

Language Arts

Language is an important tool for communication. Catholic schools seek to help in developing the communication skills - listening, speaking, reading, and writing - so that students become effective human beings and gain confidence and competence in their own abilities to use their language.

To incorporate these skills into a realistic curriculum, the learning process for language arts should be a developmental one which capitalizes on the research in the area of language acquisition and child development.

Fragmentation of the skill areas is detrimental to language development. Therefore, the language skills of listening, speaking, reading, and writing should be integrated in every academic area as well as all life skills to serve as foundations of lifelong learning and enjoyment. The skills related to media and technology are integrated throughout the Language Arts standards.

The study skills needed to locate, evaluate, and apply information are essential in order to function effectively in today's technological society. Teachers and librarians are charged with the joint responsibility of developing student competency in these areas.

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PROGRAM GOAL I: LISTENING SKILLS

The student understands that listening is an important tool of communication and that it is integral to every academic area as well as life skills.

PROGRAM OBJECTIVES:

- A. Listens to develop basic listening skills
- B. Listens to develop critical listening skills

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	BASIC LISTENING SKILLS									
A1.	Detects descriptive words to form mental images	I	D	D	M					
A2.	Retells what was heard	I	D	D	D	M				
A3.	Follows directions and completes assignments by listening	I	D	D	D	M	R	R	R	R
A4.	Ignores distracting sounds	I	D	D	D	D	D	M		
A5.	Listens without interrupting	I	D	D	D	D	D	D	D	D
B.	CRITICAL LISTENING SKILLS									
B1.	Recognizes a variety of children's songs and nursery rhymes	I	D	M						
B2.	Identifies rhyming words	I	D	D	M	R	R	R	R	R
B3.	Distinguishes between questions, statements, exclamations, and commands	I	D	D	M					
B4.	Answers specific questions	I	D	D	D	M	R	R	R	R
B5.	Recalls sequence	I	D	D	D	D	D	M	R	R
B6.	Predicts outcomes	I	D	D	D	D	D	M	R	R
B7.	Recalls main idea and main points	I	D	D	D	D	D	D	M	R
B8.	Recalls details/supporting details	I	D	D	D	D	D	D	M	R

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B9.	Demonstrates the ability to listen to the thoughts, views, and opinions of others	I	D	D	D	D	D	D	D	D
B10.	Demonstrates the ability to listen attentively to a variety of literary genre through various mediums	I	D	D	D	D	D	D	D	D
B11.	Distinguishes between fact and opinion		I	D	D	D	D	M	R	R
B12.	Interprets information		I	D	D	D	D	D	D	D
B13.	Evaluates information		I	D	D	D	D	D	D	D
B14.	Correlates information		I	D	D	D	D	D	D	D
B15.	Takes notes and asks questions				I	D	D	D	D	D
B16.	Listens and recognizes the speaker's purpose and tone toward a subject							I	D	D

PROGRAM GOAL II: SPEAKING SKILLS

The student understands that speaking is an important tool of communication and that it is integral to every academic area as well as all life skills.

PROGRAM OBJECTIVES:

SKILL LEVELS:

