

LANGUAGE ARTS

Subject Area: LANGUAGE ARTS

Component I: LISTENING

**Indiana Academic Standard 7: LISTENING AND SPEAKING:
Skills, Strategies, and Applications**

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.

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| GOALS: The student will be able to... |
| A. <u>Develop basic listening skills.</u> |
| B. <u>Develop critical listening skills.</u> |
| C. Listen for <u>appreciation</u> and <u>enjoyment</u> . |

LEGEND: I= the grade at which the skill is introduced
 Grey-shaded area= grades at which the skill is to be developed and expanded.
State standards are assessed annually, beginning the year after introduction.

| The student will be able to.... | The teacher will... | | | | | | | | |
|---|----------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| A DEVELOP BASIC LISTENING SKILLS | | | | | | | | | |
| A1 Observe speaker's nonverbal messages, e.g., posture, gesture, eye contact (1.7.1, 5.7.2, 6.7.1) | I | | | | | | | | |
| A2 Listen to recognize correct standards of English | I | | | | | | | | |
| A3 Listen and follow directions in sequence (K.7.1, 1.7.3, 2.7.4, 3.7.15, 6.7.3) | I | | | | | | | | |
| A4 Listen attentively without interrupting and maintain focus on speaker (1.7.1) | | I | | | | | | | |
| A5 Listen for speaker's verbal communication, e.g., word choice, pitch, feeling, tone, loud/soft, similar/different (5.7.2, 6.7.1, 6.7.2) | | | | | | I | | | |
| B DEVELOP CRITICAL LISTENING SKILLS | | | | | | | | | |
| B1 Recall a speaker's purpose and main idea (2.7.1) | I | | | | | | | | |
| B2 Recall and answer specific questions regarding detail, sequence, and setting (K.7.3, K.7.5, 2.7.1, 3.7.3) | I | | | | | | | | |
| B3 Interpret and derive meanings from context (2.7.1, 5.7.3) | I | | | | | | | | |

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| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| B4 Distinguish between fact and opinion (1.7.2, 2.7.1, 3.7.1, 3.7.11, 4.7.16, 6.7.9) | | I | | | | | | | |
| B5 Make predictions, solve, and compare and contrast, and cause and effect (2.7.1, 3.7.16, 4.7.2) | | | I | | | | | | |
| B6 Make inferences and summarize and evaluate (2.7.3, 3.7.1, 5.7.3) | | | I | | | | | | |
| B7 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz.) (3.7.4, 6.7.8) | | I | | | | | | | |
| B8 Compare ideas and points of view expressed in broadcast and print media or on the Internet (1.7.3, 2.7.1, 3.7.10, 5.7.14) | | I | | | | | | | |
| B9 Identify how language usage (sayings and expressions) reflects regions and cultures (2.7.1, 4.7.3) | | | I | | | | | | |
| B10 Distinguish between statements, questions, explanations, and commands based on inflection (2.7.1) | | | I | | | | | | |
| B11 Ask thoughtful questions to elicit information and respond orally to relevant questions with appropriate elaboration from peers, teachers, and others (2.7.2, 4.7.1, 5.7.1, 6.7.15, 7.7.1, 8.7.1) | | | I | | | | | | |
| B12 Evaluate and distinguish speaker's attitude and viewpoint. (3.7.16, 4.7.16, 7.7.2, 8.7.7) | | | | I | | | | | |
| B13 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (4.7.10, 5.7.8) | | | | | I | | | | |
| B14 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques. (5.7.7, 6.7.16, 7.7.7, 8.7.8) | | | | | | I | | | |
| B15 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener. (8.7.7) | | | | | | | | | I |
| C APPRECIATION AND ENJOYMENT | | | | | | | | | |
| C1 Listen to identify a variety of genres, both religious and secular, using various mediums (1.7.1, 6.7.2) | | I | | | | | | | |
| C2 Connect and relate experiences and ideas to those of a speaker (1.7.1, 3.7.2, 4.7.15) | | I | | | | | | | |
| C3 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions. (8.7.9) | | | | | | | | | I |

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Subject Area: LANGUAGE ARTS

Component II: SPEAKING

**Indiana Academic Standard 7: LISTENING AND SPEAKING:
Skills, Strategies, and Applications**

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.

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| GOALS: The student will be able to... |
| A. <u>Demonstrate speaking skills</u> |
| B. <u>Use oral language correctly</u> |
| C. <u>Analyze and evaluate oral language</u> |

LEGEND: I= the grade at which the skill is introduced
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State standards are assessed annually, beginning the year after introduction.

The student will be able to...

The teacher will...

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|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| A DEMONSTRATE SPEAKING SKILLS | | | | | | | | | |
| A1 Pronounce and enunciate words correctly using clear and specific vocabulary to communicate ideas and establish tone. (K.7.2, 2.7.6, 7.7.5) | I | | | | | | | | |
| A2 Share orally ideas and experiences and feelings with others (K.7.2, K.7.3) | I | | | | | | | | |
| A3 Demonstrate Catholic Christian oral social skills, e.g., telephone, manners, conversations | I | | | | | | | | |
| A4 Speak clearly using complete sentences (K.7.2, 2.7.5) | I | | | | | | | | |
| A5 Speak in complete sentences and use transition words to connect ideas, e.g., however, therefore, even though (2.7.6, 7.7.5) | I | | | | | | | | |
| A6 Stay on the topic when speaking (1.7.4) | I | | | | | | | | |
| A7 Use volume, phrasing, timing, and gestures appropriately to engage the audience and enhance meaning. Matching the message and vocabulary to the audience and purpose (2.7.6, 3.7.9, 4.7.9, 5.7.6, 6.7.7, 7.7.5, 8.7.2) | | | I | | | | | | |

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| A8 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details. (4.7.5) | | | | | I | | | | |
| A9 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. (4.7.6) | | | | | I | | | | |
| A10 Emphasize points in ways that help the listener or viewer follow important ideas and concepts. (4.7.7) | | | | | I | | | | |
| A11 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information. (4.7.8) | | | | | I | | | | |
| B USE ORAL LANGUAGE CORRECTLY | | | | | | | | | |
| B1 Organize ideas chronologically (in the order that they happened) or around major points of information. (K.7.5, 1.7.8, 2.7.7, 2.7.10, 3.7.5, 5.7.4, 6.7.4) | I | | | | | | | | |
| B2 Select an idea or topic which influences the audience’s thoughts (5.7.4, 6.7.4) | I | | | | | | | | |
| B3 Describe an object or picture and interpret simple events in a picture (K.7.3, 2.7.12) | I | | | | | | | | |
| B4 Speak/Recite from memory (K.7.4, 1.7.6, 2.7.13, 8.7.14) | I | | | | | | | | |
| B5 Speak in choral reading format (K.7.4, 1.7.6) | I | | | | | | | | |
| B6 Provide descriptions with careful attention to sensory detail (1.7.9, 2.7.12, 2.7.14, 6.7.17) | | I | | | | | | | |
| B7 Participate in group story development | | I | | | | | | | |
| B8 Retell, paraphrase, summarize and form a conclusion on what a speaker has said (2.7.3, 3.7.1, 8.7.1) | | | I | | | | | | |
| B9 Participate in variety of classroom discussions/ applications by choosing appropriate topic and responding to questions. (3.7.3) | | | | I | | | | | |
| B10 Plan and present dramatic interpretations of experiences, stories, poems, or plays (3.7.13) | | | | I | | | | | |
| B11 Deliver oral presentations for a variety of purposes: | | | | | | | | | |
| a. Informative | | | | | | | | | |
| 1. develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including when appropriate, speakers, periodicals, and online information. (2.7.9, 2.7.11) Cite references appropriately. (4.7.12, 5.7.10, 6.7.11, 7.7.10) | | | I | | | | | | |
| 2. pose relevant questions sufficiently limited in scope to be completely and thoroughly | | | | I | | | | | |

