

LANGUAGE ARTS COURSE OF STUDY

K - 12

2006



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**LANGUAGE ARTS COURSE OF STUDY
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High School Elective Course Objectives

- Advanced Communications
- AP English Language Arts and Composition
- American Literature
- British Literature
- World Literature
- Creative Writing
- Journalism
- Newspaper Production
- Reading Skills
- Speech
- Stratford Trip
- Theatre
- Yearbook Production

INTRODUCTION

Following is the revised 2006 K-12 English Language Arts Course of Study. This document is to be used as a guide for the teachers of the Catholic Diocese of Columbus in designing their language arts classes. As it combines all of the language arts strands in an integrated fashion, teachers should also integrate their lessons in a holistic way. This course of study, laying the groundwork for the teaching of language arts, allows each teacher to bring his/ her unique expertise to the classroom to address the special needs and interests of the students and to respond to the concerns of the school's community.

In the process of revising the K-12 English Language Arts Course of Study, the committee used the 2001 Ohio Department of Education Academic Content Standards for K-12 Language Arts.

PHILOSOPHY

Communication skills are among the most critical skills our students learn. The ability to read, write, listen, view, speak, and utilize informational and technological resources has a direct bearing on the quality of their lives. More than any other, the ability to communicate defines the parameters of a student's potential to learn in the future. The skills become art when students are able to apply the communication skills they have learned in an integrated fashion and in conjunction with other academic disciplines.

Language learning occurs in a literate environment where students read, write, listen, view, speak, and utilize technology for real purposes and audiences as well as for traditional purposes. Students surrounded by all forms of integrated language will become competent in all the language processes.

This course of study directs the teacher to take an integrated, balanced approach to language arts instruction. This document assumes the professionalism of the Diocesan teachers, that their knowledge of current research in language arts, child development, and Catholic teaching will guide their selection of materials and choice of instructional methods. It also sets high standards of achievement for all learners.

Through this document and the expertise of the teachers, our students will utilize the language arts of reading, writing, listening, viewing, speaking, and integrating technology within a Catholic context to participate in a diverse global community.

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Bishop Watterson High School
St. Catharine Elementary School
Immaculate Conception Elementary School
St. Brigid of Kildare Elementary School
St. Charles Preparatory High School
Bishop Ready High School
St. Francis De Sales High School
St. Charles Preparatory High School
St. Matthew Elementary School
St. Brendan Elementary School
St. Matthias Elementary School
St. Brendan Elementary School
St. Francis De Sales High School
St. Pius X Elementary School
Bishop Rosecrans High School
St. Mary Elementary School, Columbus
St. Vincent DePaul Elementary School
St. Nicolas Elementary School
St. Patrick Elementary School
St. Mary Elementary School, Columbus
St. Paul Elementary School
Bishop Watterson High School
St. Matthias Elementary School
St. Cecilia Elementary School
St. Patrick Elementary School
Immaculate Conception Elementary School
Holy Spirit Elementary School
St. Mary Elementary School, Delaware
Blessed Sacrament Elementary School
St. Catharine Elementary School
St. Pius X Elementary School
St. Mary Elementary School, Delaware

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Standards-Based Education in K-12 English Language Arts 2006

Overview

The standards-based education program K-12 English Language Arts Course of Study for the Diocese of Columbus Catholic Schools is a cooperative effort made by the diocesan schools to implement the Ohio Academic Content Standards. In the Diocesan Standards-Based System proficiency has been defined as critical skills necessary to demonstrate mastery. The State/Diocesan benchmarks for all students in grades K-12 are included in the standards, benchmarks, and grade level indicator sheets provided for each grade.

To implement the Standards-Based Education Program in English Language Arts, the teacher must:

- A. Pre-assess the students' skills or knowledge of the standard(s) prior to formal instruction.
- B. Provide pupils with instruction that will help them to be proficient in the standard(s).
- C. Assess students' mastery of the benchmarks and grade level indicators.
- D. Test all students in grades 4-8 using the Terra Nova standardized achievement test.
- E. Establish guidelines for the results of pre-assessment and assessment for:
 - 1. instruction;
 - 2. evaluation;
 - 3. intervention-both remedial and enrichment;
 - 4. guidance; and
 - 5. decisions regarding promotion.
- F. Provide intervention according to students' needs. Teachers must be prepared to describe, either orally or in writing, the kinds of intervention provided to students.
- G. Document the skills each student has mastered on the Reading/Writing Continuum.

Role of Pre-Assessment in English/Language Arts

In order to provide instruction at the proper level for all students, teachers need to pre-assess students. This permits a teacher to know what each student already knows and is able to do. Based on this information, a teacher has instructional decisions to make that include which students require enrichment, which require basic instruction, and which may require intervention. The pre-assessment information is a prerequisite for designing units of instruction, which meet the needs of the students. Additionally, there are strategies included in the Gifted and Talented Curriculum Guide that help to extend the grade level indicators for those students who already understand what is required.

Instruction and Assessment

Teachers are highly encouraged to use a variety of instructional strategies to teach the grade level indicators and benchmarks. By using different strategies, a teacher accommodates different learning styles, modalities, and intelligences. Additionally, the teacher is able to use these strategies to clarify concepts, correct misunderstandings, and intervene with students experiencing difficulties.

Assessment

Teaching and assessment are complementary processes, which are constantly taking place in the regular classroom. The teacher is consistently gathering formative assessment information that helps to adjust the instruction being delivered. Formative assessment should be used to make teacher decisions about instruction, not to make evaluative judgments for reporting purposes.

Summative assessments are assessments used to make evaluative judgments for reporting purposes because they provide the most comprehensive and recent indication of learning. They occur at the conclusion of the learning process and provide evidence of whether students have met the learning targets the teacher has identified for the unit of study. A summative assessment is best designed prior to the planning of the teaching activities because it focuses the teacher on what the students are expected to know and be able to do in relation to the standards by the end of the unit of study. Based on these targets, the teacher can then plan the instruction to help the students successfully reach these goals.

Reporting Documents

Reading and writing continuums have been developed and revised to document student progress in grades K through 10. Grade level indicators and benchmarks that are checked off by a teacher are meant to show that a student has shown mastery level of the checked item. These continuums are to be passed from the elementary school to the high school. The continuums not only document progress, but they are good tools to use for parent/teacher conferences to share with parents. Additionally, each new teacher can easily evaluate which students may require intervention, enrichment, and regular instruction. The elementary schools also use a standards-based progress report to document student achievement against the standards. The high schools use their local report card to document student achievement against the standards.

Codes for Instruction

The skills in the scope and sequence have been coded as follows:

I indicates that the teacher will **Introduce** the skill(s) and/or concept(s) at this grade level.

D indicates that the teacher will **Develop** the skill(s) and/or concept(s) by reviewing and/or extending them in greater depth than the previous year(s).

M indicates **Mastery** of the skill(s) and/or concept(s). The student will be able to demonstrate the skill(s) and/or understanding of the concept(s) at an acceptable level of proficiency.

m indicates that the student will **maintain** the skill(s) and/or concept(s).

I. Content Standard: Students read a wide range of texts for a variety of purposes.

The student will in guided and/or independent settings:	K	1	2	3	4	5	6	7	8	9	10	11	12
A. read a wide range of literature from many genres to:													
1. recognize the unique features and purposes of each genre		I	D	D	D	D	D	D	D	D	M	m	m
2. see connections across and within genres				I	D	D	D	D	D	D	D	D	D
B. read for a wide variety of purposes to:													
1. locate information about a topic or theme	I	D	D	D	D	D	D	M	m	m	m	m	m
2. increase knowledge of self	I	D	D	D	D	D	D	D	D	D	D	D	D
3. increase knowledge of cultural diversity and Catholic culture	I	D	D	D	D	D	D	D	D	D	D	D	D
4. express thoughts, feelings, understandings, judgments, and attitudes		I	D	D	D	D	M	m	m	m	m	m	m
5. develop an understanding of the universality and diversity of the human experience					I	D	D	D	D	M	m	m	m
C. read a wide range of literature from many periods to:													
1. recognize literature from a wide range of literary periods				I	D	D	D	D	D	D	D	D	M
2. identify selected authors and illustrators by their styles and themes	I	D	D	D	D	D	D	D	D	D	D	M	m
D. comprehend a wide range of non-text material, including spoken and visual texts	I	D	D	D	D	D	D	M	m	m	m	m	m

II. Content Standard: Students apply a wide-range of strategies to comprehend, interpret, and evaluate text.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
A. develop phonological awareness that words can be broken down into separate sounds and/or sound units to:													
1. identify letters, sounds, and words	I/D	M											
2. identify and use the sounds within words:													
a. consonants, vowels	I	I/D	D	M	m	m	m	m	m	m	m	m	m
b. consonant blends, digraphs, irregular vowel combinations, affixes		I	D	D	M	m	m	m	m	m	m	m	m
3. use word families (chunking and/or rhyming)	I	D	D	M									
B. develop word recognition and word analysis skills to:													
1. use illustrations as a cueing system	I	D	M										
2. recognize root words, compound words, affixes, plural forms, contractions, acronyms, abbreviations, and symbols		I	D	D	D	M	m	m	m	m	m	m	m
3. decode using syllabication			I	D	D	M	m	m	m	m	m	m	m
4. alphabetize words	I	D	D	D	M	m	m	m	m	m	m	m	m
5. use a dictionary and other resources		I	D	D	D	D	D	D	M	m	m	m	m
6. discriminate between denotative and connotative meaning					I	D	D	D	D	D	D	M	m
7. explore word etymology							I	D	D	D	D	D	M
C. learn to expand vocabulary by using a variety of methods to:													
1. recognize words that are personally and environmentally meaningful	I	D	D	M	m	m	m	m	m	m	m	m	m
2. build a sight vocabulary	I	D	D	D	M	m	m	m	m	m	m	m	m
3. classify words into categories		I	D	D	D	M	m	m	m	m	m	m	m
4. use antonyms, synonyms, homonyms, homophones, and homographs			I	D	D	D	D	D	D	M	m	m	m