- A. Speaking to develop general oral communication skills I-Introduce
- B. Speaking to develop oral language D-Develop
- M-Master
- R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A.	GENERAL ORAL COMMUNICATION SKILLS										
A1.	Pronounces words correctly	D	D	D	D	D	D	M	R	R	
A2.	Enunciates clearly and distinctly	D	D	D	D	D	D	D	M	R	
A3.	Recites personal information including first name, last name, address, telephone number, and parents' names	I	D	M	R						
A4.	Speaks using complete sentences	I	D	D	M	R	R				
A5.	Exhibits tone of voice appropriate for the purpose	I	D	D	D	M					
A6.	Shares ideas/experiences with others through collaborative conversation	I	D	D	D	D	M	R	R	R	
A7.	Speaks/recites from memory e.g. songs, chants, poems	I	D	D	D	D	D	M	R	R	
A8.	Speaks fluently	I	D	D	D	D	D	D	D	M	
A9.	Exhibits appropriate facial expressions, gestures, posture, and eye contact	I	D	D	D	D	D	D	D	M	
A10.	Exhibits audible volume/pitch of voice appropriate to the purpose	I	D	D	D	D	D	D	D	D	
A11.	Speaks with appropriate tempo	I	D	D	D	D	D	D	D	D	
A12.	Speaks with meaningful inflection	I	D	D	D	D	D	D	D	D	
A13.	Communicates appropriately with respect to the situation and the audience	I	D	D	D	D	D	M	R	R	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A14.	Includes multimedia in oral presentations					I	D	D	D	D
A15.	Differentiates between situations requiring formal and informal speaking					I	D	M	R	R
B.	ORAL LANGUAGE DEVELOPMENT									
B1.	Describes people, objects, places, and events	I	D	M						
B2.	Describes ideas, feelings, and concepts using descriptive details	I	D	D	D	M				
B3.	Participates in group story development and builds on other's ideas	I	D	D	D	M				
B4.	Tells a story with facts and descriptive details	I	D	D	D	D	M	R	R	R
B5.	Responds to questions	I	D	D	D	D	D	M	R	R
B6.	Orally shares personal information on a topic	I	D	D	D	D	D	M	R	R
B7.	Retells events of a story in sequence	I	D	D	D	D	D	D	M	R
B8.	Makes formal announcements	I	D	D	D	D	D	D	M	R
B9.	Uses language in words, phrases, and sentences in various situations	I	D	D	D	D	D	D	D	M
B10.	Discusses personal reading and writing with teacher, peers, and others	I	D	D	D	D	D	D	D	M
B11.	Participates in small and whole group discussions	I	D	D	D	D	D	D	D	D
B12.	Speaks in choral format	I	D	D	D	D	D	D	D	D
B13.	Participates in liturgy and prayer opportunities	I	D	D	D	D	D	D	D	D
B14.	Participates in dramatization and role playing	I	D	D	D	D	D	D	D	D
B15.	Summarizes orally	I	D	D	D	D	D	D	D	D
B16.	Speaks to inform	I	D	D	D	D	D	D	D	D
B17.	Asks a variety of questions for clarification on topics and texts under discussion	I	D	D	D	D	D	D	D	D
B18.	Verbalizes the author's purpose		I	D	D	D	D	D	D	D
B19.	Gives formal speeches/reports for a variety of audiences and purposes			I	D	D	D	D	D	D
B20.	Speaks to persuade			I	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B21.	Identifies supporting details in oral passages			I	D	D	D	D	M	R
B22.	Gives concise and accurate directions or instructions			I	D	D	D	D	D	D
B23.	Paraphrases information presented or read utilizing a variety of formats				I	D	D	D	D	M
B24.	Summarizes the points of a speaker by supporting with reasons and evidence				I	D	D	D	D	D
B25.	Fulfills time requirements for oral presentations				I	D	D	D	D	D
B26.	Expresses own point of view and defends with evidence				I	D	D	D	D	D
B27.	Uses speaking aids (i.e. notes cards, lecterns, props, etc.)					I	D	D	D	D
B28.	Recognizes when the intended audience does or does not understand the message						I	D	D	D
B29.	Delivers an introduction to prepare audience for content of speech							I	D	D
B30.	Analyzes the purpose of information presented in media and evaluates the motives behind its presentation							I	D	D

PROGRAM GOAL III: READING SKILLS

The student understands that reading is a process and a valuable tool of communication integral to all subject areas and life skills; and a source for lifelong learning and enjoyment.

PROGRAM OBJECTIVES:

SKILL LEVELS:

- A. Concepts of Print
- B. Phonemic Awareness
- C. Phonics
- D. Fluency
- E. Vocabulary
- F. Comprehension

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	CONCEPTS OF PRINT									
A1.	Identifies the letters of the alphabet	M								
A2.	Identifies likenesses and differences in letters, numerals, and words	D	M							
A3.	Identifies capital letters and lower case letters	D	M							
A4.	Recognizes and sequences the letters of the alphabet	D	M							
A5.	Uses top to bottom/left to right progression	D	M							
A6.	Demonstrates the correct way to hold a book and turn the pages	I	M							
A7.	Demonstrates that words in print are separated by a space	I	D	D	M					
B.	PHONEMIC AWARENESS									
B1.	Discriminates sounds that are similar/different; loud/soft	I	M							
B2.	Identifies and produces rhyming words	I	D	D	M	R				
B3.	Demonstrates the ability to segment phonemes	I	D	D	M	R				

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B4.	Demonstrates the ability to blend phonemes	I	D	D	M	R					
B5.	Demonstrates the ability to compare/contrast two words	I	D	D	M	R					
B6.	Demonstrates the ability to compare/contrast two phonemes	I	D	D	M	R					
B7.	Demonstrates the ability to delete a sound from a word	I	D	D	M	R					
B8.	Demonstrates the ability to count phonemes and syllables	I	D	D	M	R					
B9.	Demonstrates the ability to substitute a sound in a word to produce a new word	I	D	D	M	R					
B10.	Demonstrates the ability to identify and produce rhyming words	I	D	D	M	R					
B11.	Recognizes, identifies, and produces groups of words that begin with the same initial sound	I	D	D	M	R					
B12.	Identifies and distinguishes consonant blends	I	D	D	M	R					
C.	PHONICS										
C1.	Recognizes the relationship between letter and sound correspondence (alphabetic principle)	I	D	M							
C2.	Identifies the correct letter for the corresponding sound	I	D	M							
C3.	Identifies the sounds the consonant letters represent	I	D	M	R						
C4.	Uses initial consonants in word analysis skills	I	D	M	R						
C5.	Uses final consonants in word analysis skills	I	D	M	R						
C6.	Uses initial and final consonant blends	I	D	D	M						
C7.	Uses initial and final consonant digraphs	I	D	D	M						
C8.	Uses short vowels	I	D	D	M						
C9.	Decodes single-syllable short vowel words (CVC)	I	D	D	M						
C10.	Uses long vowels with silent "e"	I	D	D	M						
C11.	Uses vowel diphthongs	I	D	D	D	D	M				