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| answered to direct the investigation. (5.7.10, 6.7.11, 7.7.10) | | | | | | | | | |
| b. persuasive | | | | | | | | | |
| 1. provide a clear statement of the position (thesis). (3.7.6, 6.7.13, 7.7.11, 8.7.13) | | | | I | | | | | |
| 2. include relevant evidence, differentiate fact from opinion, and use persuasion language. (3.7.11, 6.7.13, 6.7.14, 7.7.3, 7.7.11, 8.7.13) | | | | I | | | | | |
| 3. offer a logical sequence of information. (3.7.5, 3.7.6, 6.7.13, 7.7.4) | | | | I | | | | | |
| 4. engage the listener and try to gain acceptance of the proposition or proposal. (3.7.7, 6.7.13) | | | | I | | | | | |
| 5. anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements. (8.7.13) | | | | | | | | I | |
| 6. maintain reasonable tone (8.7.13) | | | | | | | | I | |
| c. narrative | | | | | | | | | |
| 1. relate ideas, observations, or memories about an event or experience. (4.7.11) | | | | I | | | | | |
| 2. provide a context for an event that is the subject of the presentation and allows the listener to imagine the circumstances of the event or experience (3.7.12, 4.7.11) | | | | I | | | | | |
| 3. provide insight into why the elected event should be of interest to the audience (persuade) (3.7.12, 4.7.11, 5.7.13, 8.7.10) | | | | I | | | | | |
| 4. include well-chosen details to develop characters, setting, and plot that has a beginning, middle and end(entertain, inform) (3.7.12, 4.7.8, 4.7.11, 5.7.5, 6.7.4, 6.7.10, 7.7.10, 8.7.10) | | | | I | | | | | |
| 5. establish a situation, plot, point of view, and setting with descriptive words and phrases. (5.7.9) | | | | | | I | | | |
| 6. show, rather than tell, the listener what happens. (5.7.9) | | | | | | I | | | |
| 7. establish a context, plot, and point of view (6.7.10) | | | | | | | I | | |
| 8. use a range of narrative (story) devices, including dialogue, tension, or suspense (6.7.10, 8.7.10) | | | | | | | I | | |
| 9. establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. (7.7.8) | | | | | | | | I | |

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| 10. describe major and minor characters and a definite setting. (7.7.8) | | | | | | | | I | |
| 11. use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions (6.7.4, 7.7.8) | | | | | | | I | | |
| d. descriptive | | | | | | | | | |
| 1. use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences (1.7.5, 2.7.9, 2.7.12, 3.7.14, 4.7.17, 5.7.15) | | I | | | | | | | |
| 2. establish a clear point of view on the subject of the presentation. (7.7.12, 8.7.15) | | | | | | | | I | |
| 3. establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). (7.7.12, 8.7.15) | | | | | | | | I | |
| 4. contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. (7.7.12, 8.7.15) | | | | | | | | I | |
| e. research | | | | | | | | | |
| 1. state ideas in own words, except for when quoted directly from sources. (4.7.13, 6.7.12, 7.7.9) | | | | I | | | | | |
| 2. demonstrate a complete understanding of sources, not just superficial details. (3.7.6, 4.7.13, 6.7.12, 7.7.9) | | | | I | | | | | |
| 3. define a thesis (a position on the topic). (8.7.12) | | | | | | | | | I |
| 4. research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. (8.7.12) | | | | | | | | | I |
| 5. use a variety of research sources and distinguish the nature and value of each. (7.7.10, 8.7.12) | | | | | | | | I | |
| 6. present information on charts, maps, and graphs. (8.7.12) | | | | | | | | | I |
| B12 Deliver oral responses to literature that: | | | | | | | | | |
| a. develop an interpretation that shows careful reading, understanding, and insight. (5.7.11, 6.7.12, 7.7.4, 8.7.11) | | | | | | I | | | |
| b. organize the presentation around several clear ideas, premises, or images. (5.7.11, 6.7.12) | | | | | | I | | | |

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| c. develop and justify the interpretation through the use of examples from the text, other works, or personal knowledge. (5.7.11, 6.7.12, 8.7.11) | | | | | | I | | | |
| d. make supported inferences about the effects of a literary work on its audience. (8.7.11) | | | | | | | | I | |
| e. connect personal responses to the writer's techniques and to specific textual references (8.7.11) | | | | | | | | I | |
| B13 Retell events of a story in sequence that include the main ideas and the most significant details. (K.7.5, 1.7.7, 2.7.7, 2.7.8, 2.7.10, 3.7.6, 4.7.13, 6.7.5, 7.7.9) | I | | | | | | | | |
| B14 Give precise directions and instructions. (1.7.3, 2.7.4, 4.7.4, 5.7.12) | | I | | | | | | | |
| B15 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues. (4.7.10, 5.7.8, 6.7.16) | | | | | I | | | | |
| B16 Ask a variety of questions for clarification and understanding (1.7.2, 2.7.2, 6.7.15, 7.7.1) | I | | | | | | | | |
| B17 Ask questions that seek information not already discussed. (interpretive, interview, survey, inferential) (5.7.1, 6.7.15, 7.7.1) | | | | | | I | | | |
| B18 Ask inferential and evaluative questions (6.7.15) | | | | | | | I | | |
| B19 Organize an effective introduction, focus, or point of view in a speech (2.7.5, 4.7.5, 6.7.10, 7.7.3) | | | I | | | | | | |
| B20 Use and analyze the effects of audio aides and video/visual aids, and/or computer technology for presentation of oral information and improved delivery techniques (1.7.10, 3.7.8, 7.7.7) | | I | | | | | | | |
| B21 Identify when the intended audience does/does not understand the essence and logic of a speech's content, delivery, and its overall impact on the listener (7.7.6) | | | | | | | | I | |
| B22 Defend a point of view with evidence, e.g., using details, specifics, research (6.7.5, 6.7.6, 7.7.10) | | | | | | | I | | |
| B23 Theorize on the causes and effects of various problems or conflicts. (6.7.14) | | | | | | | I | | |
| B24 Establish connections between the defined problem and its solution. (6.7.14) | | | | | | | I | | |
| B25 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology. (6.7.6) | | | | | | | I | | |
| B26 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. (8.7.3) | | | | | | | | | I |
| B27 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, | | | | | | | | | I |

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| such as adverbs and adjectives), and the active rather than the passive voice in ways that enliven oral presentations. (8.7.4) | | | | | | | | | |
| B28 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations. (8.7.5) | | | | | | | | | I |
| B29 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning. (8.7.6) | | | | | | | | | I |
| C. ANALYZE AND EVALUATE ORAL LANGUAGE | | | | | | | | | |
| C1 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener. (7.7.6) | | | | | | | | I | |
| C2 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (8.7.8) | | | | | | | | | I |

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Subject Area: LANGUAGE ARTS

Component III: **READING**...content area information and Catholic teachings to make critical and ethical judgments

Standard 1: Word Recognition, Fluency, and Vocabulary Development

Word Recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

Standard 2: Comprehension

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

Standard 3: Literary Response and Analysis

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

GOALS: The student will be able to...

- A. Demonstrate competence in the use of general reading skills to read with fluency and understanding
- B. Apply a variety of comprehension strategies to increase understanding in all curricular areas
- C. Read for a purpose, making sense of print and non-print materials, in order to connect newly acquired information to language, literature, culture, and faith

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The student will be able to ...

The teacher will...