5. use context clues		I	D	D	D	D	D	D	D	M	m	m	m
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II. Content Standard: Students apply a wide-range of strategies to comprehend, interpret, and evaluate text.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
D. read phrases, sentences, and passages to:													
1. use left to right progression, one-to-one correspondence, and book handling skills	I/D	M											
2. read a patterned or familiar text	I	D	D	M									
3. use picture cues for meaning	I	D	D	M									
4. integrate cueing systems		I	D	D	M								
5. read orally using appropriate fluency, phrasing, and expression		I	D	D	D	D	M	m	m	m	m	m	m
6. adjust reading strategy, rate, and volume depending on purpose		I	D	D	D	D	D	D	D	M	m	m	m
7. observe conventions of capitalization and punctuation.	I	D	D	D	M	m	m	m	m	m	m	m	m
8. make connections between prior knowledge and new information	I	D	D	D	D	D	D	M	m	m	m	m	m
9. demonstrate the ability to use a variety of strategies to aid in content reading			I	D	D	D	D	M	m	m	m	m	m
10. self-monitor and apply corrective strategies when miscues interfere with comprehension		I	D	D	D	M	m	m	m	m	m	m	m
11. engage in independent reading	I	I/D	D	M	m	m	m	m	m	m	m	m	m
E. develop literal comprehension skills to:													
1. use illustrations and/or graphic aids	I	D	D	D	M	m	m	m	m	m	m	m	m
2. retell stories in one or more ways	I	D	D	M	m	m	m	m	m	m	m	m	m
3. summarize or paraphrase a text		I	D	D	D	D	M	m	m	m	m	m	m
4. recognize the beginning, middle, and end of stories	I	D	D	M									
5. sequence events	I	D	D	M	m	m	m	m	m	m	m	m	m

II. Content Standard: Students apply a wide-range of strategies to comprehend, interpret, and evaluate text.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
6. recognize elements of literature	I	D	D	D	D	D	M	m	m	m	m	m	m
7. recognize and use context clues		I	I/D	D	D	D	D	M	m	m	m	m	m
8. recognize structure of various texts	I	I/D	D	D	M	m	m	m	m	m	m	m	m
9. utilize multi-step directions to accomplish a task		I	D	D	M	m	m	m	m	m	m	m	m
10. answer literal comprehension questions	I	D	D	M	m	m	m	m	m	m	m	m	m
11. differentiate among main ideas, subordinate ideas, and supporting details		I	D	D	D	D	D	D	M	m	m	m	m
F. demonstrate interpretive comprehension skills when reading to:													
1. distinguish between fact and fiction	I	D	M										
2. draw conclusions based on deduction, inference, and generalization		I	D	D	D	D	D	D	D	M	m	m	m
3. distinguish between fact and opinion			I	D	D	D	D	D	M	m	m	m	m
4. compare and contrast	I	I/D	D	D	D	D	D	D	M	m	m	m	m
5. analyze/evaluate social issues in texts in light of Catholic tradition	I	D	D	D	D	D	D	D	D	D	D	D	D
6. connect themes and ideas across the disciplines through literature		I	D	D	D	D	D	D	D	D	D	M	m
7. distinguish between cause and effect		I	D	D	D	D	D	M	m	m	m	m	m
8. identify an inferred main idea				I	D	D	D	D	D	D	D	M	m
9. recognize and analyze the use of figurative language		I	D	D	D	D	D	D	D	D	D	D	M
10. recognize and analyze the use of stylistic devices					I	D	D	D	D	D	D	D	M
11. answer interpretive comprehension questions				I	D	D	D	D	D	D	D	D	M

II. Content Standard: Students apply a wide-range of strategies to comprehend, interpret, and evaluate text.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
G. demonstrate critical thinking skills when reading to:													
1. recognize the author's purpose				I	D	D	M	m	m	m	m	m	m
2. analyze and make judgments based on information			I	I/D	D	D	D	D	M	m	m	m	m
3. ask questions to clarify meaning or to gain additional information	I	D	D	D	D	D	D	D	M	m	m	m	m
4. identify a problem and suggest a solution		I	D	D	D	D	M	m	m	m	m	m	m
5. differentiate between subjective and objective viewpoints						I	D	D	M	m	m	m	m
6. recognize fallacies in reasoning, assumptions, vagueness, and propaganda							I	D	D	D	D	D	M
7. construct hypotheses and predict outcome	I	D	D	D	D	D	M	m	m	m	m	m	m
8. answer critical thinking questions	I	D	D	D	D	D	D	D	D	D	D	D	M

III. Content Standard: Students demonstrate competence in the general skills and strategies of the writing process.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
A. develop physical manipulation skills to:													
1. hold writing and drawing instruments effectively	I/D	D	M	m	m	m	m	m	m	m	m	m	m
2. print manuscript letters correctly and legibly	I/D	D	M	m	m	m	m	m	m	m	m	m	m
3. produce cursive letters correctly and legibly			I	I/D	M	m	m	m	m	m	m	m	m
B. understand and develop a process of pre-writing to:													
1. determine purpose and audience	I	D	D	D	D	M	m	m	m	m	m	m	m
2. use strategies such as discussion, outlining, webbing, graphic organizers etc. to select a topic and organize writing	I	D	D	D	D	D	D	M	m	m	m	m	m
3. use different points of view				I	D	D	D	D	D	D	M	m	m
C. apply drafting and revising skills to:													
1. write in small and large groups	I	D	D	D	M	m	m	m	m	m	m	m	m
2. demonstrate the ability to seek information, ask questions, evaluate, and take risks while writing			I	D	D	D	D	M	m	m	m	m	m
3. select a topic with a main idea and support it with details	I	D	D	D	D	D	D	D	M	m	m	m	m
4. compose, draw, dictate, and/or write stories, including sequence of events	I	D	D	D	D	D	M	m	m	m	m	m	m
5. use descriptive words when dictating/writing	I	D	D	D	D	D	D	D	M	m	m	m	m
6. develop a personal voice		I	D	D	D	D	D	D	D	D	D	D	D
7. use the writing process to clarify personal thinking and understanding						I	D	D	D	D	D	M	m
8. incorporate non-literary and cross-disciplinary sources in writing						I	D	D	D	D	D	D	D
9. experiment with a variety of organizational structures					I	D	D	D	D	D	M	m	m

III: Content Standard: Students demonstrate competence in the general skills and strategies of the writing process.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
10. use transitions between sentences, ideas, and paragraphs in writing					I	D	D	D	D	M	m	m	m
11. recognize and write various types of sentences		I	D	D	D	D	D	D	D	M	m	m	m
12. identify and use the parts of speech		I	D	D	D	D	D	D	M	m	m	m	m
13. identify and use the various elements of a sentence					I	D	D	D	M	m	m	m	m
14. identify and write sentences using various phrases and/or clauses to achieve variety								I	D	D	D	D	D
15. incorporate personal, high-interest vocabulary when writing	I	D	D	D	D	D	D	D	D	D	D	D	D
16. expand vocabulary in written pieces by using various resources	I	D	D	D	D	M	m	m	m	m	m	m	m
17. adapt vocabulary to audience and purpose				I	D	D	D	D	M	m	m	m	m
18. evaluate writing to determine if thoughts are complete and clear				I	D	D	D	D	D	D	M	m	m
19. rearrange words, sentences, and paragraphs to improve writing					I	D	D	D	D	D	D	D	D
20. add and delete information and details							I	D	D	D	D	D	D
21. demonstrate letter-sound correspondence in invented spelling	I	D	D	D	M								
D. apply editing skills to:													
1. improve word choice, sentence variety, usage, spelling, and/or mechanics		I	D	D	D	D	D	D	D	D	M	m	m
2. use style manuals to locate and correct errors						I	D	D	D	D	M	m	m
3. use a rubric to evaluate writing		I	D	D	D	D	D	D	D	D	M	m	m

III. Content Standard: Students demonstrate competence in the general skills and strategies of the writing process.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
E. understand and use conventions of print, style and organization in order to:													
1. use top to bottom, left to right progression	I	D	M										
2. write name using capital and lower case letters	I	D	M										
3. use capital letters and end marks		I	D	M									
4. use capitalization and punctuation correctly				I	D	D	D	D	D	D	D	D	D
5. write complete sentences	I	I/D	D	D	M	m	m	m	m	m	m	m	m
6. demonstrate expanding knowledge of spelling	I	D	D	D	D	D	D	M	m	m	m	m	m
7. spell high frequency words in writing		I	D	D	M	m	m	m	m	m	m	m	m
8. demonstrate the ability to integrate spelling strategies in written context		I	D	D	D	D	D	M	m	m	m	m	m
F. Compose writing applications to:													
1. write/draw in response to topic prompts	I	D	D	D	M								
2. write in response to topic prompts demonstrating a sense of flow, organization, and clarity of thought						I	D	D	D	M	m	m	m
3. write/draw personal responses to literature	I	D	D	D	D	D	D	D	D	M	m	m	m
4. write informal and/or formal letters		I	D	D	D	D	D	M	m	m	m	m	m
5. demonstrate the ability to do informational, narrative, persuasive, and creative writing		I	D	D	D	D	D	D	D	D	M	m	m
6. produces other forms of writing such as journals, notes, and poems			I	D	D	D	D	D	D	D	D	D	D
G. Publish writing applications to:													
1. follow format appropriate to purpose	I	D	D	D	D	D	D	D	D	D	D	D	D
2. to share with others	I	D	D	D	D	D	D	D	D	D	D	D	D
3. to contribute to a writing portfolio/collection	I	D	D	D	D	D	D	D	D	D	D	D	D

IV. Content Standard: Students use a variety of informational and technological resources to communicate.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
A. demonstrate research techniques in order to:													
1. generate questions and identify issues	I	I	D	D	D	D	D	D	D	D	D	D	D
2. seek multiple resources primary and/or and secondary			I	D	D	D	M	m	m	m	m	m	m
3. analyze and synthesize data				I	D	D	D	D	D	M	m	m	m
4. cite sources in correct format						I	D	D	D	M	m	m	m
5. understand the difference between plagiarism and legitimate research						I	D	D	M	m	m	m	m
6. present findings	I	I	D	D	D	M	m	m	m	m	m	m	m
B. demonstrate the use of informational resources including:													
1. print reference materials		I	I	D	D	D	M	m	m	m	m	m	m
2. interviews				I	D	D	D	D	D	M	m	m	m
3. surveys				I	D	D	D	M	m	m	m	m	m
C. demonstrate the use of technological resources including:													
1. databases					I	D	D	D	D	M	D	D	D
2. web sites				I	D	D	D	D	D	M	D	D	D
3. audio-visual resources	I	D	D	D	D	D	D	D	D	M	D	D	D
D. communicate his/her discoveries through:													
1. use of technology	I	D	D	D	D	D	D	D	D	M	m	m	m
2. oral presentations	I	D	D	D	D	D	D	D	D	M	m	m	m
3. written presentations		I	D	D	D	D	M	m	m	m	m	m	m

V. Content Standard: Student will demonstrate competence in speaking, listening, and viewing as tools for learning and for effective communication.

The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
A. listen to/view different materials from a variety of media	I	D	D	D	D	D	D	D	D	M	m	m	m
B. use language and speaking skills appropriate to the audience, situation, and purpose	I	D	D	D	D	D	D	D	D	D	D	M	m
C. apply speaking skills in increasingly sophisticated ways			I	D	D	D	D	D	D	D	D	M	m

Kindergarten - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes

- A. *Reads for a variety of purposes.* I-B-1-3
 - 1. Demonstrates an understanding that print has meaning by explaining that text provides information or tells a story. I-B
- B. Reads literature from many periods.
 - 1. Identifies favorite books and stories. I-C
 - 2. *Identifies selected authors/illustrators.* I-C-2
- C. *Comprehends non-text material such as signs.* I-D

Standard II: Applies a wide-range of strategies to comprehend, interpret, and evaluate text.