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C12.	Uses vowel digraphs	I	D	D	D	D	M			
C13.	Uses r-controlled vowels	I	D	D	D	D	M			
C14.	Uses word syllabication to decode unknown words (closed, open, silent -e, vowel digraphs, diphthongs, -r controlled, and consonant -le)	I	D	D	D	D	D	D	D	D
D.	FLUENCY									
D1.	Actively engages in group reading activities with purpose and understanding	I	D	D	M	R	R	R	R	R
D2.	Engages in activities that involve parents/significant adults/others in supporting the reading/language development process	I	D	D	D	M				
D3.	Reads common high frequency words	I	D	D	D	D	M			
D4.	Uses the relationship between letters and sounds as a strategy to understand unfamiliar words and promote fluent reading	I	D	D	D	D	D	D	D	D
D5.	Reads orally with expression, projection, and fluency		I	D	D	D	D	D	D	D
D6.	Self-corrects decoding errors by using context, word-attack skills, and comprehension repair strategies			I	D	D	D	D	D	D
E.	VOCABULARY									
E1.	Develops an awareness that printed words have meaning	D	M							
E2.	Uses positional words	D	D	M						
E3.	Uses compound words to develop meaning	I	D	D	M					
E4.	Develops vocabulary by reading words in isolation and context at an appropriate developmental level	I	D	D	M					
E5.	Uses contractions to develop word meaning	I	D	D	D	D	M			
E6.	Develops vocabulary by using synonyms and antonyms	I	D	D	D	D	M	R	R	R
E7.	Adds and uses suffixes with words	I	D	D	D	D	D	D	D	D
E8.	Develops vocabulary by using word classification skills	I	D	D	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E9.	Uses the knowledge of useful and familiar words as a strategy to develop word meaning and to understand unfamiliar words		I	D	D	M				
E10.	Develops vocabulary by using homophones and homographs		I	D	D	M	R	R	R	R
E11.	Uses context clues as a strategy to develop word meaning and to understand unfamiliar words		I	D	D	D	M	R	R	R
E12.	Adds and uses prefixes with words		I	D	D	D	D	D	D	D
E13.	Develops vocabulary by using graphic organizers		I	D	D	D	D	D	D	D
E14.	Uses base and root words to develop word meaning		I	D	D	D	D	D	D	D
E15.	Develops vocabulary by using analogies				I	D	D	D	D	D
E16.	Distinguishes between the denotation and connotation of words					I	D	D	D	D
F.	COMPREHENSION									
F1.	Recognizes common types of text (e.g., storybooks, poems)	I	D	M						
F2.	Distinguishes between fact and fantasy	I	D	M	R	R				
F3.	Responds to literature through drawing/illustration	I	D	M	R	R	R	R	R	R
F4.	Identifies and uses the parts of a book, including title page, author, illustrator, and table of contents	I	D	D	M					
F5.	Describes picture details in relation to a story/selection	I	D	D	M	R	R	R	R	R
F6.	Sequences pictures in relation to a story/selection	I	D	D	M	R	R	R	R	R
F7.	Reads to follow directions	I	D	D	M	R	R	R	R	R
F8.	Identifies and describes main characters of a story/selection	I	D	D	M	R	R	R	R	R
F9.	Participates in reading experiences through activities involving big books, books, rhymes, songs, and other literary works	I	D	D	M	R	R	R	R	R

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
F10.	Retells a story with beginning, middle, and end	I	D	D	D	M				
F11.	Reads and/or listens and follows multi-step directions sequentially	I	D	D	D	M	R	R	R	R
F12.	Demonstrates a mental image of an idea/situation (drawing, writing, acting, etc.)	I	D	D	D	M	R	R	R	R
F13.	Identifies the setting of a story/selection using time and place	I	D	D	D	M	R	R	R	R
F14.	Identifies and discusses information about illustrators	I	D	D	D	D	M			
F15.	Predicts outcome before and during reading	I	D	D	D	D	M	R	R	R
F16.	Identifies and discusses information about authors	I	D	D	D	D	M	R	R	R
F17.	Compares and contrasts two or more versions of the same story	I	D	D	D	D	M	R	R	R
F18.	Relates an event or character in a story/selection to own experience	I	D	D	D	D	M	R	R	R
F19.	Uses magazines and newspapers as learning resources	I	D	D	D	D	D	M		
F20.	States what is already known about a topic to assess prior knowledge before reading	I	D	D	D	D	D	M	R	R
F21.	Relates personal experiences or opinions in relation to selection/topic	I	D	D	D	D	D	M	R	R
F22.	Reads a variety of student-selected and teacher-selected literary genre and reading materials	I	D	D	D	D	D	M	R	R
F23.	Personally responds to literature through speaking and writing	I	D	D	D	D	D	M	R	R
F24.	Recalls the main idea of a story/selection	I	D	D	D	D	D	M	R	R
F25.	Recalls details of a story/selection	I	D	D	D	D	D	M	R	R
F26.	Constructs story maps to outline the main elements of a story or selection to organize meaning	I	D	D	D	D	D	M	R	R
F27.	States personal opinions/reactions	I	D	D	D	D	D	M	R	R
F28.	Sequences a story using transition words	I	D	D	D	D	D	D	M	R