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|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| A COMPETENCE IN READING SKILLS | | | | | | | | | |
| A1 Create and enhance a desire to read (3.1.3) | I | | | | | | | | |
| A2 Read for knowledge and enjoyment (7.1.3, 7.2.1, 7.2.2, 7.2.5, 8.2.1, 8.2.5) | | I | | | | | | | |
| A3 Use language and reading as a tool for learning across all disciplines (K.1.3, 4.2.1, 7.1.2, 7.2.2, 7.2.6, | I | | | | | | | | |

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| 8.2.1, 8.2.5, 8.2.6) | | | | | | | | | |
| A4 Engage in daily reading for a variety of purposes including pleasure, spiritual growth, information- all with both literal and figurative meaning (K.3.4, 2.2.2, 3.1.3, 4.2.2) | I | | | | | | | | |
| A5 Use details and examples to support a personal opinion about a selection (5.2.5, 6.2.7) | | | | | | I | | | |
| A6 Engage in activities that assess prior knowledge as a pre-reading/language development activity e.g., brainstorming, webbing (7.2.6) | | I | | | | | | | |
| A7 Engage in activities that involve parents and other readers to celebrate the successes of the reading and language development process | I | | | | | | | | |
| A8 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues. (3.1.5) | | | | I | | | | | |
| A9 Describe the roles of authors and illustrators. (1.3.2) | | I | | | | | | | |
| A10 Describe and classify objects and pictures (K.1.21) | I | | | | | | | | |
| A11 Identify common signs and symbols (K.3.2, 1.1.19) | I | | | | | | | | |
| A12 Identify and classify similarities and differences in colors, shapes, objects, letters, numerals, words, and sentences (1.1.2) | | I | | | | | | | |
| A13 Recognize that sentences in print are made up of separate words (K.1.4) | I | | | | | | | | |
| A14 Match oral words to printed words (1.1.1) | | I | | | | | | | |
| A15 Compare and contrast the relationship between the spoken and written word (7.1.2) | | | I | | | | | | |
| A16 Distinguish letters from words (K.1.5) | I | | | | | | | | |
| A17 Use top to bottom and left to right progression to track print/reading (K.1.2) | I | | | | | | | | |
| A18 Identify and use capital letters, lowercase letters, and numerals (K.1.6, 1.1.3) | I | | | | | | | | |
| A19 Identify and use end punctuation marks (1.1.3) | I | | | | | | | | |
| A20 Identify and sequence letters of the alphabet (K.1.19) | I | | | | | | | | |
| A21 Identify the relationship between letter and sound correspondence (K.1.18) | I | | | | | | | | |
| A22 Read their own names (K.1.17) | I | | | | | | | | |
| A23 Use word configurations to identify unknown words (K.1.16, 3.1.1, 3.1.2, 4.1.3, 5.1.2, 7.1.2) | I | | | | | | | | |
| A24 Relate word to meaning (1.2.5, 3.1.1, 3.1.2, 4.1.3, 5.1.2, 7.1.3) | | I | | | | | | | |

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| A25 Identify and create rhyming words (K.1.10, 1.1.7, 2.1.1, 3.3.5) | I | | | | | | | | |
| A26 Identify the sounds that consonants and vowels represent (K.1.9, K.2.1, 1.1.5, 2.1.4) | I | | | | | | | | |
| A27 Add, delete, or change sounds to change words (K.1.9, 1.1.8) | I | | | | | | | | |
| A28 Blend two to four phonemes (sounds) into recognizable words. (1.1.9) | | I | | | | | | | |
| A29 Demonstrate word analysis skills: | | | | | | | | | |
| a. Initial and final consonants (K.1.11, K.1.14, 1.1.4, 2.1.1, 2.1.3) | I | | | | | | | | |
| b. Initial and final blends (1.1.10, 2.1.1) | | I | | | | | | | |
| c. Initial and final consonant digraphs (2.1.1) | | I | | | | | | | |
| d. Know and use more difficult word families (<i>-ight</i>) when reading unfamiliar words. (3.1.1) | | | | I | | | | | |
| e. Long and short vowels (1.1.4, 1.1.10, 2.1.1) | | I | | | | | | | |
| f. R-controlled and L-controlled vowels (1.1.13, 1.1.16, 2.1.1) | | I | | | | | | | |
| g. Vowel digraphs and variant vowels (1.1.6, 1.1.13, 2.1.1) | | I | | | | | | | |
| h. Word syllabication (K.1.7, K.1.13, 2.1.3, 3.1.2) | I | | | | | | | | |
| i. Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics) (7.1.2) | | | | | | | | I | |
| A30 Use the relationship between letters and sounds as a strategy to understand unfamiliar words and promote fluent reading (K.1.12, 1.1.12, 5.1.2) | I | | | | | | | | |
| A31 Build words: | | | | | | | | | |
| a. Form and use plurals (K.1.8, 2.1.5) | I | | | | | | | | |
| b. Add common prefixes and suffixes to words (K.1.8, 1.1.17, 2.1.2, 2.1.9, 3.1.8, 5.1.4) | I | | | | | | | | |
| c. Read common word patterns (1.1.14, 2.1.11, 5.1.4) | | I | | | | | | | |
| A32 Read and identify word meaning: | | | | | | | | | |
| a. Use base (root) words (1.1.17, 4.1.2, 5.1.4) | | I | | | | | | | |
| b. Use compound words (1.1.16, 2.1.8, 4.1.2) | | I | | | | | | | |

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| c. Use synonyms and antonyms (2.1.7, 3.1.4, 4.1.2, 5.1.3) | | I | | | | | | | |
| d. Form and use contractions (1.1.16, 4.1.2) | | I | | | | | | | |
| e. Study word connotations (4.1.2) | | | | | I | | | | |
| f. Identify multiple-meaning words (2.1.10, 3.1.9, 4.1.2, 5.1.2) | | I | | | | | | | |
| g. Use oral literature, language and independent reading to expand vocabulary (4.1.6) | | | | | I | | | | |
| A33 Read and relate basic sight words to their meanings (K.1.15, 1.1.11, 4.1.2) | I | | | | | | | | |
| A34 Demonstrate dictionary and glossary skills: | | | | | | | | | |
| a. Locate words in a dictionary using alpha betizing skills and guide words (3.1.7) | | | I | | | | | | |
| b. Use the dictionary and glossary to pronounce and interpret words and abbreviations (3.2.1) | | | I | | | | | | |
| c. Use the dictionary to locate and understand word origins, histories, and meanings of frequently used foreign words in English (3.1.7,4.1.4, 5.1.2, 6.1.3, 7.1.2, 8.1.2, 8.2.1, 8.2.5) | | | | I | | | | | |
| d. Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals) (7.2.1) | | | | | | | | I | |
| e. Locate information by using a variety of consumer and public documents.(7.2.2) | | | | | | | | I | |
| A35 Use context clues as a strategy to develop word meaning, e.g., by use of definition or through use of contrasting statements in the text (1.1.12, 1.2.5, 2.2.9, 3.1.6, 4.1.6, 4.1.7, 5.1.2, 5.1.6, 6.1.4, 7.1.3, 8.1.3) | | I | | | | | | | |
| A36 Increase vocabulary: | | | | | | | | | |
| a. Listen to stories read aloud and use the vocabulary in those stories in oral language (K.1.22) | I | | | | | | | | |
| b. Listen to or read words in isolation and context at an appropriate developmental level across all disciplines (4.1.6, 5.1.2, 7.1.1, 7.1.2, 7.1.3) | | I | | | | | | | |
| c. Use word classification skills (K.1.20, 1.1.18, 4.1.3, 4.1.4) | I | | | | | | | | |
| d. Use homophones and homographs (3.1.4, 4.1.2, 5.1.3, 6.1.5) | | I | | | | | | | |

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| <p>e. Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one's feet wet</i> • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> • Similes: comparisons that use <i>like</i> or <i>as</i>, such as <i>The stars were like a million diamonds in the sky.</i> (8.1.1) | | | | | | | I | | |
| A37 Recognize and use common abbreviations, e.g., Jan. Fri. (2.1.4) | | I | | | | | | | |
| A38 Read aloud with familiar text (1.1.15) | | I | | | | | | | |
| B COMPREHENSION STRATEGIES | | | | | | | | | |
| B1 Describe and sequence picture or word details in relation to a selection (K.2.2, 1.2.6, 4.2.1, 4.2.8) | I | | | | | | | | |
| B2 Compare and contrast differences between fact and fantasy (K.3.1, 1.3.4, 2.3.6, 4.2.1, 5.2.4, 7.3.1, 8.3.1) | I | | | | | | | | |
| B3 State prior knowledge as a pre-reading strategy (1.2.7, 4.2.3, 5.2.4) | | I | | | | | | | |
| B4 Relate personal experience or prior knowledge to any written selection (1.2.7, 7.2.6, 8.2.6) | I | | | | | | | | |
| B5 Identify the relationship between ideas in a selection using brainstorming and webbing (7.2.4, 7.3.2, 7.3.3, 8.2.2, 8.3.2, 8.3.3) | | | I | | | | | | |
| B6 Demonstrate meaning through visualization of an idea or situation | | | I | | | | | | |
| B7 Understand literal meaning: | | | | | | | | | |
| a. Identify types of everyday print materials (K.2.4, K.3.2, 1.3.1) | I | | | | | | | | |
| b. Sequence selected events (1.2.2, 1.3.1, 4.2.8, 5.2.2) | | I | | | | | | | |
| c. Compare ideas within a selection (5.2.4, 8.2.2) | | | I | | | | | | |
| d. Identify and discuss the main idea or put information in order (K.2.5, K.3.3, 1.2.3, 1.3.5, 3.2.5, 4.2.9, 5.2.3, 8.2.4) | I | | | | | | | | |
| e. Identify and recall details (1.2.3, 1.3.5, 4.2.9, 7.3.5, 8.2.4, 8.3.1) | | I | | | | | | | |