- A. *Develops phonological awareness that words can be broken down into separate sounds and/or sound units.*
 - 1. **Identifies all upper case letters.** * II-A-1
 - 2. **Identifies all lower case letters.** * II-A-1
 - 3. Hears and says separate phonemes in words such as **identifying the beginning consonant sound in words.** *II-A-2-a
 - 4. Begins to identify and complete rhyming words and chunk patterns. *II-A-3
 - 5. Knows the difference between a letter and a word. *II-A-1
- B. *Develops word recognition and word analysis skills.*
 - 1. **Uses picture cues to understand new words.** * II-B-1
 - 2. Knows the difference between illustrations and print. B
 - 3. *Begins to alphabetize words.* II-B-4
- C. *Learns to expand vocabulary by using a variety of clues.*
 - 1. Recognizes and understands words, signs and symbols seen in everyday life. II-C-1
 - 2. **Reads own first and last name.** *II-C-1
 - 3. Recognizes some words. *II-C-2
- D. *Reads phrases, sentences, passages etc.*
 - 1. Matches 1-1 correspondence with teacher help. *II-D-1
 - 2. Holds book correctly. *II-D-1
 - 3. Finds first and last word on a page. *II-D-1

- 4. Knows that print moves from left to right and top to bottom. *II-D-1
- 5. Recalls familiar text word-by-word *II-D-2
- 6. *Repeats words, phrases, patterns from familiar stories.* *II-D-2
- 7. Uses picture cues for meaning. II-D-3
- 8. Begins to *observe conventions of capitalization and punctuation.* II-D-7
- 9. Compares information in texts using prior knowledge and experience. II- D-8, F-4
- 10. *Explores books quietly.* II-D-11
- E. *Develops literal comprehension skills.*
 - 1. Recognizes that print has meaning and is different than illustrations. *II-E
 - 2. Identifies and discusses simple maps, charts and graphs. II-E-1
 - 3. Uses pictures and illustrations to aid comprehension. *II-E-1
 - 4. Listens to and responds to literature through discussion, art work, or drama. II-E-2
 - 5. *Uses pictures to tell a story.* *II-E-2
 - 6. **Retells/re-enacts a story with prompts.** *II-E-2
 - 7. *Begins to recognize the beginning, middle, and end of a story.* II-E-4
 - 8. **Uses pictures to sequence a story.** *II-E-5
 - 9. Identifies the characters in a story. *II-E-6
 - 10. *Finds cover and book title.* *II-E-8
 - 11. Answers questions about a story to demonstrate comprehension of orally read texts.*E-10
- F. *Develops interpretive comprehension skills.*
 - 1. Distinguishes between real and make believe. II-F-1
 - 2. Begins to compare information in texts. II-F-4
 - 3. *Begins to analyze/evaluate social issues in text in light of Catholic tradition.* II-F-5
- G. *Demonstrates critical thinking skills when reading,*
 - 1. Begins to ask question to clarify meaning or to gain additional information. II-G-3
 - 2. *Begins to form hypotheses* to predict what will happen next using content and pictures as a guide. II-G-7
 - 3. Begins to answer critical thinking questions. II-G-8

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. *Develops physical manipulation skills.*
 - 1. **Begins to hold writing and drawing instruments effectively.** *III-A-1
 - 2. Begins to print upper and lower case letters, correctly spacing the letters. *III-A-2
- B. *Understands and develops a pre-writing process.*
 - 1. Begins to produce various forms of drawing/writing appropriate for a given purpose and audience. *III-B-1
 - 2. Generates writing ideas through discussion with others. III-B-2
- C. *Applies drafting and revising skills.*
 - 1. *Writes in small and large groups.* III-C-1
 - 2. Chooses a topic for writing. III-C-3
 - 3. Dictates/writes simple stories using letters, words, or pictures. III-C-4
 - 4. *Begins to use descriptive words when dictating/writing.* III-C-5
 - 5. *Begins to incorporate high-interest vocabulary in dictating/writing.* III-C-15
 - 6. *Uses words copied from the classroom environment* such as labeled places or objects. *III-C-16
 - 7. **Demonstrates some letter-sound correspondence in invented spelling.** *III-C-21
- D. *Applies editing skills.*
*No indicators for kindergarten.
- E. *Understands and uses conventions of print, style, and organization.*
 - 1. **Prints from top to bottom, left to right.** *III-E-1
 - 2. **Prints first/last name.** *III-E-2
 - 3. Begins to write sentences. III-E-5
 - 4. Begins to develop spelling skills. III-E-6
 - 5. Copies words from the classroom environment. *III- C-15
- F. *Composes writing applications.*
 - 1. *Writes, draws, dictates in response to a topic prompt.* *III-F-1
 - 2. *Writes/draws in response to literature.* III-F-3

- G. *Publishes writing applications.*
1. *Tells meaning of message or attempted writing.* *III-G-2
 2. Rewrites/illustrates writing for display or sharing with others. III-G-2
 3. ***With teacher support, begins to contribute to a writing portfolio/collection.*** *III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. Demonstrates research techniques.
1. Asks questions about a topic being studied or an area of interest. IV-A-1
 2. Recalls information about a topic, with teacher assistance. IV-A-6
 3. Shares findings visually or orally. IV-A-6, V-B
- B. *Begins to explore technological resources.* IV-C-3
- C. Communicates discoveries. IV-D-1,2

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and for effective communication.

- A. Listens attentively to speakers, stories, poems and songs. *V- A
- B. Connects what is heard with prior knowledge and experience. V-A, II-D-8
- C. Follows simple directions. V-A, B
- D. *Participates in small group and whole group language activities.* V-B
- E. Shares information and experiences orally in logical order with a beginning and an ending. *V-B
- F. Speaks clearly and understandably in complete sentences. V-B, C

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- **Items in regular bold print are benchmarks.**

- Items with an asterisk appear on the reading and writing continuum.

Grade 1 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standard I: Reads a wide range of texts for a variety of purposes.

A. *Reads literature from many genres.*

1. Identifies the differences among stories, poems, and plays. I-A-1

B. *Reads for a variety of purposes.* I-B-1-4

C. *Reads literature from many periods.*

1. Identifies the role of authors and illustrators. I-C-2

D. *Comprehends a wide-range of non-text material, including spoken and visual texts.* I-D

Standard II: Applies a wide-range of strategies to comprehend, interpret, and evaluate text.

A. *Develops phonological awareness that words can be broken down into separate sounds and/or sound units.*

1. Identifies and distinguishes among letters, words, and sentences. II-A-1
2. **Identifies and says beginning/ending sounds in words.** *A-2
3. Identifies long and short vowels. II-A-2-a
4. Blends two to four phonemes (sounds) into words. II-A-2-b
5. Decode by using letter-sound matches. II-A-2
6. Begins to use chunking (word families, beginning/end chunks) *II-A-3
7. Identifies and uses rhyming words. *II-A-3

B. *Develops word analysis/recognition skills.*

1. Decodes using picture cues. II- B-1
2. Begins to predict the meaning of compound words. II-B-2
3. Recognizes some basic contractions (can't and don't), and common abbreviations(Jan., Feb.). II-B-2

4. Reads root words and their inflectional endings such as walk, walked, walking. II-B-2

5. Alphabetizes words by first letter. II-B-4
6. Uses a beginner's dictionary. II-B-5

C. *Learns to expand vocabulary by using a variety of methods.*

1. Recognizes words that are personally and environmentally meaningful. II-C-1
2. **Reads accurately a basic list of sight words.** *II-C-2
3. **Masters grade appropriate vocabulary.** *II-C-2
4. Identifies words in common categories such as color words, number words, directional words. II-C-3
5. Begins to use context clues. II-C-5

D. *Reads phrases, sentences, passages.*

1. **Matches one to one correspondence.** *II- D-1
2. *Reads text aloud word-by-word without finger pointing.* *II- D-1
3. Uses picture cues. II-D-3.
4. *Integrates a cueing system.* II-D-4
5. Reads text using fluid and automatic decoding skills. II-D-5
6. Reads orally with changes in emphasis, voice, timing, and expression that show a recognition of punctuation. II-D-5,7
7. Begins to adjust reading strategy, rate, and volume depending on purpose. II-D-6
8. Makes connections between prior knowledge and new information. II-D-8
9. Self-monitors and applies corrective strategies when miscues interfere with comprehension. II-D-10
10. *Engages in independent reading.* II-D-11

E. *Develops literal comprehension skills.*

1. Identifies and discusses simple diagrams, charts, graphs, and maps as characteristics of nonfiction. E-1

2. Retells and distinguishes among the beginning, middle and ending of a story, including its important events. *II-E-2,4,5
3. Recalls the important ideas in fiction and non-fictional texts. II-E-3
4. Identifies the sequence of events in informational text. II-E-5
5. **Identifies the characters and setting in a story.** *II-E-6
6. Begins to use context clues. II-E-7
7. Uses title page, photographs, captions, and illustrations to develop comprehension of informational text. II-E-8
8. Demonstrates comprehension of grade-appropriate print texts, electronic, and visual media by asking and answering literal questions. II-E-10
9. Begins to identify central ideas and supporting details of informational text with teacher help. II-E-11

F. *Develops interpretive comprehension skills.*

1. *Differentiates between factual information and fiction.* II-F-1
2. Provides own interpretation of story, using information from the text. II-F-2
3. Compares information in texts. II-F-4
4. Analyzes/evaluates social issues in a text in light of Catholic teaching. II-F-5
5. *Connects ideas across disciplines through literature.* II-F-6
6. *Begins to distinguish between cause and effect.* II-F-7
7. *Begins to recognize the use of figurative language.* II-F-9

G. *Demonstrates Critical Thinking Skills.*

1. Asks questions concerning elements of informational text (why, who, where, what, when, and how) II-G-3

2. Identifies a problem and suggests a solution. II-G-4
3. **Makes reasonable predictions about what happens next, supporting these with pictures and information from the text.** *G-7
4. Answers simple critical thinking questions. II-G-8

Standard III: Demonstrates competence in the general skills and strategies of the writing process.

