The student will:

Assess own strengths and needs for improvement

- Maintains a portfolio for self assessment
- Analyzes the works of effective writers to improve writing
- Develops scoring guide or rubric for purpose, form, content, organization, style, and conventions
- Uses appropriate terminology to describe and justify language and techniques used
- Discusses how and why decisions about content, organization, audience, purpose, form, and style were made at each stage of the writing process

**LA
EALR 4**

4.1

Seek and offer feedback

- **Submits work for review, accepts feedback, and revises accordingly**
- Critiques and discusses style and content of own writing and that of others
- Collaborates with peers at revision and editing stages for criticism and advice

4.2

5

The student develops reflective thought and positive moral and religious values through writing.

The student will:

Write stories that reflect positive moral and religious values

**LA
EALR 5**

5.1

EIGHTH GRADE—COMMUNICATION

1 The student uses listening and observation skills to gain understanding.

<p>The student will:</p> <p>Focus attention</p> <ul style="list-style-type: none"> ■ Consistently demonstrates attentive listening ■ Identifies and explain the major purposes of interpersonal communication ■ Pays attention and responds appropriately (e.g. social interactions) ■ Maintains eye contact during interviews, in interpersonal situations, or with a larger audience ■ Identifies simple techniques for successful interviews (e.g. arrive on time, dress appropriately, maintain eye contact) 	<p>LA EALR 1</p> <p>1.1</p>
<p>Listen and observe to gain and interpret information</p> <ul style="list-style-type: none"> ■ Identifies the relationship between verbal and non-verbal communication ■ Identifies visual information and/or people's behaviors (e.g. in a math activity or ethnographic study) ■ Interprets and discusses relationships among ideas, information, and events in visual texts (e.g. illustrations, art, graphs, diagrams, etc.) ■ Listens for, identifies, and explain important as well as extraneous details ■ Identifies listening purpose and selects appropriate listening strategy ■ Listens and observes to gain information (e.g., identifies speaker bias, distinguishes fact from opinion) ■ Listens and observes to identify and explain the use of information vs. persuasion in oral communication ■ Recognizes that media are open to multiple interpretations ■ Recognizes and begins to detect implicit cultural and value messages contained in media ■ Identifies the point of view of media sources 	<p>1.2</p>
<p>Check for understanding by asking questions and paraphrasing</p> <ul style="list-style-type: none"> ■ Asks questions to verify judgments and inferences ■ Constructs hypotheses ■ Generates questions and develops responses ■ Checks for group understanding (e.g. questions, paraphrases, summarizes) 	<p>1.3</p>

EIGHTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

The student will:

Communicate clearly to a range of audiences for different purposes

- Communicates with an expanding range of audiences (e.g. community members, voice mail, etc.)
- Communicates for a range of purposes (e.g. to inform, explain, persuade, or entertain)
- Communicates using different forms of oral presentation (e.g. reports, drama)
- **Makes limited analysis of target audience, specific purpose (e.g. to get a job, to deliver a presentation, to sell a product), and context**
- **Makes some adjustment in content and delivery and language based upon knowledge of target audience, purpose, topic, and context**
- **Selects and uses relevant and logical resources to support and develop a presentation**

LA
EALR 2

2.1

Develop content and ideas

- Independently selects topic that requires outside research
- Develops a thesis statement for persuasive speeches
- Supports focus statement or thesis using analogies, anecdotes, narratives, statistics, and other appropriate material
- Seeks additional resources to elaborate an underdeveloped point
- **Analyzes resources for credibility of source and bias**
- **Selects and organizes appropriate content**
- **Makes limited adjustment in content during presentations, groups work, and one-to-one communication based upon interpretation of verbal and nonverbal cues**
- **Describes the connection between form and content in media texts**