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| f. Determine the relevancy of details to the selection (5.3.4, 8.2.2) | | | I | | | | | | |
| g. Classify information (7.3.2, 8.3.2) | | | I | | | | | | |
| h. Summarize (2.2.5, 8.2.4) | | I | | | | | | | |
| i. Identify cause and effect relationships (2.2.6, 3.2.8, 4.2.6) | | I | | | | | | | |
| B8 Review information after selected readings (7.3.6) | | | I | | | | | | |
| B9 Compare and contrast elements between reading selections: | | | | | | | | | |
| a. with the same theme (2.2.3, 4.2.5, 5.2.4, 5.3.3, 7.3.4, 7.3.6) | | I | | | | | | | |
| b. with a different theme (2.3.3, 4.2.5, 5.2.4, 5.3.3, 7.3.4, 7.3.6) | | | I | | | | | | |
| c. with reviews of the same work (4.2.5, 5.2.4, 5.3.3, 7.3.4, 7.3.6) | | | | | I | | | | |
| B10 Identify and analyze recurring themes that appear frequently across literary works (4.2.3, 7.3.4, 7.3.6) | | | | | I | | | | |
| B11 Demonstrate an understanding of the purpose or theme of a selection (2.2.2, 2.2.3, 4.2.3, 7.3.4, 7.3.6, 8.2.2, 8.3.2) | | | I | | | | | | |
| B12 Organize meaning by constructing story maps to outline main elements of a selection (K.3.3, 4.2.1, 7.3.2) | I | | | | | | | | |
| B13 Construct meaning from selection by paraphrasing in clear and concise language (4.3.4) | | | I | | | | | | |
| B14 Understand and demonstrate inferential and critical meaning of various reading materials: | | | | | | | | | |
| a. Predict outcomes and draw conclusions before and during reading by identifying key words and context clues (K.2.2, 1.2.6, 1.3.3, 2.2.4, 2.2.10, 3.2.4, 4.2.3, 7.2.7) | I | | | | | | | | |
| b. Recall major points in the text and make and revise predictions about what is read. (3.2.4, 7.2.7) | | | | I | | | | | |
| c. Relate details to main idea and purpose in a selection by responding to who, what, when, where, why, and how questions (K.2.3, 1.2.3, 4.2.3, 5.2.3) | I | | | | | | | | |
| d. Understand what is heard or seen by responding to questions (<i>who, what, when, where, why, how</i>) (K.3.5) | I | | | | | | | | |
| e. Draw conclusions (deductive) (1.2.6, 2.2.4, 3.2.4, 3.3.3, 3.3.4, 4.2.3, 5.2.4, 6.2.7, 7.2.3, 7.2.4, 7.3.2, 7.3.5, 8.2.9, 8.3.2) | | I | | | | | | | |
| f. Make generalizations (inductive) (2.2.4, 3.3.3, 3.3.4, 4.2.3, 5.2.4, 6.2.7, 7.2.3, 7.2.4, 7.3.2, 7.3.5, 8.3.2) | | | I | | | | | | |

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| g. Compare and contrast relationships of ideas and events within a selection (2.2.3, 4.3.3) | | | I | | | | | | |
| h. Interpret cause and effect relationships within a selection (2.2.6, 3.2.6, 3.2.8, 4.3.3) | | | I | | | | | | |
| i. Identify and analyze the uses of figurative language in a selection (4.3.5) | | | | | I | | | | |
| j. Compare the original work to a summary to determine the accuracy of the summary (4.2.4, 6.2.7, 8.2.4) | | | | | I | | | | |
| k. Follow multiple-step instructions in a basic technical manual. (4.2.7, 5.2.6, 8.2.8) | | | | | I | | | | |
| l. Note instance of persuasion, propaganda, and faulty reasoning in written material (6.2.8, 7.2.10) | | | | | | | I | | |
| B15 Develop an understanding of Christian philosophy in relation to selections (3.1.5, 3.3.5, 8.3.7) | | | I | | | | | | |
| B16 Assess critical meaning: | | | | | | | | | |
| a. Distinguish between fact and opinion (3.2.8, 4.2.6, 5.2.5) | | | I | | | | | | |
| b. Identify problems and solutions within the text (3.3.8) | | I | | | | | | | |
| c. Express personal response with supporting details to language/ literature reading materials (5.2.5, 6.2.6, 7.2.6, 8.2.6) | | | | | I | | | | |
| d. Relate the main ideas, events and details to theme (4.3.2, 5.2.3, 6.2.3) | | | I | | | | | | |
| e. Make judgments in relation to a text (3.2.6, 3.3.4, 4.3.3, 5.2.4, 7.3.1, 8.2.2, 8.3.1) | | | | I | | | | | |
| f. Identify the implied main idea or theme of a selection (4.3.2, 4.3.6, 5.2.3, 6.3.6, 8.2.4) | | | I | | | | | | |
| g. Discuss the author's main message (theme of the story) (2.3.7) | | | I | | | | | | |
| h. Identify the author's viewpoint (2.2.3, 2.3.1, 3.3.6, 4.3.3, 4.3.6, 6.2.6, 7.2.4) | | | I | | | | | | |
| i. Compare and contrast selections of similar theme, plot development, setting or characterization (2.3.1, 4.2.5, 5.2.4, 6.2.3, 7.3.2, 7.3.3, 7.3.4, 8.3.2, 8.3.3, 8.3.5) | | | I | | | | | | |
| j. Identify and relate <u>characters</u> , <u>setting</u> , and <u>conflict</u> to the <u>plot</u> and outcome (1.3.1, 2.3.1, 4.3.3, 5.3.2, 6.3.2, 6.3.9, 7.3.8, 8.3.4, 8.3.9) | | I | | | | | | | |
| k. Analyze appropriateness of evidence and experience presented by the author to support his/her conclusion (2.3.1, 6.2.6, 6.2.9, 7.2.9, 8.2.2, 8.3.7) | | | I | | | | | | |
| l. Confirm predictions of what will happen next in a story (2.3.5) | | | I | | | | | | |