- A. *Develops physical manipulation skills.*
 1. *Holds pencil effectively.* *III-A-1
 2. **Forms letters correctly.** *III-A-2
 3. **Prints legibly using appropriate spacing for letters, words, and sentences.** *III-A-2
- B. *Understands and develops a process of pre-writing.*
 1. Determines audience and purpose. III-B-1
 2. Generate writing ideas through discussion with others. III-B-2
- C. *Applies drafting skills.*
 1. *Writes in small and large groups,* III-C-1
 2. Selects a main idea for writing and begins to stay on topic. *III-C-3
 3. **Writes simple stories with a beginning, middle, and end that include descriptive words and details.** *III-C-3-5
 4. Begins to use a personal voice. III-C-6
 5. Recognizes and uses declarative, interrogative, and exclamatory sentences.
 6. *Incorporates personal, high-interest words when writing.* III-C-15
 7. Begins to use resources to support writing (word walls, word cards, and dictionaries). *III-C-16

8. **Spells unfamiliar words using invented spelling strategies such as segmenting, sounding out, and matching familiar words and word parts.** * III-C-20, E-6,8
- D. *Applies editing skills.*
 1. Spells words correctly with regular short vowel patterns and most common long vowel words. III-D-1,3
 2. **Spells grade-appropriate high frequency words correctly.** *III-D-1, E-7
 3. Uses a simple rubric to evaluate work. III-D-3
- E. *Understands and uses conventions of print, style, and organization.*
 1. *Demonstrates conventions of print, top to bottom, left to right, directionality.* * III-E-1
 2. *Writes own name correctly.*
 3. Uses some capitalization and ending punctuation. * III-E-3
 4. Writes short simple sentences with subjects and predicates. *III-E-5, D-12.
 5. Spells using dominant consonants and vowels consistently. *III-E-6,8
 6. Spells unfamiliar words using strategies such as sounding out and matching familiar words and word parts. III-E-6,8
 7. Recognizes and uses common word endings (-s, -ed, -ing, -er). *III-E-6,8
- F. *Composes writing applications.*
 1. Produces various forms of writing in response to a prompt. *III-F-1
 2. Writes responses to stories that include a simple judgment about the text. III-F-3
 3. Writes friendly letters or invitations that follow a simple letter format. III-F-4
 4. Writes messages, journals ,notes, poems for various purposes. III-F-6
- G. *Publishes writing applications.*
 1. Rewrites and illustrates writing for display and for sharing with others. III-G-1,2

2. **With teacher support, contributes self-selected items to a writing portfolio/collection.** *III-G-2

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
 1. Discusses ideas for investigation about a topic. IV-A-1
 2. Seeks resources with help to gather information. IV-A-2
 3. Recalls information to report to others. IV-A-6
- B. *Demonstrates use of information resources.*
 1. Uses books to gather information. IV-B-1
- C. *Demonstrates use of technological resources.* IV-C-2,3,4
 1. Uses audio-visual materials. IV-C-3

Standard V: Demonstrates competence in speaking, listening, and viewing as tools for learning and for effective communication.

- A. *Listens/views different materials from a variety of media.*
 1. Shows evidence of effective listening and viewing e.g., making eye contact or asking questions. *V-A
 2. Connects what is heard with prior knowledge and experience. V-A, II-D-8
 3. Follows simple oral directions. V-A
 4. Begins to follow 2 and 3 step oral directions. V-A

- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
1. Delivers a simple presentation that:^{*}
 - a. demonstrates an understanding of topic;
 - b. includes relevant information and details that support the topic;
 - c. has a beginning, middle, and end; and
 - d. expresses an opinion.
 2. Delivers a simple presentation recalling an event or personal experience that has relevant information with details.
 3. Delivers a simple dramatic presentation (recites poem, rhyme, song, story).

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Grade 2 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genres.*
1. Distinguishes among stories, poems, plays, fairy tales, and fables. II-A-
- B. *Reads for a variety of purposes.* I-B-1-4
1. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres, or recommendations). I-A-C
- C. *Reads a wide range of literature from many periods.*
1. Identifies selected authors and illustrators. I-C-2
- D. *Comprehends a wide range of non-text material, including spoken and visual texts.* I-D

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. *Develops phonological awareness.*
1. Blends phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. II-A-2
 2. Uses knowledge of word families to sound out unfamiliar words. II-A-3
 3. **Distinguishes and identifies the beginning, middle and ending sounds in words.** *A-1,2
 4. Identifies short and long vowels. *II-A-2
 5. Identifies "R" controlled vowels. *II-A-2
 6. Identifies rhyming words with the same or different spelling patterns. II-A-3
- B. *Develops word recognition and word analysis skills.*
1. **Uses illustrations as a cueing system.** *II-B-1

2. Determines the meaning of compound words by explaining the relationship between the words contained in the compound. II-B-2
 3. Determines the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less. II-B-2
 4. Uses root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words. II-B-2
 5. Identifies contractions and common abbreviations and connects them to whole words. II-B-2
 6. Segments letter, letter blends, and syllable sounds in a word. II-B-3
 7. Reads regularly spelled multi-syllable words by sight. II-B-3, II-C-2
 8. *Alphabetizes words by first, second, and third letters.* *II-B-4
 9. Determines the meaning and pronunciation of unknown words using a beginner's dictionary. II-B-5
- C. *Expands vocabulary by using a variety of methods.*
1. *Recognizes words that are personally and environmentally meaningful.* II-C-1
 2. **Reads accurately high-frequency sight words.** *II-C-2
 3. **Masters grade appropriate vocabulary.** *II-C-2
 4. Classifies words into categories (e.g., colors, fruits, vegetables). II-C-3
 5. Begins to identify synonyms, antonyms, and homonyms. II-C-4
 6. Begins to read homographs correctly adjusting sounds to fit meaning, and uses homographs in context. II-C-4, D-4

7. Uses knowledge of word order and in-sentence context clues to support word identification, and to define unknown words while reading. II-C-5
- D. *Reads phrases, sentences, passages etc.*
1. *Reads a patterned or familiar text.* II-D-2
 2. *Uses pictures cues to determine meaning.* II-D-3
 3. Integrates a cueing system when reading. II-D-4
 4. Reads text aloud in meaningful phrases with appropriate changes in voice, timing and expression. *II-D-5
 5. Reads text using fluid and automatic decoding skills. II-A-2, II-D-5
 6. *Adjusts reading strategy depending on purpose.* II-D-6
 7. *Observes conventions of capitalization and punctuation when reading.* II-D-7
 8. Compares and contrasts information in texts with prior knowledge and experience. II-D-8, F-4
 9. *Begins to reread to find pertinent information.* II-D-9
 10. Monitors comprehension by self-correcting when miscues interfere with reading. *II-D-10
 11. Engages in independent reading for a variety of purposes. II-D-11, I-B
- E. *Demonstrates literal comprehension skills.*
1. Identifies information in diagrams, charts, graphs, and maps. II-E-1, I-D
 2. Creates and uses graphic organizers, such as webs, to demonstrate comprehension. II-E-2
 3. Retells the plot of a story. II-E-1
 4. Summarizes text by recalling the main idea and some supporting details. II-E-3
 5. *Tells the beginning, middle, and end of a story.* II-E-4

6. Arranges events from informational or fictional text in sequential order. II-E-5
 7. **Describes the characters, setting, problem, and resolution in fictional text.*** II-E-6
 8. Uses context clues to understand text. II-E-7
 9. Uses the table of contents, glossary, captions, and illustrations to identify information and to comprehend text. II-E-8
 10. Analyzes a set of directions for proper sequencing. II-E-9
 11. Answers literal questions to demonstrate comprehension of grade-appropriate texts, electronic and visual media. II-E-10
 12. Begins to identify main idea and supporting details in short paragraphs, chapter books, and poetry. *II-E-11
- F. *Demonstrates interpretive comprehension skills.*
1. **Distinguishes between fact and fiction.** *II-F-1
 2. *Draws conclusions.* II-F-2
 3. Begins to distinguish between fact and opinion. II-F-3
 4. Compares and contrasts different versions of the same story. II-F-4
 5. *Analyzes/evaluates social issues in texts in light of Catholic tradition.* II-F-5
 6. *Connects themes and ideas across the disciplines through literature.* II-F-6
 7. *Begins to identify cause and effect relationships.* *II-F-7
 8. Identifies words from text that appeal to the senses. II-F-9
- G. *Demonstrates critical thinking skills.*
1. *Begins to analyze and make judgments based on information.* II-G-1
 2. Begins to ask questions concerning essential elements of informational text. II-G-3
 3. *Identifies a problem and suggests a solution.* II-G-4
 4. Predicts in a more logical manner using illustrations and prior experience and supports those predictions with examples from text or background knowledge. *II-G-7
 5. Begins to answer inferential questions to demonstrate comprehension. II-G-8
- Standard III: Demonstrates competence in the skills and strategies of the writing process.**
- A. *Develops physical manipulation skills.*
1. **Masters holding writing instruments effectively.** * II-A-1
 2. Prints legibly and correctly, spacing letters, words, and sentences appropriately. *II-A-2
 3. Begins to form lower/upper case letters in cursive and to connect letters. II-A-3
- B. *Understands and develops a process of pre-writing.*
1. Develops an audience and purpose for writing. III-B-1
 2. Generates writing ideas through using strategies such as discussions with others, lists, webs etc. to plan writing. III-B-2
- C. *Applies drafting and revising skills.*
1. *Writes in small and large groups.* III-C-1
 2. *Begins to have the ability to seek information, ask questions, evaluate, and take risks while writing.* III-C-2
 3. Develops a main idea for writing and adds descriptive details. III-C-3
 4. Writing tends to stay on topic. *III-C-3
 5. Adds descriptive words and interesting vocabulary. *III-C-5
 6. Develops a personal voice. III-C-6
 7. Writes simple declarative, interrogative, and exclamatory sentences. III-C-11
 8. Uses nouns, verbs, and adjectives. III-C-12
 9. *Uses personal, high-interest vocabulary.* III-C-15
 10. Uses resources (word wall, beginner's dictionary, word band) to select effective vocabulary. * III-C-16
 11. Spells words with consonant blends and digraphs. III-C-21, E-6
 12. Begins to use spelling patterns and vowel combinations correctly. *III-C-21, E-6
- D. *Applies editing skills.*
1. Begins to reread to clarify and to improve grammar, spelling, punctuation, and capitalization. III-D-1
 2. Uses simple rubrics to evaluate writing. III-D-3
- E. *Understands conventions of print, style, and organization.*
1. **Masters top to bottom, left to right progressions.** *III-E-1
 2. Uses correct capitalization for proper nouns, first word of sentence, months, and days. *III-E-3
 3. Uses end marks correctly. *III-E-3
 4. Recognizes and demonstrates the use of basic punctuation. *III-E-4
 5. **Writes mostly simple sentences.**
 6. *III-E-5
 7. Spells words studied correctly. III-E-6
 8. Spells plurals and verb tenses correctly. III-E-6
 9. **Spells regularly used and high-frequency words correctly.** *III-E-7
 10. Uses spelling strategies such as word walls and word lists. III-E-6,8
- F. *Composes writing applications.*
1. *Writes ideas in sequence when responding to a prompt.* *III-F-1
 2. Writes responses to stories by comparing text to other texts, or to people or events in their own lives. III-F-3

3. Writes letters or invitations that include relevant information. III-F-4
 4. Writes stories that have a message, descriptive words, and follow a logical sequence. III-F-5
 5. Writes journals, notes, and poems. III-F-6
- G. *Publishes writing applications.*
1. Follows a format appropriate to purpose. III-G-1
 2. Rewrites and illustrates writing samples for display and for sharing with others. III-G-2
 3. **With teacher support, contributes to a writing portfolio/ collection.**
*III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
1. Creates questions for investigation, assigned topic, or personal area of interest. IV-A-1
 2. Gathers information, with teacher assistance from a variety of locations (classroom, school library, public library, or community resources). IV-A-2
 3. Acquires information with teacher assistance. IV-A-2
 4. Reports important findings to others. IV-A-6
- B. *Demonstrates the use of informational resources.*
1. Uses print resources. IV-B-1
- C. *Demonstrates the use of technological resources.*
1. Uses audio-visual resources. IV-C-3
- D. *Communicates discoveries.*
1. *Uses technology to communicate.* IV-D-1
 2. *Makes oral presentations.* IV-D-2
 3. *Creates written reports.* IV-D-3

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and communication.