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
F29.	Draws conclusions	I	D	D	D	D	D	D	M	R
F30.	Identifies problems/solutions in a story	I	D	D	D	D	D	D	M	R
F31.	Compares/contrasts characters' motives and traits	I	D	D	D	D	D	D	D	D
F32.	Compares/contrasts ideas in a story/selection	I	D	D	D	D	D	D	D	D
F33.	Makes predictions	I	D	D	D	D	D	D	D	D
F34.	Reads on-level text with purpose and understanding	I	D	D	D	D	D	D	D	D
F35.	Relates Catholic Christian philosophy to literature	I	D	D	D	D	D	D	D	D
F36.	Relates the subject of a nonfiction work to own experiences	I	D	D	D	D	D	D	D	D
F37.	Reads poetry such as free verse, limerick, narrative verse, ballad, ode, and sonnet	I	D	D	D	D	D	D	D	D
F38.	Reads narrative fictional works such as realistic fiction, fantasy, folktale, fairy tale, epic tale, myth, fable, parable, novel, short story, tall tale, historical fiction, legend, and science fiction	I	D	D	D	D	D	D	D	D
F39.	Gives a personal reaction to the ideas and feelings in the poem	I	D	D	D	D	D	D	D	D
F40.	Develops reading independence by compiling a record of personal reading through the use of a reading folder, reading log, journal or other means	I	D	D	D	D	D	D	D	D
F41.	Participates in activities that extend literature/reading material experiences through art, music, dance, or drama	I	D	D	D	D	D	D	D	D
F42.	Participates in Biblical story activities and relates them to their everyday lives	I	D	D	D	D	D	D	D	D
F43.	Uses charts, graphs, maps, tables, diagrams, signs, timelines, schedules, and symbols as learning resources	I	D	D	D	D	D	D	D	D
F44.	Reads silently and/or looks at books independently	I	D	D	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
F45.	Uses dictionary, glossary, and thesaurus in both print and digital forms as learning resources		I	D	D	D	M			
F46.	Identifies and uses the parts of a book, including titles, subtitles, captions, and boldface print		I	D	D	D	M	R	R	R
F47.	Interprets abbreviations		I	D	D	D	D	M		
F48.	Summarizes after reading		I	D	D	D	D	M	R	R
F49.	Reviews information after reading to extend meaning		I	D	D	D	D	M	R	R
F50.	Distinguishes between fact and opinion		I	D	D	D	D	M	R	R
F51.	Determines the relevancy of details in relation to a story/selection		I	D	D	D	D	D	M	R
F52.	Identifies cause and effect relationship		I	D	D	D	D	D	M	R
F53.	Classifies/categorizes information after reading		I	D	D	D	D	D	D	M
F54.	Analyzes cause/effect relationships in relation to story/text		I	D	D	D	D	D	D	D
F55.	Identifies the author's purpose, point of view, and perspective		I	D	D	D	D	D	D	D
F56.	Reads nonfictional works such as essays, articles, speeches, journals, diaries, biographies, autobiographies, narrative non-fiction, informational articles, expository texts, and interviews		I	D	D	D	D	D	D	D
F57.	Reads to locate specific information		I	D	D	D	D	D	D	D
F58.	Reads poetry to interpret meaning, to derive imagery, to sense mood, or to identify rhythm and rhyme		I	D	D	D	D	D	D	D
F59.	Identifies critical details/information from nonfictional works		I	D	D	D	D	D	D	D
F60.	Reads humorous materials such as cartoons and riddles		I	D	D	D	D	D	D	D
F61.	Reads functional print to assist in daily living such as newspapers, pamphlets, magazines, announcements, messages, and instructions		I	D	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
F62.	Gives a personal reaction to an idea/topic presented in a newspaper, pamphlet or magazine		I	D	D	D	D	D	D	D
F63.	Applies the reading strategy of predicting to self-monitor comprehension		I	D	D	D	D	D	D	D
F64.	Uses the dictionary/glossary to understand word meanings and assist with spelling			I	D	M	R	R	R	R
F65.	Identifies and uses the glossary in a book			I	D	D	M			
F66.	Locates words in a dictionary using alphabetizing skills			I	D	D	M			
F67.	Locates words in a dictionary by using guide words			I	D	D	M			
F68.	Identifies details that support the main idea			I	D	D	D	M	R	R
F69.	Recounts fables and folktales and determines their meaning			I	D	D	D	M	R	R
F70.	Identifies and uses the parts of a book, including the index, bibliography, preface, publisher, copyright page, and appendix			I	D	D	D	D	M	R
F71.	Uses the pronunciation key in a dictionary/book to pronounce words			I	D	D	D	D	M	R
F72.	Reads dramatic fictional works such as comedy, plays, farces, and tragedy			I	D	D	D	D	D	D
F73.	Makes an inference or prediction related to an idea/topic in a nonfiction work			I	D	D	D	D	D	D
F74.	Applies strategies of rereading to clarify and self-monitor comprehension during and after reading			I	D	D	D	D	D	D
F75.	Applies the reading strategy of pausing and reflecting to self-monitor comprehension			I	D	D	D	D	D	D
F76.	Applies the reading strategy of changing reading rate to self-monitor comprehension			I	D	D	D	D	D	D
F77.	Makes inferences			I	D	D	D	D	D	D
F78.	Makes generalizations				I	D	D	D	D	M
F79.	Uses details/examples to support a personal opinion				I	D	D	D	D	D
F80.	Distinguishes own point of view from that of the author				I	D	D	M		
F81.	Compares and contrasts key details presented in two texts on the same topic				I	D	D	M	R	R