2.2

EIGHTH GRADE—COMMUNICATION

2 The student communicates ideas clearly and effectively.

<p>The student will:</p> <p>Use effective delivery</p> <ul style="list-style-type: none"> ■ Varies eye contact and facial expression to heighten and emphasize message ■ Uses posture and body language effectively, planning gestures to heighten and emphasize message ■ Chooses appropriate organizational pattern including a beginning, middle and end: Expository (inductive/deductive, categorizing, problem/solution, cause/effect); Persuasive (gives supporting evidence in logical order, answers opposing view points, and closes with a call for action) ■ Varies pace, volume, tone, and pitch, using expressive voice to create an effect ■ Demonstrates an ability to match verbal and nonverbal messages ■ Makes limited adjustment in delivery during presentations, groups work, and one-to-one communication based upon interpretation of verbal and nonverbal cues 	<p>LA EALR 2</p> <p>2.3</p>
<p>Use effective language and style</p> <ul style="list-style-type: none"> ■ Uses complex sentences ■ Makes limited adjustment in language during presentations, groups work, and one-to-one communication based upon interpretation of verbal and nonverbal cues ■ Uses standard grammar and appropriate language 	<p>2.4</p>
<p>Effectively use action, sound, an/or images to support presentations</p> <ul style="list-style-type: none"> ■ Uses a variety of media appropriate to audience and purpose to illustrate and support ideas (e.g. multi-media software, display boards, overhead transparencies, video/slides, cassettes, etc.) ■ Selects effective media to enhance an oral presentation (e.g. graphs, charts, audiocassettes, etc.) ■ Identifies technical strategies used in media texts (e.g. camera angle, perspective, use of music, color, font, action) ■ Identifies persuasive techniques used in media (e.g. testimonials, appeal to popularity, appeal to emotion, bandwagon, generalizations) 	<p>2.5</p>

EIGHTH GRADE—COMMUNICATION

3

The student uses communication strategies and skills to work effectively with others.

<p>The student will:</p> <p>Use language to interact effectively and responsibly with others</p> <ul style="list-style-type: none"> ■ Communicates to build relationships and problem solve (e.g. to greet people, compliment, encourage, etc.) ■ Uses language that is respectful of others' feelings and rights 	<p>LA EALR 3</p> <p>3.1</p>
<p>Work cooperatively as a member of a group</p> <ul style="list-style-type: none"> ■ Identifies and moves between basic collaborative skill roles as a helpful group function ■ Contributes to group with meaningful suggestions, research, and effort ■ Identifies group task and select appropriate actions (e.g. setting an agenda, making a plan or timeline) ■ Encourages group members to contribute ideas and points of view ■ Elaborates on the contribution of other group members (e.g., nods in agreement, asks simple questions, offers additional information) 	<p>3.2</p>
<p>Seek agreement and solutions through discussion</p> <ul style="list-style-type: none"> ■ Checks for group understanding by questioning, paraphrasing, and summarizing ■ Identifies techniques to help a group move toward consensus, propose solutions, or achieve results ■ Begins to use problem solving techniques (e.g. identify target, define issues, brainstorm, develop a plan) 	<p>3.3</p>

EIGHTH GRADE—COMMUNICATION

4

The student analyzes and evaluates the effectiveness of formal and informal communication.

<p>The student will:</p> <p>Assess strengths and need for improvement</p> <ul style="list-style-type: none"> ■ Self-evaluates, using teacher or group-developed rubric, both during and after group work, setting goals for self and group results ■ Sets future goals for improvement of own performance and performance of a group ■ Uses the evaluation of self and others to improve performance and to set goals 	<p>LA EALR 4</p> <p>4.1</p>
<p>Seek and offer feedback</p> <ul style="list-style-type: none"> ■ Provides feedback on others' presentations with regard to content and organization ■ Accepts and applies feedback when appropriate and revise own presentation ■ Practices with feedback 	<p>4.2</p>
<p>Analyze mass communication</p> <ul style="list-style-type: none"> ■ Identifies the media forms (e.g., .v., radio, billboards, magazine ads) ■ Begins to analyze media for audience (Who is the target audience?) ■ Begins to analyze media for purpose (e.g. inform, entertain, persuade) ■ Recognizes that media producers make choices as they construct media (e.g. music, language, font, pictures) ■ Identifies media-constructed versions of reality ■ Begins to analyze media for content (What does it say?) ■ Recognizes that all media have commercial implications 	<p>4.3</p>
<p>Analyze how communication is used in career settings</p> <ul style="list-style-type: none"> ■ Has opportunity to listen to speakers from a variety of careers ■ Identifies and explain the major functions of communication in career settings ■ Illustrates the primary functions of small group work in a career setting ■ Describes how problem solving and conflict resolution skills might be used in a career setting 	<p>4.4</p>

EIGHTH GRADE—COMMUNICATION

5

The student develops reflective thought and positive moral and religious values through communication.

The student will:	LA EALR 5
Demonstrate respect for others' opinions; acknowledge others' points of view	5.1
Use language that is free from stereotyping, bias, libel, slander, harassment	5.2
Identify cultural assumptions and perspectives	5.3