- A. *Listens to and views different materials from a variety of media.*
1. Uses appropriate strategies for listening and viewing, such as making eye contact and asking for clarification and explanation. *V-A
 2. Compares what is heard with prior knowledge and experience. V-A
 3. Identifies the main idea of oral presentations and visual media. V-A
 4. **Follows 2-and 3- step oral directions.**
* V-A
- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
1. Demonstrates understanding of the rules of the English language. V-B
 2. Selects language appropriate to purpose and uses clear diction and tone. V-B
 3. Adjusts volume to stress important ideas. V-B
- C. *Applies speaking skills in increasingly sophisticated ways.*
1. Delivers informational presentations that:
 - a. present events or ideas in logical sequence and maintain a clear focus; V-C
 - b. demonstrate an understanding of topic; V-C
 - c. include relevant facts and details to develop a topic; V-C
 - d. organize information with a beginning and ending; and V-C
 - e. include illustration if appropriate. V-C
 2. Delivers simple dramatic presentations (recites poems, rhymes, songs, and stories). V-B,C
 3. **Gives simple instructions and expresses common greetings.**
V-C

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Grade 3 - Language Arts Standards. Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide variety of literature from many genres.*
1. Begins to identify the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, and non-fiction. I-A-1,2, C-2
 2. Begins to recognize and describe similarities and differences of plot across literary works. I-A-2
- B. *Reads for a wide variety of purposes.*
1. **Establishes a purpose for reading.** *I-B-1-5
 2. Uses criteria to choose independent reading materials (personal interest, knowledge of authors, genres, or recommendations). I-B-1-3, C-1
- C. *Reads a wide range of literature from many periods.*
1. *Begins to recognize literature from different literary periods.* I-C-1
 2. *Recognizes selected authors and illustrators by their styles and themes.* I-C-2
- D. *Comprehends a wide range of non-text material, including spoken and visual texts.*

Standard II: Demonstrates a wide range of strategies to comprehend, interpret, and evaluate text.

- A. *Develops phonological awareness.*
1. **Masters the decoding of consonant and vowels in words.** *II-A-2-a
 2. Decodes blends and digraphs. *II-A-2
 3. **Uses knowledge of common word families** and complex word families **to sound out unfamiliar words.** *II-A-3
- B. *Develops word recognition and word analysis skills.*
1. Applies knowledge of individual words in unknown compound words to determine their meaning. *II-B-2
 2. Applies knowledge of prefixes including un-, re-, pre- and suffixes including -er, -est, -ful, and -less to make connections between roots and affixes. *II-B-2

3. Decodes and determines the meaning of words by using knowledge of root words and their various inflections. II-B-2
 4. *Decodes using syllabication.* II-B-3
 5. **Alphabetizes words to 2nd and 3rd letter.** *II-B-4
 6. Uses dictionary to verify spelling and extend the meaning of words. *II-B-5
- C. *Expands vocabulary by using a variety of methods.*
1. **Recognizes words that are personally and environmentally meaningful.** *II-C-1
 2. Begins to expand vocabulary beyond basic word list. *II-C-2
 3. **Reads high frequency sight words accurately.** *II-C-2
 4. *Classifies words into categories.* II-C-3
 5. Identifies and uses antonyms, homophones, synonyms, and contractions. * II-C-4, B-2
 6. Determines the meaning of unknown words using a variety of context clues. II-C-5
 7. Uses context clues to determine the meaning of homonyms, and homographs. II-C-4,5
- D. *Reads phrases, sentences, passages etc*
1. **Proficiently reads a patterned or familiar text.** *II-D-2
 2. **Proficiently uses picture cues to determine meaning.** *II-D-3
 3. *Integrates a cueing system.* *II-D-4
 4. **Develops fluent oral reading** with appropriate expression **by:***
 - a. observing conventions of capitalization and punctuation, II-D-7
 - b. **using sight words,** and II-C-2
 - c. **decoding skills.** II-A-2-a,b, A-3
 5. Monitors own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, or looking back. II-D-6,9,10
 6. Makes connections between prior knowledge and new information. II-D-8
 7. **Engages in independent reading.** *II-D-11

- E. *Demonstrates literal comprehension skills.*
1. Creates and uses graphic organizers such as Venn diagrams and webs to demonstrate comprehension. II-E-1
 2. **Retells stories in correct sequence.** *II-E-2,5
 3. Summarizes texts, including main ideas and details. II-E-3
 4. **Proficiently distinguishes among the beginning, middle, and end of stories.** *II-E-4
 5. Identifies main character(s), setting, and plot using details from the text. *II-E-6
 6. Determines the meaning of unknown words using a variety of context clues, including word, sentence, and paragraph clues. II-E-7
 7. Uses the table of contents, chapter headings, glossary, index, and illustrations to locate information and comprehend text. II-E-8
 8. Decides if a set of directions is complete and correctly sequenced. II-E-9
 9. **Lists the who, what, where, when, and how from texts and identifies the answers.** *II-E-10
 10. Identifies the main ideas and supporting details in texts. II-E-11
- F. *Demonstrates interpretive comprehension skills.*
1. **Draws conclusions** and answers questions about what is read in text, maps, charts, graphs, and diagrams. *II-F-2,11
 2. *Distinguishes between fact and opinion.* II-F-3
 3. Compares and contrasts information between texts and across subject areas. *II-F-4, 6
 4. *Analyzes/evaluates a social issue in text in light of Catholic tradition.* II-F-5
 5. *Distinguishes between cause and effect.* II-F-7
 6. Begins to identify stated and implied themes. II-F-8

7. Explains how an author's use of figurative language appeals to the senses. II-F-9
- G. *Demonstrates critical thinking skills.*
 1. *Begins to recognize the author's purpose.*
 2. Asks questions to clarify meaning, or to gain additional information. II-G-3
 3. *Identifies a problem and suggests a solution.* II-G-4
 4. **Predicts content, events, and outcomes by using chapter titles, section headers, illustrations, and story topics, and supports those predictions with examples from the text.** *II-G-7, E-7,8
 5. Makes predictions about events or possible outcomes from information in text. II-G-7

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. *Develops physical manipulation skills.*
 1. Writes legibly in cursive spacing letters, words, and sentences appropriately. *III-A-1
- B. *Understands and develops a pre-writing process.*
 1. Determines a purpose and audience. III-B-1
 2. **Generates writing ideas** through strategies such as brainstorming, lists, webs, and Venn diagrams to plan writing. *III-B-2
 3. Begins to use different points of view. III-B-3
- C. *Applies drafting and revising skills.*
 1. *Writes in small and large groups.* III-C-1
 2. *Demonstrates the ability to seek information, ask questions, evaluate, and take risks when writing.* III-C-2
 3. Creates a paragraph marked by indentation with a clear main idea, a topic sentence, and supporting details. *III-C-3
 4. Organizes writing providing a simple introduction, a clear sense of closure, and a logical sequence of events. III-C-4
 5. Adds descriptive words. III-C-5
 6. Writes sentences of increased length and slight variations in patterns. III-D-11
 7. **Demonstrates the ability to use nouns, verbs, and adjectives.** *III-C-12
 8. Uses subjects and verbs in agreement. II-C-12
 9. *Incorporates personal, high-interest vocabulary when writing.* III-C-15

10. Uses resources and reference materials, including a dictionary, to select more effective vocabulary. *III-C-16
11. Begins to adapt vocabulary for audience and purpose. III-C-17
12. Begins to reread and assess writing for clarity. III-C-18
13. **Uses letter-sound correspondence to spell words when writing.** *III-C-21
- D. *Applies editing skills.*
 1. Begins to use editing skills with teacher support to improve punctuation, capitalization, and spelling. *III-D-1, E-3,5-8
 2. Uses a rubric to judge the quality of writing. III-D-3
- E. *Understands and uses conventions of print, style, and organization.*
 1. **Demonstrates the ability to use end marks and capitalize appropriately in a final draft.** *III-E-3
 2. Capitalizes proper nouns. III-E-3
 3. Uses apostrophes in contractions. III-E-4
 4. Writes complete sentences. *III-E-5
 5. *Demonstrates expanding knowledge of spelling.* *III-E-6
 - a. spells multi-syllabic words correctly;
 - b. spells contractions, compounds and homonyms correctly;
 - c. uses correct spelling of words with common suffixes;
 - d. spells irregular plural nouns.
 4. Spells all familiar high-frequency words, words with short vowels, and common endings correctly. III-E-7
 6. Follows common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i). III-E-6,8
- F. *Composes writing applications.*
 1. *Writes in logical sequence when responding to a prompt.* *III-F-1
 2. Writes responses to novels, stories, and poems that demonstrate an understanding of the text and support judgments with specific references to the text. III-F-3
 3. Writes informal letters that include relevant information. III-F-4

4. Writes stories that sequence events and include descriptive details and vivid language to develop characters, setting, and plot. III-F-5
5. Writes informational reports that include a main idea and supporting details. III-F-5
6. Produces messages, journals, notes. III-F-6
- G. *Publishes writing applications.*
 1. Rewrites and illustrates writing samples for display and for sharing with others. III-G-1,2
 2. **Contributes to a writing portfolio/collection.** *III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
 1. Generates questions for research. IV-A-1
 2. Gathers information from a variety of places and sources, (classroom, media center, public library). IV-A-2
 3. Identifies important information and summarizes findings. IV-A-3
 4. Sorts relevant information into categories. A-3
 5. Uses a variety of communication techniques, oral, visual, written or multimedia to report findings. IV-A-6
- B. *Demonstrates the use of informational resources.*
 1. Gathers information from books and magazines. IV-B-1
 2. Gathers information from interviews or surveys. IV-B-2,3
- C. *Demonstrates the use of technological resources.*
 1. Acquires information from websites. IV-C-2
 2. Acquires information from videos, and/or CD-ROMs. IV-C-3
- D. *Communicates discoveries.*
 1. Uses a variety of communication techniques, including oral, visual, written, or multimedia reports to present information. IV-D-1-3

Standard V: Demonstrates competence in speaking, listening, and viewing as tools for learning and for effective communication.