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
F82.	Compares and contrasts a text to a visual presentation of the same story				I	D	D	D	M	R	
F83.	Uses note-taking skills as a learning resource				I	D	D	D	D	D	
F84.	Uses the dictionary/resource books to locate and understand word origins				I	D	D	D	D	D	
F85.	Chooses reference and learning materials appropriate for the purpose				I	D	D	D	D	D	
F86.	Skims to preview and scans to review reading material				I	D	D	D	D	D	
F87.	Develops an awareness of the importance of the use of reading in various careers				I	D	D	D	D	D	
F88.	Analyzes the use of humor/pun				I	D	D	D	D	D	
F89.	Analyzes the use of analogies				I	D	D	D	D	D	
F90.	Annotates a text in a way that enhances comprehension				I	D	D	D	D	D	
F91.	Summarizes a poem				I	D	D	D	D	D	
F92.	Interprets/evaluates a poem according to its meaning and style				I	D	D	D	D	D	
F93.	Recognizes how setting impacts a character's development				I	D	D	D	D	D	
F94.	Uses the Internet as a learning resource				I	D	D	D	D	D	
F95.	Uses outlines as a learning resource				I	D	D	D	D	D	
F96.	Recognizes figurative language					I	D	D	D	D	
F97.	Analyzes figurative language					I	D	D	D	D	
F98.	Analyzes the author's techniques in writing styles such as simile, metaphor, assonance, rhyme, rhythm, onomatopoeia, and hyperbole					I	D	D	D	D	
F99.	Uses language to explore the relationship between a text and a series of historical events and/or scientific ideas					I	D	D	D	D	
F100.	Relates the main idea, events, and details to the theme of story						I	D	D	D	
F101.	Analyzes the use of stylistic devices including flashback, conflict, suspense, dialogue, contrast, repetition, and foreshadowing							I	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
F102.	Compares and contrasts the themes, settings, and plots of stories that are written by the same author						I	D	D	D	
F103.	Identifies the plot line of a story/selection including the beginning, conflict, rising action, climax, and ending						I	D	D	D	
F104.	Analyzes the use of symbolism						I	D	D	D	
F105.	Identifies literary structural devices used by the author (framing, non-sequential order, prologue/epilogue, multiple narrators, etc.)							I	D	D	
F106.	Demonstrates understanding that the Bible is a work of literature							I	D	D	
F107.	Analyzes the use of propaganda							I	D	D	
F108.	Analyzes the use of sarcasm, irony, and satire							I	D	D	
F109.	Develops critical meaning by developing an awareness for comparing stories/text of similar theme, plot, setting, or character development							I	D	D	
F110.	Develops an understanding of how the author's purpose affects reader's perceptions							I	D	D	
F111.	Compares and contrasts a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of mediums used (e.g. lighting, sound, color, etc)							I	D	D	
F112.	Analyzes how different authors writing about the same topic present different interpretations of the same event							I	D	D	
F113.	Uses annotations as a skill to read critically								I	D	

PROGRAM GOAL IV: GRAMMAR SKILLS AND WRITING

The student understands that the writing process, which includes the correct usage of grammar and mechanics, is a valuable learning tool for communication.