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| m. Evaluate the author’s use of various techniques to influence readers perspective (5.3.7, 7.2.8) | | | | | | I | | | |
| B17 Analyze the use of humor and puns (4.3.5, 5.3.5, 7.2.1) | | | | I | | | | | |
| B18 Analyze the uses of symbolism, sarcasm, irony, satire, analogies, and figurative literature within a selection and in poetry (6.3.4, 6.3.7, 7.1.1, 7.3.1, 8.3.6) | | | | | | | I | | |
| B19 Analyze and understand the uses of figurative language, such as alliteration, assonance, hyperbole, personification, simile and metaphor, and multiple meanings (5.1.5, 6.1.2, 7.3.1, 8.3.1, 8.3.6) | | | | | I | | | | |
| B20 Analyze the uses of stylistic devices including flashback, conflict, suspense, dialogue, contrast, repetition and foreshadowing in selections (7.3.2, 8.2.3, 8.3.2, 8.3.6) | | | | | | | I | | |
| B21 Analyze and use the structural feature of informational materials e.g., magazines, newspapers, reference materials, online information, and editorials (5.2.1, 6.2.1, 7.2.1, 8.2.3, 8.2.4, 8.2.7) | | | | | | I | | | |
| B22 Identify speaker or narrator in a selection (4.3.7, 5.3.8, 7.3.5, 8.3.6, 8.3.8) | | | I | | | | | | |
| C READING FOR A PURPOSE | | | | | | | | | |
| C1 Identify, read, and analyze the characteristics of poetry, drama, fiction, and nonfiction, literary genre, and other printed and on-line materials (3.3.1, 5.3.1, 6.1.1, 7.3.1, 8.3.1, 8.3.4) | | | | I | | | | | |
| C2 Explain the use of the literary forms chosen by an author for a specific purpose (5.3.1, 7.3.1, 8.3.1, 8.3.6) | | | | | | I | | | |
| C3 Read and look at books independently for enjoyment | I | | | | | | | | |
| C4 Respond to literature through drawing/illustrations | I | | | | | | | | |
| C5 Read silently | | I | | | | | | | |
| C6 Read to determine influence of setting on the problem and it’s resolution (3.2.3, 6.3.3, 7.3.2, 8.3.2, 8.3.4, 8.3.9) | | | I | | | | | | |
| C6a Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text (7.3.9) | | | | | | | | I | |
| C7 Read to determine and describe main character (1.3.1, 7.3.3, 8.3.3) | | I | | | | | | | |
| C8 Read to determine point of view, e.g., first person, third person, etc. (3.3.6, 6.3.5, 7.3.5) | | | | I | | | | | |
| C9 Relate an event or character in a selection to a personal experience | I | | | | | | | | |

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| C10 Read to determine relationship between characters and setting and to identify motivation of characters (7.3.3, 8.3.3, 8.3.4, 8.3.9) | | | I | | | | | | |
| C11 Read to identify the plotline of a selection (3.2.3, 4.3.2, 7.3.2, 8.3.2) | | | I | | | | | | |
| C12 Identify and discuss information about illustrators and authors (1.3.1) | | I | | | | | | | |
| C13 Read narrative fiction (5.1.1, 7.3.1, 8.3.1) | | | | | I | | | | |
| C14 Read dramatic fictional works (5.1.1, 6.1.1, 7.3.1, 8.3.1) | | | | | I | | | | |
| C15 Read nonfiction works (5.1.1, 6.1.1, 7.3.1, 8.3.1) | | I | | | | | | | |
| C16 Identify details/information from nonfiction works (3.2.5, 7.3.1, 8.2.2, 8.3.1) | | I | | | | | | | |
| C17 Identify text that uses sequence or other logical order (alphabetical order or time (2.2.11)) | | | I | | | | | | |
| C18 Read a variety of poetic forms, give a personal reaction to the idea and feelings in a poem (3.3.5, 6.1.1, 7.3.1, 8.3.1) | | | | I | | | | | |
| C19 Define how tone and meaning are conveyed in poetry or prose through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme. (6.3.4) | | | | | | | I | | |
| C20 Read prose and poetry silently and orally to locate specific information, to interpret meaning, and to enjoy prose and poetry through imagery, mood, rhyme, rhythm (as appropriate) (7.3.4, 8.3.5, 8.3.6) | | | | | | | | I | |
| C21 Evaluate a poem according to its meaning and style (7.3.1, 7.3.4, 8.3.1, 8.3.5, 8.3.6) | | | | | | | | I | |
| C22 Read poetry silently/orally for enjoyment, to interpret meaning, to derive imagery, to sense mood and to enjoy rhythm and rhyme (2.3.4, 3.3.5, 8.3.6) | | | I | | | | | | |
| C23 Participate in activities that extend literature/reading material, e.g., believability of characters and plot, demise of a character (4.3.3, 6.3.8, 8.3.7) | | | | | I | | | | |
| C24 Participate in teacher/student guided discussions (2.2.4) | I | | | | | | | | |
| C25 Compare and contrast consumer materials to gain meaning from documents e.g., consumer instructional manuals (4.2.5, 6.2.2, 7.2.1, 7.2.2, 8.2.1, 8.2.5) | | | | | I | | | | |
| C26 Read materials to assist in daily living (1.1.19) | | I | | | | | | | |
| C27 Participate in writing activities that extend literature/reading experiences (2.3.2) | | I | | | | | | | |

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| C28 Describe differences of various forms of literature, e.g., fantasies, fables, myths, legends, and fairy tales (3.3.1, 3.3.2, 4.3.1, 5.3.6, 6.3.1, 7.3.1, 8.3.1) | | | I | | | | | | |
| C29 Examine and read the Bible as a work of literature (8.3.6) | | | | | | | I | | |
| C30 Identify structural devices used by the author, including general organization, chapters, sections, and various techniques to influence readers' perspectives (5.3.7, 7.2.1, 7.2.4, 7.3.1, 8.2.2, 8.3.1) | | | | | | I | | | |
| C31 Relate the subject of a nonfiction selection to a personal experience (7.2.6, 8.2.6) | | | I | | | | | | |
| C32 Use criteria for judging and selecting good/appropriate books | | | I | | | | | | |
| C33 Make predictions related to ideas/topics in nonfiction works (4.2.3) | | | I | | | | | | |
| C34 Analyze Christian philosophy as presented in literature (8.3.7) | | | | | | | | | I |
| C35 Use home, classroom, school and public libraries as sources of books and reading materials of personal choice (5.2.1) | I | | | | | | | | |
| C36 Read to follow general directions (1.2.4, 5.2.6, 7.2.5) | | I | | | | | | | |
| C37 Read to follow sequentially multi-step directions (2.2.8, 3.2.7, 5.2.2, 5.2.6, 6.2.5, 7.2.5) | | | I | | | | | | |
| C38 Demonstrate use of personal directory information of first name, last name, address, and telephone number (5.2.1, 7.2.1, 7.2.2, 8.2.1, 8.2.5) | | | | | I | | | | |
| C39 Use learning resources: | | | | | | | | | |
| a. Identify and use the part of a book including title page, author, illustrator, table of contents, glossary, and front and back cover (K.1.1, K.2.1, 1.2.1, 2.2.1, 3.2.1) | I | | | | | | | | |
| b. Identify and use the parts of a book including titles, subtitles, captions, and boldfaced, and italic print (7.2.1, 7.2.2, 8.2.1, 8.2.5) | | | I | | | | | | |
| c. Identify and use the book resources including index, bibliography, preface, publisher, copyright page, and appendix (7.2.1, 7.2.2, 8.2.1, 8.2.5) | | | | | | I | | | |
| d. Use magazines, newspapers, maps, encyclopedias, atlas, telephone directory and reference materials (3.2.9, 5.2.1) | | | | I | | | | | |
| e. Use reference books in specific subjects such as dictionary, thesaurus, encyclopedias, and atlas (3.2.9, 4.1.5, 5.2.1) | | | | I | | | | | |

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| f. Create and use charts, graphs, tables, diagrams, signs, timelines, schedules, and symbols to clarify texts and classify information (2.2.7, 5.2.1, 6.2.4) | | | I | | | | | | |
| g. Use outlines | | | | | | I | | | |
| h. Use note taking skills | | | | I | | | | | |
| C40 Determine the purpose for reading as a pre-reading activity using such skills as skimming and scanning (2.2.2) | | | I | | | | | | |
| C41 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts. <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader’s mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i> (6.3.7, 7.3.7) | | | | | | | I | | |
| C42 Read a variety of selections orally with expression, projection, and fluency (2.1.6, 3.1.3, 4.1.1, 5.1.1) | | I | | | | | | | |
| C43 Apply the following strategies across content areas: | | | | | | | | | |
| a. Reread to clarify and self-monitor comprehension during and after reading (3.2.2, 5.1.1) | | | I | | | | | | |
| b. Change reading rate to increase comprehension (3.1.3, 5.1.1) | | | I | | | | | | |
| c. Predict meaning to increase comprehension (5.1.1) | | | | I | | | | | |
| d. Pause and reflect to increase comprehension (3.1.3, 5.1.1) | | | | I | | | | | |
| C44 Apply strategies to access information through multi-media resources (7.2.2, 8.2.5) | | | | I | | | | | |
| C45 Sequence information and identify text that uses sequence (1.2.2, 5.2.2, 7.2.5) | | I | | | | | | | |
| C46 Choose among various books, references, and learning materials to determine the most appropriate and accurate information for the purpose designated by the teacher (5.2.1, 7.2.2, 7.2.3, 8.2.5) | | | | | | I | | | |
| C47 Use the Dewey Decimal Library of Congress systems and periodical indexes to locate materials in the library (5.2.1) | | | | | | I | | | |