A. Listens actively and *views different materials from a variety of media*

1. Listens to identify the main idea and to gain information. V-A
2. Identifies the difference between fact and opinion in presentations and visual media. V-A

B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*

1. Delivers informational presentations

that:*

- a. present events or ideas in logical sequence and maintain a clear focus;
 - b. demonstrate an understanding of the topic;
 - c. **include relevant facts and details;**
 - d. **organize to have an introduction, body, and conclusion;** and
 - e. use visual materials when appropriate. *
2. Delivers a formal or informal presentation recalling an event or personal experience that conveys relevant information and descriptive details.

C. *Applies speaking skills in increasingly sophisticated ways.*

1. Demonstrates an understanding of the rules of the English language.
2. Uses clear diction and tone, and adjusts volume and tempo to stress important ideas.

Key to using this document:

- **Bolded items with Roman numerals are COS standards.**

- **Bolded items under Roman numerals are State/Diocesan benchmarks.**

- Items in regular print are state grade level indicators, with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- **Items with an asterisk appear on the reading and writing continuum.**

Grade 4 - Language Arts Standards Benchmarks, and Grade-Level Indicators

Standard I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genre.*
1. **Identifies different literary genre**, including poetry, drama, fables, fantasies, chapter books, fiction, and non-fiction by their defining characteristics. *I-A-1
 2. Sees connections across and within genre. I-A-1
- B. Reads for a wide variety of purposes.
1. Establishes a purpose for reading including to find out, to understand, to interpret, to enjoy, and to solve problems. I-B-1-5
 2. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres, or recommendations). I-B-1, I-A-1
- C. *Reads a wide range literature from many periods.*
1. *Recognizes literature from different literary periods. I-C-1*
 2. *Identifies selected authors and illustrators by their styles and themes. I-C-2*
- D. *Comprehends a wide range of non-text material. I-D*

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. *Develops phonological awareness.*
1. **Decodes using blends, digraphs, irregular vowel combinations, and affixes.** * II-A-2-b
- B. *Develops word recognition and word analysis skills.*
1. Develops word recognition and word analysis skills (affixes, roots, plural forms, compound words, contractions) to build and extend vocabulary. II-B-2
 2. Identifies the meaning of abbreviations. II-B-2
 3. *Decodes using syllabication. II-B-3*
 4. **Alphabetizes words to the 4th letter.** II-B-4
 5. Determines the meanings and pronunciations of words by using dictionaries, glossaries, definitional footnotes, or sidebars. II-B-5

6. Begins to recognize the difference between the meanings of connotation and denotation. II-B-6
- C. *Expands vocabulary by using a variety of methods.*
1. **Knows a basic list of sight words.** *II-C-2
 2. **Masters grade-appropriate vocabulary.** *II-C-2
 3. *Classifies words into categories.* II-C-3
 4. Identifies and applies the meaning of the terms synonym, antonym, homophone, homograph. II-C-4
 5. Uses context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs. II-C-4,5
- D. *Reads phases, sentences, passages etc.*
1. **Integrates a cueing system.** *II-D-4
 2. *Reads orally using appropriate fluency, phrasing, and expression. II-D-5*
 3. Monitors own comprehension by adjusting speed to fit the purpose or by skimming, scanning, reading on, or rereading. II-D-6, 9, 10
 4. **Reads proficiently observing capitalization and punctuation.** * II-D-7
 5. *Draws on past experiences to make comparisons.* *II-D-8, F-4
 6. Reads independently. II-D-11
- E. *Develops literal comprehension skills.*
1. Selects, creates, and **uses graphic organizers to interpret textual information.** *II-E-1
 2. Summarizes important information in text. II-E-3
 3. Clarifies steps in a set of instructions or procedures for correct sequencing and completeness. II-E-5,9
 4. Identifies the main incidents of a plot sequence, identifying the characters, setting, major conflict, and its resolution. *II-E-5,6
 5. Identifies the influence of setting on a selection. II-E-6
 6. Describes the thoughts, words, and interactions of characters. II-E-6
 7. Determines the meaning of unknown words by using a variety of context clues including word, sentence, and paragraph clues. II-E-7

8. **Uses parts of a book to locate information (table of contents, headings, key words, index, bibliography, glossary).** *II-E-8
 9. Lists *questions* and searches for answers within the text to construct meaning. II-E-10
 10. *Differentiates among main ideas, subordinating ideas, and supporting details. II-E-11*
- F. *Demonstrates interpretive comprehension skills.*
1. Draws conclusions from information in maps, charts, graphs, and diagrams. II-F-2
 2. **Draws conclusions based on deductions** about what has been read and supports those conclusions with textual evidence. *II-F-2
 3. **Makes inferences about informational text from the title page, table of contents, and chapter headings.** *II-F-2, II-E-8
 4. Distinguishes between fact and opinion. *II-F-3
 5. Compares and contrasts information on a single topic or a theme across different text resources and/or across disciplines. II-F-4,6
 6. Analyzes/evaluates social issues in text in light of Catholic tradition. II-F-5
 7. Recognizes the differences between cause and effect. *II-F-7
 8. *Identifies an inferred main idea.* II-F-8
 9. Identifies and understands new uses of words and phrases in text, such as similes and metaphors. II-F-9
 10. Identifies figurative language, including idioms, similes, and metaphors. II-F-9
 11. Identifies the speaker and recognizes the difference between first- and third- person narration. II-F-10
 12. Begins to understand how an author's choice of words appeals to the senses and suggests mood. II-F-10
- G. *Demonstrates critical comprehension skills.*
1. *Identifies the author's purpose.* II-G-1
 2. *Analyzes and makes judgments based on information.* II-G-2

3. *Asks questions to clarify meaning or to gain additional information.* II-G-3
4. *Identifies a problem and suggests a solution.* II-G-4
5. Makes predictions with greater accuracy and supports them using an awareness of new vocabulary, text structures, and familiar plot patterns. *II-G-7
6. Answers evaluative questions. II-G-8

Standard III: Demonstrates competence in the skills and strategies of the writing process.

A. *Develops physical manipulation skills.*

1. **Writes legibly in cursive, spacing letters, words, and sentences appropriately.** *III-A-3

B. *Understands and develops a pre-writing process.*

1. Develops a purpose and audience for writing. III-B-1
2. Demonstrates strategies such as discussion, brainstorming, **and uses organizers to clarify writing ideas.** *III-B-2
3. Determines a topic for writing. III-B-2
4. *Uses different points of view.* III-B-3

C. *Applies drafting and revising skills.*

1. **Participates in small and large group writing activities.** *III-C-1
2. *Demonstrates the ability to seek information, ask questions, evaluate and take risks while writing.* III-C-2
3. **Writes a paragraph that stays on topic, includes supporting details, and is marked by indentation .** *III-C-3
4. States and develops a clear main idea. III-C-3
5. Adds descriptive words. III-C-5
6. *Develops a personal voice.* III-C-6
7. Organizes writing ideas simply with an introduction, body, and a resolution of a problem. III-C-9
8. Begins to use transitional words. III-C-10
9. Recognizes and writes sentences, both simple and compound. * III-C-11
10. Identifies and uses parts of speech. *III-C-12
 - a. nouns, including irregular plurals and possessives;
 - b. nouns and pronouns in agreement;
 - c. verbs, including past, present and future tenses;
 - d. adjectives and adverbs;

- e. prepositions;
- f. conjunctions and interjections; and
- g. pronouns including, objective and nominative case, possessive, and personal.

11. *Identifies and uses various elements of a sentence.* III-C-11

- a. subjects and verbs in agreement
- b. and prepositional phrases

12. *Incorporates personal, high-interest vocabulary in writing.* III-C-15

13. *Continues to use resources to support writing.* *III-C-16

14. *Adapts vocabulary to audience and purpose.* III-C-17

15. *Rereads and assesses writing for clarity.* III-C-18

16. *Begins to rearrange words and sentences in a paragraph to clarify meaning.* III-C-19

D. *Applies editing skills.*

1. Proofreads writing and edits to improve: basic mechanics, word usage, grammar, spelling. *III-D-1
2. Applies tools (rubrics, checklist, and feedback) to judge the quality of writing. III-D-2,3

E. *Understands and uses conventions of print, style and organization.*

1. **Writes complete sentences.** *III-E-5
2. Uses correct punctuation: III-E-4
 - a. quotation marks around dialogue;
 - b. commas in a series;
 - c. apostrophes in contractions and possessives.
3. Capitalizes correctly. III-E-4
4. Spells plurals and inflectional endings correctly. III-E-6,8
5. **Spells high frequency words correctly.** III-E-7
6. Spells roots, suffixes, and prefixes correctly. III-E-6,8

F. *Composes writing applications.*

1. **Engages in writing to a prompt and/or selected topics.** *III-F-1
2. Writes responses to novels, stories and poems that include a simple interpretation of the work, and support judgments with specific references to the text and to prior knowledge. III-F-3

3. *Writes formal and informal letters that follow letter format, and that include important details.* *III-F-4

4. *Writes a narrative that sequences events, including descriptive details and vivid language to develop plot, characters, and setting, and to establish a point of view.* *III-F-5, III-C-4,5

5. *Writes an informational report that includes facts and examples and presents important details in a logical order.* *III-F-5

6. *Writes messages, journals, notes, and poems.* * III-F-6

G. *Publishes writing applications.*

1. Follows format appropriate to purpose. III-G-1
2. Prepares publication for display, or to share with others. III-G-2
3. **Contributes to a writing portfolio/collection.** *III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

A. *Demonstrates research techniques.*

1. Identifies a topic and questions for research and develops a plan for gathering information. IV-A-1
2. Locates sources and collects relevant information from different sources (school library, online databases, electronic resources, internet-resources). IV-A-2
3. Identifies important information and summarizes important findings. IV-A-3
4. Creates categories to sort and organize relevant information (charts, tables, graphic organizers).IV-A-3, III-B-2
5. Uses a variety of communication techniques including oral, visual, written or multimedia reports to present findings. IV-A-6

B. *Demonstrates use of information resources.*

1. Locates important details about a topic using different sources of information, including books, magazines, newspapers. IV-B-1
2. Locates information by conducting interviews and surveys. III-B-2,3

- C. *Demonstrates the use of technological resources.*
 - 1. Begins to investigate online data bases. IV-C-1
 - 2. Uses web sites and other audio-visual resources. IV-C-2,3
- D. *Communicates discoveries.*
 - 1. Uses electronic resources and graphics to report. IV-D-1
 - 2. Presents findings orally and/or in written format. IV-D-2,3

- C. *Applies speaking skills in increasingly sophisticated ways.* V-C
 - 1. **Delivers informational presentations using appropriate language** that: *
 - a. **present events or ideas in logical sequence and maintain a clear focus.**
 - b. demonstrate an understanding of the topic;
 - c. **include relevant facts and details,** examples, quotations, and statistics to clarify information;
 - d. **organize to have an introduction, body and conclusion;**
 - e. use visual materials when appropriate;
 - f. **draw from several sources.**
 - 2. Delivers a formal or informal descriptive presentation recalling an event or personal experience that conveys relevant information and details.