PROGRAM OBJECTIVES:

- A. Handwriting Mechanics
- B. Prewriting
- C. Drafting
- D. Revision
- E. Editing
- F. Publishing
- G. Writing Content

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce

SUBJECT OBJECTIVES		GRADE LEVEL								
A.	HANDWRITING MECHANICS	K	1	2	3	4	5	6	7	8
A1.	Determines the dominance of one hand over the other hand	M								
A2.	Demonstrates the tripod grasp when holding a pencil, crayon, or other writing tool	D	M	R	R					
A3.	Positions and slants paper correctly	I	D	M	R					
A4.	Holds paper with non-dominant hand	I	D	M	R					
A5.	Sits upright with correct posture and feet flat on the floor	I	D	M	R					
A6.	Uses appropriate pressure when writing	I	D	M	R					
A7.	Demonstrates proper orientation of letters by facing them in the correct direction	I	D	M	R					
A8.	Writes(strokes) letters from the top down	I	D	M	R					
A9.	Demonstrates proper formation of all manuscript letters	I	D	M	R					
A10.	Writes dictated manuscript upper-case letters	I	D	M						
A11.	Writes dictated manuscript lower-case letters	I	D	M						
A12.	Demonstrates proper spacing between words	I	D	M	R					
A13.	Writes dictacted manuscript sentences		I	D	M					