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|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| C48 Enjoy works from various cultures and religions (2.3.3) | | | I | | | | | | |
| C49 Identify common themes in literature from other cultures and faiths (2.3.3, 7.3.4, 8.3.5, 8.3.6, 8.3.7) | | | I | | | | | | |
| C50 Identify common values and religious truths and experiences through reading about other cultures/faiths (5.3.6, 7.3.4, 8.3.7) | | | | | | I | | | |
| C51 Compare and contrast characters in a story based on culture, faith, and other languages (3.3.7, 7.3.3, 8.3.3, 8.3.6, 8.3.7) | | | | I | | | | | |
| C52 Compare and contrast literature, art, and religions from different cultures (2.3.3, 7.3.4, 8.3.5, 8.3.7) | | | I | | | | | | |
| C53 Recognize Gospel values in stories (7.3.4, 8.3.5, 8.3.7) | | | | | | I | | | |
| C54 Use scripture and church teachings to determine right from wrong in reading selection (7.3.4, 8.3.5, 8.3.7) | | | | | | I | | | |

LANGUAGE ARTS

Subject Area: LANGUAGE ARTS

Component IV: WRITING

Indiana Academic Standard 4: WRITING: Processes and Features

The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

**Indiana Academic Standard 5: WRITING: Applications
(Different Types of Writing and Their Characteristics)**

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Indiana Academic Standard 6: WRITING: English Language Conventions

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

| |
|---|
| GOALS: The student will be able to... |
| A. Demonstrate legible <u>handwriting/penmanship</u> . |
| B. Demonstrate <u>outlining, drafting, pre-writing</u> skills. |
| C. <u>Revise</u> preliminary writing to improve content of written work. |
| D. <u>Edit</u> a written paper to ensure proper language conventions. |
| E. <u>Publish</u> a piece of writing. |
| F. <u>Apply learned writing</u> skills to develop various types of writing. |

LEGEND: I= the grade at which the skill is introduced
 Grey-shaded area= grades at which the skill is to be developed and expanded.
State standards are assessed annually, beginning the year after introduction.

| The student will be able to.... SKILLS/CONCEPTS | The teacher will.. | | | | | | | | |
|--|--------------------|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| A HANDWRITING/PENMANSHIP | | | | | | | | | |
| A1 Write smoothly and legibly, forming letters and words that can be read by others. (K.6.1, 1.6.1, 2.6.1, 3.6.1, 4.6.1) | I | | | | | | | | |
| A2 Form cursive letters and connections in cursive writing correctly (2.6.1, 3.6.1) | | | I | | | | | | |
| A3 Space words adequately, and sentences correctly (1.6.1, 2.6.1, 3.6.1) | | I | | | | | | | |

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| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| A4 Indent paragraphs appropriately | | | I | | | | | | |
| A5 Write correctly moving from left to right and top to bottom. (K.4.5, 2.6.1, 3.6.1) | I | | | | | | | | |
| A6 Allow for proper left and right margins (2.6.1, 3.6.1) | | | I | | | | | | |
| B OUTLINE, DRAFT, PRE-WRITTEN WORKS | | | | | | | | | |
| B1 Draw pictures and write words for a specific reason and/or specific people or persons. (K.5.1, K.5.2) | I | | | | | | | | |
| B2 Use various sources to gather pictures, thoughts, and ideas (K.4.1, K.4.7, 1.4.1, 1.4.2, 2.4.1, 2.4.3, 3.4.1, 4.4.1) | I | | | | | | | | |
| B3 Brainstorm stories and other writing ideas in large and small groups (K.4.1,1.4.2, 2.4.1, 2.4.3, 4.4.1, 5.4.1, 6.4.1, 7.4.1) | I | | | | | | | | |
| B4 Organize and classify information into categories of how and why or by color or size. (K.4.8, 1.4.6) | I | | | | | | | | |
| B5 Journal, map, web, diagram, and chart in groups and individually (K.4.3, K.4.4, K.6.2, 1.4.2, 1.4.6, 2.4.2, 3.4.2, 5.4.1, 6.4.1, 7.4.1, 8.4.1) | I | | | | | | | | |
| B6 Establish topic, purpose, and audience and ask how and why questions (1.4.2, 1.4.4, 3.5.5, 4.4.2, 8.4.11) | | I | | | | | | | |
| B7 Free-write to stimulate cognitive and imaginative processes (1.4.2, 1.4.4, 6.4.1, 7.4.1) | | I | | | | | | | |
| B8 Draft/pre-write to begin to create focus for the writing project (1.5.1, 3.4.9, 6.4.2) | | I | | | | | | | |
| B9 Support your ideas by using specific examples, facts, descriptions, statistics, and anecdotes (7.4.3) | | | | | I | | | | |
| B10 Choose the form of writing that best suits the intended purpose. (6.4.2) | | | | | | I | | | |
| B11 Outline, formally and/or informally, take notes, and summarize to organize information (5.4.5, 6.4.5, 7.4.4) | | | | | | I | | | |
| B12 Identify, use, analyze and synthesize material from a variety of sources, such as almanac, newspapers, periodicals, and the internet (1.4.5, 3.4.4, 3.5.8, 4.4.8, 6.4.6) | | I | | | | | | | |
| B13 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance, climatic order or chronological order, cause and effect, posing and answering questions. (4.4.4, 6.4.4) | | | | | I | | | | |

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|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| C REVISION | | | | | | | | | |
| C1 Review and revise for meaning, clarity, coherence, economy, and voice (1.4.3, 2.4.6, 3.4.6, 4.4.10, 5.4.8, 6.4.8, 7.4.8, 8.4.7) | | I | | | | | | | |
| C2 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words, sentences and paragraphs. (3.4.8, 4.4.12, 5.4.10, 6.4.10, 7.4.10, 8.4.9) | | | | I | | | | | |
| C3 Proofread one’s own writing, (1.4.3) as well as that of others, using an editing checklist or set of rules, (2.4.7, 3.4.7) with specific examples of corrections of frequent errors. (4.4.11, 5.4.9, 6.4.9, 7.4.9, 8.4.8) | | I | | | | | | | |
| C4 Participate in peer and teacher conferences for content feedback (1.4.3) | | I | | | | | | | |
| C5 Understand the purposes of and be able to use various reference materials (such as a dictionary, thesaurus, or atlas). (2.4.4, 5.4.7) | | | I | | | | | | |
| C6 Choose precise and descriptive words to communicate ideas (1.5.4, 2.4.8, 2.5.5, 7.4.10) | | I | | | | | | | |
| C7 Use a computer to draft, revise, and publish writings (2.4.5, 3.4.5) by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation. (6.4.7, 7.4.7) | | | I | | | | | | |
| D EDITING | | | | | | | | | |
| D1 Capitalize words according to standard English Conventions: (5.6.6, 6.6.4, 7.6.8, 8.6.6) | | | | | | | | | |
| a. First word in every sentence and each line of traditional poetry and salutation and complimentary close of a letter (1.6.7, 2.6.7) | | I | | | | | | | |
| b. All types of Proper nouns, Pronoun “I” and interjection “O” (1.6.7, 2.6.7, 3.6.7) | | I | | | | | | | |
| c. Days of the week, months of the year, and holidays (2.6.7) | | I | | | | | | | |
| d. Appropriate words in written publications such as book titles, magazines, and newspapers (2.6.7, 4.6.7) | | I | | | | | | | |
| e. Names and initials that are part of a name (1.6.7, 2.6.7) | | I | | | | | | | |
| D2 Punctuate using: (8.6.5) | | | | | | | | | |
| a. Proper end marks such as period, question, and exclamation mark.(1.6.6, 3.6.2) | | I | | | | | | | |
| b. Apostrophes correctly and to show possession. (1.6.5, 4.6.5) | | I | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| c. Commas in the greeting and closure of a letter and with dates, locations, addresses and items in a series. (2.6.5, 3.6.6) | | | I | | | | | | |
| d. Quotation marks to enclose the direct words of the speaker, slang expressions or nicknames. (2.6.6, 5.6.5, 7.6.7) | | | I | | | | | | |
| e. An apostrophe to form plurals of letters, numbers, and signs referred to as words, e.g., fives = 5's, pluses = +'s | | | | | | I | | | |
| f. Parentheses or brackets to further explain that which might not be of primary importance or totally clear to the reader 4.6.5, 7.6.6) | | | | | I | | | | |
| g. A period after an abbreviation | | | I | | | | | | |
| h. Quotation marks to identify the titles of articles, short stories, poems, or chapters of books. (4.6.6) | | | | | I | | | | |
| i. Italics when writing on a computer or when writing by hand, underline the titles of books, names of newspapers and magazines, works of art, and musical compositions. (4.6.6) | | | | | I | | | | |
| j. A comma after the direct words of the speaker (4.6.5), after "yes", "no", and mild interjections at the beginning of a sentence, to set off the name in direct address, and to separate parenthetical expressions, e.g., consequently, therefore, however. | | | | | I | | | | |
| k. A comma after an introductory adverbial clause (5.6.5), to separate clauses joined by: and, but, or, nor, for (6.6.3), to clarify meaning, if needed, when using appositives and, to separate clauses if a definite pause occurs between them in speech. | | | | | | I | | | |
| l. A colon to punctuate time, to introduce a list (5.6.5), and after the salutation of a business letter (6.6.3) | | | | | | I | | | |
| m. A semicolon to separate clauses joined with no conjunction (5.6.5, 6.6.3, 7.6.6) | | | | | | I | | | |
| n. A hyphen to divide words at the end of a line (7.6.6) | | | | | | I | | | |
| o. A dash to show a break in thought (7.6.7) | | | | | | | | I | |
| D3 Use proper agreements: subject to predicate, (3.6.3) noun to pronoun (3.6.5), pronoun to predicate (6.6.2) | | | | I | | | | | |
| D4 Demonstrate basic sentence structure: | | | | | | | | | |
| a. Use simple sentences (1.6.2, 2.6.2, 4.6.2, 5.6.8, 6.6.1, 7.6.10, 8.6.1) | | I | | | | | | | |