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and for effective communication.

- A. *Listens to/views different materials from a variety of media.*
 - 1. **Demonstrates active listening strategies (asking focused questions,** responding to cues, making visual contact). *V-A
 - 2. Recalls the main idea, including relevant supporting details, and identifies the purpose of presentations and visual media. V-A
 - 3. Distinguishes between a speaker's opinions and facts. V-A
- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
 - 1. Demonstrates an understanding of the rules of the English language. V-B
 - 2. Uses clear diction and tone, and adjusts volume and tempo to stress important ideas. V-B,C
 - 3. Adjusts speaking content according to the needs of the audience. V-B

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- **Bolded items with Roman numerals are COS standards.**
- **Bolded items under Roman numerals are State/Diocesan benchmarks.**
- Items in regular print are state grade level indicators with the COS letter/number correlation.
- *Items in italics reference the Diocesan COS objectives that are not in state standards.*
- Items with an asterisk appear on the reading writing continuum.

Grade 5 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genres.*
1. Describes the defining characteristics of literary forms and genres including poetry, drama, chapter books, biographies, fiction, and non-fiction. I-A-1
 2. *Sees connections across and within genre.* I-A-2
- B. **Reads for a wide variety of purposes.** *
1. Establishes and adjusts purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems. I-B-1-5
 2. Uses criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others). I-A,B
- C. *Reads a wide range of literature from many periods.*
1. *Recognizes literature from a wide range of literary periods.* I-C-1
 2. *Identifies selected authors and illustrators by their styles and theme.* I-C-2
- D. *Comprehends a wide range of non-text material, including spoken and visual texts.* I-D

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. *Phonological awareness mastered by grade 4.*
- B. *Develops word recognition and word analysis skills.*
1. **Applies word recognition and word analysis skills (affixes, roots, plural forms, compound words, contractions) to build and extend vocabulary and to determine word meaning.** *II-B-2
 2. Identifies the meaning of abbreviations. II-B-2
 3. **Proficiently decodes using syllabication and phonetic elements.** *II-B-3
 4. Uses a dictionary to verify spelling, pronunciation, and to extend meaning of words; begins to use a thesaurus; uses technology and textual features such as sidebars. *II-B-5

5. Identifies the connotation and denotation of new words. II-B-6
- C. *Expands vocabulary by using a variety of methods.*
1. **Classifies words into categories.** *II-C-3
 2. Uses context clues to define the meaning of synonyms, antonyms, homonyms, and homographs. II-C-4,5
 3. Uses homonyms correctly *II-C-4
 4. Defines the meaning of unknown words by using context clues and the author's use of definition, restatements, and example. II-C-5, E-7
- D. *Reads phrases, sentences, passages etc.*
1. *Reads orally using appropriate fluency, phrasing, and expression.* *II-D-5
 2. Monitors own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, or summarizing what has been read. II-D-6,9,10
 3. *Makes connections between prior knowledge and new information.* II- D-8
 4. **Self-monitors and applies corrective strategies when miscues interfere with comprehension.** * II-D-10
 5. Engages in independent reading. II-D-11
- E. *Demonstrates literal comprehension skills.*
1. Selects, creates, and uses graphic organizers to interpret textual information. II-E-1
 2. Summarizes the main idea and supporting details. II-E-3
 3. Summarizes information in text, recognizing that there may be several important ideas rather than just one main idea, and identifying details that support each. II-E-3
 4. **Clarifies steps in a set of instructions or procedures for proper sequencing and completeness and revises if necessary.** *II-E-5,9
 5. Explains the influence of setting on a selection. II-E-6
 6. Identifies the main incidents of a plot sequence and explains how they influence future action. II-E-6

7. **Identifies the theme of a literary text.** *II-E-6
 8. Lists questions and searches for answers within the text to construct meaning. II-E-10
 9. Distinguishes relevant from irrelevant information in text and identifies possible points of confusion for the reader. II-E-11
- F. *Demonstrates interpretive comprehension skills.*
1. Makes inferences based on implicit information in texts, and provides justification for those inferences. II-F-2
 2. Analyzes the difference between fact and opinion. II-F-3
 3. Makes critical comparisons across texts. II-F-4
 4. Analyzes/evaluates social issues in text in light of Catholic tradition. II-F-5
 5. Compares important details about a topic, using different sources of information, including books, magazines, newspapers, and online resources. II-F-4,6
 6. **Identifies, distinguishes between, and explains examples of cause and effect in informational text.** *II-F-7
 7. *Identifies an inferred main idea.* II-F-8
 8. Identifies and explains the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors, and personification. II-F-9
 9. Explains how a character's thoughts, words, and actions reveal his/her motivation. II-F-10
 10. Interprets how an author's choice of words appeals to the senses and suggests mood. II-F-10
 11. Answers inferential and evaluative questions to demonstrate comprehension. F-11
- G. *Demonstrates critical thinking skills.*
1. Identifies and understands an author's purpose for writing, including to explain, to entertain, or to inform. II-G-1
 2. Analyzes information found in maps, charts, tables, graphs, and diagrams. II-G-2, E-1
 3. Expresses opinions and supports them with evidence from the text. *II-G-2
 4. Summarizes stated and implied themes. II-G-2, II-E-3

5. Asks clarifying questions concerning essential elements of informational text and searches for answers within the text to construct meaning. *II-G-3,8
6. *Identifies a problem and suggests a solution.* II-G-4
7. Identifies the speaker and begins to identify the subjective/objective point of view and how that view point affects the text. II-G-5
8. Predicts and supports predictions with specific references to textual examples that may be widely separated by sections of the text. II-G-7

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Produces cursive letters correctly and legibly. *III-A-3
- B. *Understands and develops a process of pre-writing.*
 1. **Determines and writes for a variety of audiences and purposes.** *III-B-1
 2. Generates writing ideas through discussions with others and from printed material, and keeps a list of writing ideas. II-B-2
 3. **Selects and uses pre-writing techniques to support ideas (rough outlines, diagrams, maps, webs, and diagrams) to plan writing.** *II-B-2
 4. *Uses different points of view.* II-B-3
- C. *Applies drafting and revising skills.*
 1. *Demonstrates the ability to seek information, ask questions, evaluate, and take risks while writing.* III-C-2
 2. States and develops a clear main idea for writing. *III-C-3
 3. Organizes writing, beginning with an introduction, body, and a closing. III-C-3, 4
 4. Groups related ideas into paragraphs, including topic sentences following paragraph form, and maintains a consistent focus across paragraphs. III-C-3,4
 5. Uses descriptive words as appropriate to audience and purpose. *III-C-5,17
 6. *Develops a personal voice.* III-C-6
 7. *Begins to use the writing process to clarify personal thinking and understanding.* III-C-7

8. Begins to use important details about a topic, from different sources of information, including books, magazines, newspapers, and online resources. III-C-8
9. Experiments with different organizational structures; cause-effect, compare-contrast, problem-solution. III-C-9
10. Adds transitional words and phrases to clarify meaning. III-C-10
11. Recognizes and uses different sentence choices, both simple and compound. III-C-11
12. Identifies and uses all parts of speech. *III-C-12
13. Identifies and uses the various elements of a sentence, including prepositional phrases, and objective and nominative case pronouns. III-C-13
14. *Incorporates personal, high-interest vocabulary when writing.* III-C-14
15. **Uses resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.** *III-C-16
16. **Rereads and assesses writing for clarity, using a variety of methods.** *III-C-17
17. Rearranges words, sentences, and paragraphs to clarify meaning. III-C-19
18. Adds and deletes information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. *III-C-20
- D. *Applies editing skills.*
 1. Proofreads writing, **edits to improve conventions, (e.g., grammar, spelling, punctuation, and usage)**, and identifies and corrects fragments and run-ons. *III-D-1
 2. Applies tools (e.g., rubric, checklist and feedback) to judge the quality of writing. *III-D-3
- E. *Understands and uses conventions of print.*
 1. Uses commas, end marks, apostrophes, and quotation marks correctly. III-E-4
 2. Uses correct capitalization. III-E-4
 3. Spells roots, suffixes, and prefixes correctly. III-E-6,8
 4. Spells high frequency words correctly. III-E-7
 5. Spells contractions correctly. III-E-6,8

- F. *Composes writing applications.*
 1. *Response to prompts begins to demonstrate a sense of flow, organization, and clarity of thought.* * III-F-2
 2. Writes responses to novels, stories, and poems that organize an interpretation around several clear ideas, and justifies the interpretation through the use of examples and specific textual evidence. III-F-3
 3. **Writes letters that state the purpose, make requests, or give compliments, and use business letter format.** *III-F-3
 4. **Writes narratives with dialogue and that develop characters, setting, and plot.** *III-F-5
 5. Writes information essays or reports, including research, that organizes information with a clear introduction, body, and conclusions following common expository structures when appropriate. writing includes details and examples to illustrate important ideas. III-F-5
 6. Produces journals, notes, or poetry. III-F-6
- G. *Publishes writing applications.*
 1. Publishes writing pieces that follow format appropriate to purpose. III-G-1
 2. Publishes pieces for display or for sharing with others. III-G-2
 3. **Adds writing pieces to a writing portfolio/collection.** III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
 1. Generates a topic and open-ended questions for research and develops a plan for gathering information. IV- A-1
 2. Conducts background reading, interviews or surveys when appropriate. IV-B-2,3
 3. Locates and gathers relevant information from multiple sources. IV-A-2
 4. Organizes and summarizes information found in sources in a systematic way (notes, outlines, charts, tables, graphic organizer). IV-A-3, III-B-2
 5. Compares and contrasts important findings and selects sources to support central ideas, concepts and themes. IV-A-3
 6. Acknowledges sources of information. IV-A-4

7. Defines plagiarism, and knows the difference between plagiarism and real research. IV-A-5
 8. Uses a variety of communication techniques, including oral, written, or multimedia reports, to present information gathered. IV-A-6
- B. *Demonstrates the use of information resources.*
1. Uses text features, such as chapter titles, headings, and subheadings, parts of books, including the index and table of contents to locate information. IV-B-1
 2. Conducts background reading. IV-B-1
 3. Conducts interviews and/or surveys when appropriate. IV-B-2,3
- C. *Demonstrates the use of technological resources.*
1. Uses online tools (search engines) to locate information. IV-C-1,2
 2. *Uses audio-visual materials to locate information.* IV-C-3
- D. *Communicates discoveries.*
1. Uses available technology to compose text. IV-D-1
 2. **Communicates findings orally, visually, and/or in writing using multi-media when appropriate.** *IV-D-2,3
3. Adjusts speaking content according to the needs of the situation, setting and audience. V-B
- C. *Applies speaking skills in increasingly sophisticated ways.*
1. **Delivers information presentations that:***
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; V-C
 - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; V-C
 - c. organize information, including an introduction, body and conclusion; V-C and
 - d. use appropriate visual aids.V-C
 2. Delivers formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details. V-C
 3. Delivers persuasive presentations that:
 - a. establish a clear position; V-C
 - b. include relevant evidence to support a position and address potential concerns of listeners; V-C and
 - c. follow common organizational structures (cause-effect, compare-contrast, problem-solution). V-C

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and for effective communication.