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A14.	Writes with grade appropriate fluency/speed		I	D	D	D	D	D	D	D
A15.	Writes neatly with minimal erasures		I	D	D	D	D	D	D	D
A16.	Demonstrates proper formation of all cursive letters			I	D	D	M			
A17.	Writes dictated cursive upper-case letters			I	D	D	M			
A18.	Writes dictated cursive lower-case letters			I	D	D	M			
A19.	Correctly joins cursive letters			I	D	D	M			
A20.	Writes dictated cursive sentences			I	D	D	M			
B.	PREWRITING									
B1.	Draws pictures as a prewriting activity	I	D	D	M					
B2.	Writes lists individually or in groups	I	D	D	D	M				
B3.	Uses or creates graphic organizers (maps, webs, clusters, etc.) individually or in groups	I	D	D	D	M	R	R	R	R
B4.	Observes using the five senses	I	D	D	D	D	M	R	R	R
B5.	Journals to stimulate thought, reflection, learning	I	D	D	D	D	D	D	M	R
B6.	Views colors and images to stimulate writing (art, cartoons, etc.)	I	D	D	D	D	D	D	D	D
B7.	Reads, listens to, or views a variety of literary genre, including prose, poetry, drama, and	I	D	D	D	D	D	D	D	D
B8.	Brainstorms prior to writing		I	D	D	D	D	M	R	R
B9.	Writes complete sentences (simple, compound, complex, and compound-complex)		I	D	D	D	D	M	R	R
B10.	Gathers resource material to locate facts from text or other media			I	D	D	D	D	D	D
B11.	Interviews to gather information				I	D	D	D	D	D
B12.	Establishes topic, audience, and purpose				I	D	D	D	D	D
B13.	Writes an outline				I	D	D	D	D	D
C.	DRAFTING									
C1.	Dictates stories to adults for writing	I	D	M						
C2.	Participates in group written pieces	I	D	D	D	D	D	D	D	D
C3.	Creates a rough draft			I	D	D	D	D	D	D
C4.	Creates written projects from shared research			I	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C5.	Writes:									
	a. Journals	I	D	D	D	D	D	M	R	R
	b. Answers to open response questions		I	D	D	D	D	D	D	D
	c. One-paragraph and two-paragraph pieces			I	D	D	D	M		
	d. Narratives			I	D	D	D	D	D	D
	e. Poetry			I	D	D	D	D	D	D
	f. Autobiographies			I	D	D	D	D	D	D
	g. Biographies			I	D	D	D	D	D	D
	h. Book reports				I	D	D	D	M	R
	i. Descriptive pieces				I	D	D	D	D	D
	j. Informative pieces				I	D	D	D	D	D
	k. Expository pieces				I	D	D	D	D	D
	l. Multi-paragraph pieces					I	D	D	M	R
	m. Compare/Contrast pieces					I	D	D	D	D
	n. Persuasive pieces					I	D	D	D	D
	o. Argumentative pieces							I	D	D
	p. Thank you letters		I	D	D	M	R	R	R	R
	q. Friendly letters			I	D	D	M			
	r. Formal letters				I	D	D	D	M	R
	s. Business letters							I	D	D
	t. Envelopes				I	D	D	M	R	R
	u. Friendly e-mails					I	D	D	D	D
	v. Business e-mails							I	D	D
C6.	Clearly conveys meaning using:									
	a. Nouns		I	D	D	D	D	D	D	D
	b. Verbs		I	D	D	D	D	D	D	D
	c. Pronouns		I	D	D	D	D	D	D	D
	d. Adjectives		I	D	D	D	D	D	D	D
	e. Possessives			I	D	D	D	D	D	D
	f. Adverbs				I	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL									
C6. Cont		K	1	2	3	4	5	6	7	8	
	g. Preposition				I	D	D	D	D	D	
	h. Conjunctions				I	D	D	D	D	D	
	i. Interjections				I	D	D	D	D	D	
	j. Appositives					I	D	D	D	D	
C7.	Writes topic sentences in a paragraph			I	D	D	D	D	D	D	
C8.	Develops fluency by increasing length of writing without sacrificing quality				I	D	D	D	D	D	
C9.	Gathers information and writes a basic research paper				I	D	D	M	R	R	
C10.	Uses the computer to produce writing				I	D	D	D	D	M	
C11.	Maintains the same tense in a paragraph or group of sentences						I	D	D	D	
C12.	Composes an essay with an introduction, body, and conclusion						I	D	D	M	
C13.	Gathers information for a formal MLA paper by using source cards and note cards								I	D	
C14.	Writes a formal MLA research paper (include Works Cited, MLA format, and in-text citations)								I	D	
C15.	Prepares a bibliography								I	D	
D.	REVISION										
D1.	Uses a dictionary to confirm meaning of specific words		I	D	D	D	M	R	R	R	
D2.	Participates in peer conferences for content feedback			I	D	D	D	D	D	D	
D3.	Uses a thesaurus to find new words and increase vocabulary				I	D	M	R	R	R	
D4.	Demonstrates that revision is concerned only with content				I	D	D	D	D	D	
D5.	Revises the content of the writing by adding, deleting, reordering, and/or substituting				I	D	D	D	D	D	
D6.	Uses transition words and phrases				I	D	D	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E.	EDITING									
E1.	Demonstrates understanding that editing is the time to correct the technical aspects of writing			I	D	D	D	D	D	D
E2.	a. Capitalization: Uses a capital letter for:									
	1. The first word of every sentence		I	D	M					
	2. All proper nouns		I	D	M					
	3. The pronoun "I"		I	D	M					
	4. The days of the week and months of the year		I	D	M					
	5. Titles of office when used with names of people			I	D	D	D	M		
	6. The salutation of a letter			I	D	M				
	7. The first letter of the complimentary close			I	D	M				
	8. Appropriate words in book titles			I	D	D	D	M		
	9. The words East, West, North, and South when they indicate sections of a country			I	D	D	D	M		
	10. Names of institutions			I	D	D	D	M		
	11. Abbreviations when they stand for words which begin with capital letters			I	D	D	D	M		
	12. The first letter of each line of traditional poetry				I	D	M			
	13. All words that refer to God				I	D	M			
	14. Initials that are part of a name				I	D	M			
	15. All words derived from names of countries, races, and tribes				I	D	D	M		
	16. The first word of a direct quotation				I	D	D	M		
	17. Titles (Aunt, Father, etc.) of relatives when the words stand for a name				I	D	D	D	M	
	18. Words that are derived from the names of languages				I	D	D	M		
	19. Religious denominations and sects				I	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL								
E2. Cont		K	1	2	3	4	5	6	7	8
	20. Names of political parties				I	D	D	M		
	21. Proper adjectives				I	D	D	M		
	22. Names of historical events, periods, laws, documents, conflicts, and distinguished awards					I	D	D	D	D
	23. First word in each line of topic outline							I	D	M
	b. Punctuation:									
	1. Uses a period at the end of a declarative and imperative sentence		I	D	M					
	2. Uses a question mark at the end of an interrogative sentence		I	D	M					
	3. Uses an exclamation point at the end of an exclamatory sentence		I	D	M					
	4. Uses an apostrophe to form contractions		I	D	M					
	5. Uses a comma to separate day from month, date from year, and year from rest of the sentence		I	D	M					
	6. Uses a comma to separate city from state		I	D	M					
	7. Uses a comma to separate three or more words in a series		I	D	M					
	8. Uses apostrophes to show possession	I	D	D	D	D	D	D	D	D
	9. Uses a period after an abbreviation			I	D	D	M			
	10. Uses a comma after the salutation of a friendly letter			I	D	M				
	11. Uses a comma after the closing of a letter			I	D	M				
	12. Underlines in handwriting or typing in italics to indicate titles of books, pamphlets, newspapers, magazines, and works of art				I	D	D	D	D	D
	13. Uses quotation marks to enclose titles of short stories, songs, chapters, articles, and poems.				I	D	D	D	D	D
	14. Uses a hyphen to divide words at the end of a line				I	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL								
E2. Cont		K	1	2	3	4	5	6	7	8
	15. Uses quotation marks to enclose the direct words of the speaker				I	D	D	M	R	R
	16. Uses a comma to separate clauses joined by "and," "but," "or," "nor," or "for"				I	D	D	M		
	17. Participates in peer conferences for mechanics feedback				I	D	D	D	D	D
	18. Uses a comma after yes, no, and mild interjections at the beginning of sentences					I	D	M		
	19. Uses a comma to set off names in a direct address					I	D	D	M	
	20. Uses a colon to introduce a list					I	D	M		
	21. Places a semicolon between items in a series if the items contain commas						I	D	D	D
	22. Uses quotation marks to begin a new paragraph each time there is a change of speakers in dialogue						I	D	M	
	23. Uses closing quotation marks after commas and periods but before semicolons and colons							I	D	D
	24. Uses closing quotation marks after punctuation if the punctuation ends the speaker's address							I	D	D
	25. Uses single quotation marks to indicate a quotation within a quotation							I	D	M
	26. Uses a colon to punctuate the salutation of a business letter							I	M	
	27. Uses a comma to separate conjunctive adverbs such as "consequently," "therefore," "however," etc. from the rest of the sentence							I	D	D
	28. Uses apostrophes to form plurals of letters, numbers, and signs referred to as words							I	D	D
	29. Uses a semicolon to separate independent clauses joined with no conjunction							I	D	M