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| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| b. Use compound sentences (2.6.2, 4.6.2, 5.6.8, 6.6.1, 7.6.10, 8.6.1) | | | I | | | | | | |
| c. Identify and correct fragments and run-on sentences (2.6.2) | | | I | | | | | | |
| d. Use complex sentences (5.6.1, 6.6.1, 7.6.10, 8.6.1) | | | | | | I | | | |
| e. Use compound-complex sentences (5.6.1, 6.6.1, 7.6.10, 8.6.1) | | | | | | I | | | |
| D5 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas. (4.6.3, 5.6.2) | | | | | I | | | | |
| D6 Use the correct word order in written sentences (2.6.3) | | | I | | | | | | |
| D7 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses. (6.6.6) | | | | | | | I | | |
| D8 Use correct and proper written English conventions: (7.6.4, 7.6.5) | | | | | | | | | |
| a. Recognize and use singular, plural and possessive nouns (1.6.3, 1.6.5, 2.6.4) | | I | | | | | | | |
| b. Recognize and use appropriate tense (present, past, present participle, past participle) for regular and irregular verbs (2.6.4, 3.6.4, 4.6.4, 5.6.3) | | I | | | | | | | |
| c. Recognize and use pronouns and possessive pronouns (1.6.5, 2.6.4, 3.6.5, 5.6.4) | | I | | | | | | | |
| d. Recognize and use adjectives (articles) (1.5.4, 2.6.4, 3.6.5) | | I | | | | | | | |
| e. Identify and correctly write contractions. (1.6.4) | | I | | | | | | | |
| f. Recognize and use adverbs, prepositions and interjections (2.6.4, 4.6.4) | | | I | | | | | | |
| g. Use modifiers correctly (5.6.4, 7.6.1) | | | | | I | | | | |
| h. Use active voice and passive voice, e.g., The man called the dog. (active voice) The dog was called by the man. (passive voice) (7.6.1) | | | | | | | | I | |
| i. Identify and use infinitives and participles, e.g., to work, to dance (7.6.2, 8.6.8) | | | | | | | | I | |
| j. Use subordination, coordination, noun phrases that function as adjectives and other devices to indicate clearly the relationship between ideas (8.6.3) | | | | | | | | I | |
| k. Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers. (7.6.3) | | | | | | | | I | |
| l. Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis. (8.6.2) | | | | | | | | | I |

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| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| D9 Use correct spelling of all words: | | | | | | | | | |
| a. Decode words through sounds, phonetic rules, structure, meanings, and context | | | | | | | | | |
| 1. Short and long vowel sounds (K.4.4, K.6.2, 1.6.8, 2.6.9) | I | | | | | | | | |
| 2. R-controlled vowels (1.6.8, 2.6.9) | | I | | | | | | | |
| 3. Consonant blends (1.6.8, 2.6.9, 3.6.8) | | I | | | | | | | |
| 4. Rhyming words (1.5.3, 1.6.8, 2.6.9) | | I | | | | | | | |
| 5. Including their prefixes and suffixes, bases and affixes, contraction and syllable constructions (3.6.8, 4.6.8, 5.6.7, 7.6.9, 8.6.7) | | | | I | | | | | |
| b. Memorize the spelling of high frequency words and sight-words which do not fit common or phonetic spelling patterns (K.6.2, 1.6.8, 2.6.8, 6.6.5) | I | | | | | | | | |
| c. Use dictionary, thesaurus, atlas, encyclopedias, and other resources (2.4.4) | | | I | | | | | | |
| d. Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>). | | | I | | | | | | |
| e. Arrange words in alphabetical order. (3.6.9) | | I | | | | | | | |
| D10 Give honest and appropriate credit: | | | | | | | | | |
| a. Acknowledge with quotation marks, quoted and paraphrased information from printed material (7.4.6) | | | | | | | | I | |
| b. Acknowledge pictures from technology, e.g., internet, reference programs (7.4.6) | | | | | | | | I | |
| c. Use correct and consistent format for citations (7.4.6) | | | | | | | | I | |
| D11 Analyze written work by function of words in sentences: | | | | | | | | | |
| a. Subject | | | I | | | | | | |
| b. Predicate | | | I | | | | | | |
| c. Direct object | | | | | I | | | | |
| d. Indirect object | | | | | I | | | | |
| e. Appositive | | | | | I | | | | |
| f. Sentence diagrams | | | | | | | I | | |
| g. Use of a computer grammar-check as an aide for proof reading | | | | | | | I | | |
| D12 Edit written manuscripts to ensure that correct grammar is used. (8.6.4) | | | | | | | I | | |

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| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| E PUBLICATION | | | | | | | | | |
| E1 Create prose, poetry, and reflections suitable for publication and contests | | | I | | | | | | |
| E2 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer applications. (4.4.9, 5.4.6, 8.4.6) | | | | | I | | | | |
| E3 Use organizational features of the printed text, e.g., index, table of contents, citations, end notes, & bibliographical references (4.4.6, 5.4.4) | | | | | I | | | | |
| E4 Achieve an effective balance between researched information and original ideas. (8.4.5) | | | | | | | | | I |
| F APPLY WRITING APPLICATIONS | | | | | | | | | |
| F1 Dictate stories to adults for writing (K.4.2) | I | | | | | | | | |
| F2 Write or illustrate a variety of cultural forms of communication including picture books, stories, rhymes, poems with emphasis on content and creativity | I | | | | | | | | |
| F3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that: | | | | | | | | | |
| a. Show awareness of the knowledge and interests of the audience (1.5.5, 2.5.6, 3.5.3) | | I | | | | | | | |
| b. Establish a purpose and context (1.5.5, 2.5.6, 3.5.3) | | I | | | | | | | |
| c. Include the date, proper salutation, body, closing, and signature (2.5.3, 2.5.6, 3.5.3) | | I | | | | | | | |
| F4 Write varied types of poetry (2.5.4) | | | I | | | | | | |
| F5 Dramatize presentations, e.g., plays | | | | | | | I | | |
| F6 Write narratives that: | | | | | | | | | |
| a. Present a logical sequence of events (1.4.6, 2.5.1, 3.5.1, 4.5.1, 6.5.1) | | I | | | | | | | |
| b. Establish setting, characters, problems, solutions, events, climax (2.5.1, 3.5.1, 4.5.1, 5.5.1, 6.5.1) | | I | | | | | | | |
| c. Include ideas, observations, or memories of an event or experience. (4.5.1) | | | | | I | | | | |
| d. Provide a context to allow the reader to imagine the world of the event or experience. (4.5.1) | | | | | I | | | | |
| e. Use concrete sensory details. (4.5.1) | | | | | I | | | | |
| f. Show, rather than tell, the events of the story (5.5.1) | | | | | | I | | | |

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|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| F7 Write biographical or autobiographical narratives that: | | | | | | | | | |
| a. Develop a standard plot line, including a beginning, conflict, rising action, climax, denouncement, resolution, outcome, and point of view – with well- chosen details (7.5.1, 8.5.1) | | | | | | | | I | |
| b. Develop complex major and minor characters and a definite setting (7.5.1) | | | | | | | | I | |
| c. Use a range of narrative and descriptive strategies, e.g., relevant dialogue; suspense; and the naming of specific action, including movement, gestures, and expression; physical description; and comparison or contrast of characters (7.5.1, 8.5.1) | | | | | | | | I | |
| d. Reveal significance of, or the writer’s attitude about, the subject/topic (8.5.1) | | | | | | | | | I |
| F8 Write informational pieces with multiple paragraphs that: | | | | | | | | | |
| a. Describe a real object, person, place, or event, using sensory details. (1.5.2) | | I | | | | | | | |
| b. Identify topics; ask and evaluate questions; (K.4.6) and develop ideas leading to inquiry, investigation, and research. (7.4.5) | I | | | | | | | | |
| c. Establish and support a central idea with a topic sentence at or near the beginning to provide an introductory paragraph. (4.4.3) | | | | | I | | | | |
| d. Include supporting paragraphs with simple facts, details, and explanations. (4.4.3) | | | | | I | | | | |
| e. Present important ideas or events in sequence or in chronological order. (4.4.3, 5.4.3) | | | | | I | | | | |
| f. Provide details and transitions to link paragraphs. (4.4.3, 5.4.3, 6.4.3) | | | | | I | | | | |
| g. Conclude with a paragraph that summarizes the points. (4.4.3, 5.4.3, 6.4.3, 6.5.2, 8.4.2) | | | | | I | | | | |
| h. Engage the interest of the reader. (6.4.3) | | | | | | | I | | |
| i. State a clear purpose. (6.4.3, 8.4.2) | | | | | | | I | | |
| j. Use correct indentation at the beginning of paragraphs. (4.4.3) | | | | | I | | | | |
| F9 Write research, expository, and informational reports about important ideas, issues, or events that: | | | | | | | | | |
| a. Establish a main idea, (2.5.2, 3.4.3, 3.5.2) position, topic, i.e., define a thesis at or near beginning of first paragraph (6.5.2, 7.5.4, 8.4.2) | | | I | | | | | | |
| b. Support main idea(s) (thesis) with simple but true facts, details, examples, (2.5.2, 3.4.3, 3.5.2) | | | I | | | | | | |

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| and explanations and direct quotations from multiple authoritative sources, such as speakers, newspapers, magazines, dictionaries, other reference books, and online information searches (7.4.3, 7.5.3, 8.4.3) | | | | | | | | | |
| c. Use a variety of information sources e.g., interviews, reference materials, technology resources citing them appropriately (4.4.5, 5.5.3, 6.5.3, 7.5.3, 8.5.3) | | | | | I | | | | |
| d. Use a variety of primary and secondary sources; distinguish the nature and value of each (7.5.3, 8.5.3) | | | | | | | | I | |
| e. Use a computer catalog and internet searches (4.4.7, 7.5.3, 8.4.4) | | | | | I | | | | |
| f. Paraphrase and summarize, as appropriate, all perspectives on the topic (4.5.3, 5.5.3, 6.5.3, 7.5.3, 8.5.3) | | | | | I | | | | |
| g. Organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. (4.5.3, 5.5.3) | | | | | I | | | | |
| h. Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. (7.4.2, 8.4.10) | | | | | | | | I | |
| i. Include a bibliography (7.5.3, 8.5.3) | | | | | | | | I | |
| F10 Write persuasive compositions that: | | | | | | | | | |
| a. Ask for action or response (3.5.6) | | | | I | | | | | |
| b. State a well-defined thesis, proposal, or position that makes a clear and researched appeal (5.5.4, 6.5.2, 6.5.5, 7.5.4, 8.5.4) | | | | | | I | | | |
| c. Support the position with organized and well-articulated, relevant, detailed evidence, examples, reasoning, and effective emotional appeals (5.5.4, 6.5.2, 6.5.5, 7.5.4, 8.5.4) | | | | | | I | | | |
| d. Provide details, reasons, and examples; arranging them effectively by anticipating and answering the reader's concerns and counter-arguments (5.5.4, 6.5.5, 7.5.4, 8.5.4) | | | | | | I | | | |
| F11 Write technical documents that: | | | | | | | | | |
| a. Identify the sequence of activities needed, e.g., to design a system, operate a tool, explain by-laws of an organization's constitution (8.5.5) | | | | | | | | | I |

LANGUAGE ARTS

| SKILLS/CONCEPTS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| b. Include all factors and variables that need to be considered (8.5.5) | | | | | | | | | I |
| c. Use formatting techniques, including headings and changing fonts to aid comprehension (8.5.5) | | | | | | | | | I |
| F12 Write responses to literature that: | | | | | | | | | |
| a. Demonstrate an understanding of a literary work. (3.5.7, 4.5.2, 5.5.2, 6.5.4, 8.5.2) | | | | I | | | | | |
| b. Support statements with evidence from the text. (3.5.7, 4.5.2, 5.5.2, 6.5.4, 7.5.2, 8.5.2) | | | | I | | | | | |
| c. Develop interpretations that exhibit careful reading and understanding. (5.5.2, 7.5.2, 8.5.2) | | | | | | I | | | |
| d. Organize the interpretation around several ideas (5.4.11, 6.5.4, 7.5.2) | | | | | | I | | | |
| F13 Write summaries that contain the main ideas of the reading selection and the most significant details: in the student's own words (2.5.7, 4.5.4, 5.5.7, 6.5.8, 7.5.5) | | | I | | | | | | |
| F14 Use varied word choices to make writing interesting. (3.5.4, 4.5.5, 5.5.5, 6.5.6, 7.5.6, 8.5.6) | | | | I | | | | | |
| F15 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions. (4.6.3) | | | | | I | | | | |
| F16 Write for different purposes (information, persuasion, description) (1.5.5, 2.5.6, 2.5.8, 3.5.8) and to a specific audience or person. (4.5.6, 5.5.6, 6.5.7, 7.5.7, 8.5.7) | | I | | | | | | | |
| F17 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. (5.4.2) | | | | | I | | | | |
| F18 Develop fluency of writing by increasing length and quality of context | | | | | | I | | | |

WRITING APPLICATIONS

Many of the skills/concepts were taken from the “Indiana Academic Standards” book adopted in June 2006. “All student writings will demonstrate a command of Standard English and research, organizational and drafting strategies.” Students will be able to write narrative (story), expository (informational), persuasive, and descriptive texts/essays. Biographical and auto-biographical narratives, and summaries of reading materials will be added to grade 7 writing skills. The writing of technical and demonstrative documents will be added to grade 8 writing skills.

Students will be expected to write texts/essays of varying lengths:

- Grade 5 Texts of at least 500 words
- Grade 6 Texts of at least 500-700 words
- Grade 7 Texts of at least 500-700 words
- Grade 8 Texts of at least 700-1000 words

The ISTEP+ writing rubric is included at the end of the Diocesan Core Curriculum Guide’s Language Arts section. Students should use the rubric in all composition work so that during ISTEP+ testing they will have this scoring guide committed to memory.

LANGUAGE ARTS