SUBJECT OBJECTIVES		GRADE LEVEL									
E2. Cont		K	1	2	3	4	5	6	7	8	
	30. Uses a semicolon to separate clauses joined with nevertheless, however, consequently, etc.							I	D	D	
	31. Uses a comma after an introductory adverbial clause							I	D	D	
	32. Uses a comma to separate clauses if a definite pause occurs between them in speech							I	D	D	
	33. Uses quotation marks to enclose slang expressions or nicknames in writing								I	D	
	34. Uses a comma to clarify meaning, if needed, when using appositives (When the appositive is needed for meaning you do not use commas. Example: My English teacher, Mrs. Smith, gave me homework. versus My teacher Mrs. Smith gave me homework.)								I	D	
	35. Uses a dash to show a break in thought								I	D	
E3.	Usage:										
	a. Nouns:										
	1. Chooses the correct form of a noun in writing		I	D	D	D	D	M			
	2. Uses common, proper, and possessive nouns			I	D	D	D	M			
	3. Forms the plural of regular and irregular nouns			I	D	D	D	D	M	R	
	4. Forms the possessive of singular and plural nouns			I	D	D	D	M	R	R	
	5. Uses collective, concrete, and abstract nouns				I	D	D	D	D	D	
	b. Verbs:										
	1. Uses the correct form of a verb in writing			I	D	D	D	M	R	R	
	2. Uses action verbs and state of being verbs			I	D	D	D	M	R	R	
	3. Exhibits subject - verb agreement in writing			I	D	D	D	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL								
E3. Cont		K	1	2	3	4	5	6	7	8
	4. Uses the main verb and the helping verb				I	D	D	M	R	R
	5. Uses the principal parts of regular and irregular verbs					I	D	D	D	M
	6. Uses the verb as transitive or intransitive						I	D	D	D
	c. Adjectives:									
	1. Uses the three degrees of comparison			I	D	D	D	M		
	2. Uses the correct form				I	D	D	M		
	3. Uses to modify				I	D	D	M		
	4. Uses articles				I	D	D	M		
	d. Pronouns:									
	1. Uses the correct form of reflexive pronouns		I	D	D	D	D	M		
	2. Uses pronouns correctly (personal, possessive, indefinite, and demonstrative)				I	D	D	D	M	
	3. Identifies antecedents of pronouns					I	D	D	M	
	e. Adverbs:									
	1. Uses the correct form				I	D	D	M		
	2. Uses the three degrees of comparison					I	D	D	M	
E4.	Grammar:									
	a. Understands that grammar is the study of language structure and its arrangement into sentences		I	D	D	D	D	D	D	D
	b. Uses the basic sentence structures of:									
	1. Simple sentence		I	D	M	R				
	2. Compound sentence			I	D	D	D	M	R	
	3. Complex sentence					I	D	D	M	R
	4. Compound - complex sentence							I	D	D
	c. Identifies fragments and run-on sentences and corrects them				I	D	D	D	D	D
	d. Analyzes written work by parts of speech			I	D	D	D	M	R	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
	e. Analyzes written work by sentence function (i.e. subject, predicate phrase, direct object, prepositional phrase, etc.)					I	D	D	D	D
E5.	Spelling:									
	a. Progresses from invented spelling to conventional spelling as rules and strategies are learned and student matures	I	D	D	D	D	D	M	R	R
	b. Learns to spell words in context	I	D	D	D	D	D	D	D	D
	c. Uses spelling resources			I	D	D	M			
	d. Identifies the correct spelling of homophones, antonyms, and synonyms				I	D	D	D	D	D
E6.	Uses correct spacing between letters, words, and sentences		I	D	M					
E7.	Exhibits effective paragraph structure			I	D	D	D	M	R	R
F.	PUBLISHING									
F1.	Presents a piece of writing orally to an individual, a group, or whole class	I	D	D	D	M				
F2.	Demonstrates understanding that publishing means "sharing writing" in some way				I	D	M			
G.	WRITING CONTENT									
G1.	Responds appropriately to any writing prompt			I	D	D	D	D	D	D
G2.	Remains focused on one perspective of the topic and writes toward that topic			I	D	D	D	D	D	D
G3.	Summarizes grade level text and chooses language appropriate to the purpose				I	D	D	D	M	R
G4.	Identifies an intended audience and writes clearly to that audience				I	D	D	D	D	D
G5.	Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events					I	D	D	D	D
G6.	Writes a strong thesis statement that outlines a paper/essay							I	D	D
G7.	Supports position with textual evidence through the use of paraphrase							I	D	D

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
G8.	Supports position with textual evidence by integrating quotations effectively							I	D	D	
G9.	Evaluates resources to support the paper's position							I	D	D	
G10.	Analyzes a variety of aspects of a text (use of literary devices)							I	D	D	
G11.	Writes fluently in both formal and informal styles							I	D	D	