- A. *Listens to/views different materials from a variety of media.*
1. Demonstrates active listening strategies (asking focused questions, responding to cues, making visual contact). V-A
 2. Interprets the main idea and draws conclusions from oral presentations and visual media. V-A
 3. Identifies the speaker's purpose in presentations and visual media (to inform, entertain, persuade). V-A
 4. Discusses how facts and opinions are used to shape opinions. V-A
- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
1. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. V-B
 2. Uses clear diction, pitch, tempo and tone, and adjusts volume and tempo to stress important ideas. V-B

Key to using this document:

- **Bolded items with Roman numerals are COS standards.**

- **Bolded items under Roman numerals are State/Diocesan benchmarks.**

- Items in regular print are state grade level indicators with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- Items with an asterisk appear on the reading and writing continuum.

Grade 6 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genres.*
1. Identifies the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, fiction, and non-fiction. I-A-1
 2. Identifies recurring themes, patterns, and symbols found in literature from different eras and cultures. I-A-2, I-C-1
- B. *Reads for a wide variety of purposes.*
1. Establishes and adjusts purposes for reading including discovery, understanding, interpretation, enjoyment and problem solving. I-B-1-5
 2. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genre, or recommendations). I-B, I-A, I-C-2
 3. Independently reads for various purposes (e.g., enjoyment, literary experience, information, to complete a task, **to express thoughts, feelings, understandings, judgments, and attitudes**). *I-B-1-5
- C. *Reads a wide range of literature from many periods.*
1. *Recognizes literature from a wide range of literary periods.* I-C-1
 2. *Identifies selected authors and illustrators by their styles and themes.* I-C-2
- D. *Comprehends a wide range of non-text material, including spoken and visual texts.*

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Mastered by fourth grade.
- B. *Develops word recognition and word analysis skills.*
1. Applies the knowledge of roots and their various inflections, prefixes and suffixes to analyze the meaning of words. II-B-2

2. Determines the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology, and textual features such as definitional footnotes and sidebars. II-B-5
 3. Identifies symbols and acronyms, and connects them to whole words. II-B-2
 4. Distinguishes between stated (denotation) and implied (connotation) meanings in words. *II-B-6
 5. Begins to explore basic etymology of words to recognize and use words from other languages that have been adopted into the English language. *II-B-7
- C. *Expands vocabulary by using a variety of methods.*
1. Identifies analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words. II-C-4
 2. Defines the meaning of unknown words by using context clues, and the author's use of definition, restatement, and example. II-C-5, E-7
- D. *Reads phrases, sentences, passages etc.*
1. **Reads with accuracy, fluency, phrasing, and expression.** *II-D-5
 2. Integrates reading strategies such as adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing to comprehend text. *II-D-6,9,10
 3. *Uses prior knowledge during pre-reading and reading activities.* *II-D-8
- E. *Demonstrates literal comprehension skills.*
1. Selects, creates, and uses graphic organizers to interpret textual information. II-E-1
 2. **Summarizes information in texts,** reorganizing important ideas and supporting details, and noting gaps or contradictions. *II-E-3
 3. Sequences data from informational text. * II-E-5

4. Compares original text to summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original work. II-E-3, F-11, F-4
 5. Analyzes the features of setting and explains their importance in literary text. II-E-6, G-2
 6. Identifies the main and minor events of the plot, and explains how each incident gives rise to the next. II-E-6
 7. **Compares elements of fiction.** *II-E-6
 8. Uses text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents, and online tools to locate information. II-E-8
 9. Lists questions and searches for answers within the text to construct meaning. II-E-10
 10. Answers literal questions to demonstrate comprehension. E-10
- F. *Demonstrates interpretive comprehension skills.*
1. *Draws conclusions based on deduction, inference, and generalization.* II-F-2
 2. Distinguishes between fact and opinion. *II-F-3
 3. Compares and contrasts important details about a topic, using different sources of information. *II-F-4
 4. *Analyzes/evaluates social issues in texts in light of Catholic tradition.* II-F-5
 5. Begins to make critical comparisons across texts, noting author's style as well as literal and implied content of text. II-F-2,4,6
 6. Identifies examples of cause and effect. II-F-7
 7. Distinguishes how an author establishes mood and meaning through word choice, figurative language, and syntax. II-F-9,10
 8. Analyzes the techniques authors use to describe characters, including narrator or other characters' points of view, character's own thought, words, or actions. II-F-10
 9. Explains first, third, and omniscient points of view, and explains how voice affects the text. II-F-10
 10. Answers inferential and evaluative questions. II-F-8,11

G. *Demonstrates critical thinking skills.*

1. **Identifies and understands author's purpose for writing, including to explain, entertain, persuade, or inform.** *II-G-1
2. Analyzes information found in maps, charts, tables, graphs, diagrams, and cutaways. II-G-2, E-1
3. *Asks questions to clarify meaning, or to gain additional information.* II-G-3
4. **Identifies a problem and suggests a solution.** *II-G-4
5. Begins to interpret text in terms of author's bias, and assesses the adequacy and accuracy of details used. *II-G-5,6
6. **Predicts or hypothesizes the most probable outcome from information in the text, substantiating with textual references.** *G-7
7. Answers evaluative and synthesizing questions. II-G-8

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Writes legibly in cursive. *III-A-3
- B. *Understands and develops a pre-writing process.*
 1. Determines an audience and a purpose. III-B-1
 2. Generates writing ideas through various sources. III-B-2
 3. Uses pre-writing techniques (rough outlines, diagrams, maps, webs) to plan writing. *III-B-2
 4. Establishes a thesis statement for informational writing, or a plan for narrative writing. III-B-2
 5. *Uses different points of view.* III-B-3
- C. *Applies drafting and revising skills.*
 1. *Demonstrates the ability to seek information, ask questions, evaluate, and take risks while writing.* III-C-2
 2. Groups related ideas into paragraphs, including topic sentences following paragraph form, and maintains a consistent focus across paragraphs. III-C-3
 3. **Composes writing in logical sequence with an introduction, body, and conclusion.** *III-C-4

4. Adds descriptive words appropriate to audience and purpose. III-C-5
 5. *Develops a personal voice.* III-C-6
 6. *Uses the writing process to clarify personal thinking and understanding.* III-C-7
 7. Conducts background reading, interviews, or surveys when appropriate. III-C-8
 8. Experiments with an organizational structure, cause-effect, compare-contrast, problem-solution. III-C-10
 9. Adds transitional words and phrases. III-C-9
 10. Varies simple, compound, and complex sentences. *III-C-11
 11. Demonstrates knowledge and use of all parts of speech, noun, pronoun (nominative, objective, possessive, indefinite, and relative), verb (perfect tense, transitive, intransitive, and linking), adverb, adjective, conjunction, preposition, and interjection). *III-C-12
 12. Demonstrates subject/verb agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases. *III-C-13
 13. *Uses personal, high-interest vocabulary when writing.* III-C-15
 14. Uses resources and reference materials such as dictionaries and thesauruses to select more effective vocabulary. III-C-16
 15. Varies vocabulary to audience and purpose. *II-C-17
 16. Rereads and assesses clarity of writing. III-C-18
 17. Rearranges words, sentences, and paragraphs. III-C-19
 18. Adds and deletes information and details as a revision strategy to better elaborate on a stated central idea and to more effectively accomplish purpose. *III-C-20
- D. *Applies editing skills.*
1. Proofreads writing, edits to improve grammar, spelling, punctuation, and capitalization, and identifies and corrects fragments and run-ons. III-D-1
 2. *Uses style manuals to locate and correct errors.* III-D-2
 3. Uses a rubric to evaluate writing. III-D-3

E. *Understands and uses conventions of print, style, and organization.*

1. Uses correct capitalization. *III-E-4
 2. Uses correct punctuation. III-E-4
 - a. uses commas, end marks, apostrophes, and quotation marks correctly;
 - b. begins to use semicolons, colons, hyphens, dashes, and brackets.
 3. Demonstrates correct spelling especially high frequency words and frequently misspelled words. *III-E-6-8
- F. *Composes writing applications.*
1. *Writes in response to topic prompts demonstrating a sense of flow, organization, and clarity of thought.* *III-F-2
 2. Writes personal responses to literature that provide an interpretation, a critique, or a reflection and supports judgments with specific references to the text. *III-F-3
 3. Writes business letters that are formatted to convey ideas, state problems, make requests, or give compliments. III-F-4
 4. Writes narratives that maintain a clear focus and point of view, and use sensory details and dialogue to develop plot, characters, and a specific setting. III-F-5
 5. Writes informational essays, or reports, including research, that present a literal understanding of a topic, include specific facts, details and examples from multiple sources. Writing has an organized structure appropriate to the purpose, audience, and content. III-F-5
 6. Writes persuasive essays that establish a clear position and include organized and relevant information to support ideas. III-F-5
 7. Produces writings such as journals, notes, and poems. III-F-6
- G. *Publishes writing applications.*

1. Publishes writing that follows format appropriate to purpose. III-G-1
2. Publishes writing for display or for sharing with others. III-G-2
3. **Contributes to a writing portfolio/collection.** *III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
1. Formulates open-ended research questions suitable for inquiry and investigation and develops a plan for gathering information. IV-A-1
 2. **Gathers multiple resources** to produce a piece of writing(library, online databases, electronic resources, background reading, interviews, or surveys). *IV-A-2, B-1, C-1-3
 3. Summarizes important information. IV-A-3
 4. Identifies elements of validity in sources including publication date, coverage, language, points of view, and discusses primary and secondary sources. IV-A-3
 5. Identifies important information found in sources and paraphrases the findings in a systematic way (notes, outlines, charts, tables, graphic organizers). IV-A-3
 6. Compares and contrasts important findings and selects sources to support central ideas, concepts, and themes. IV-A-3
 7. Uses quotations to support ideas. IV-A-3
 8. Discusses plagiarism and uses appropriate forms of documentation, with teacher assistance, to acknowledge sources. IV-A-5
 9. Uses a variety of communication techniques including oral, visual, written, or multimedia reports to present information that supports a clear position with organized and relevant evidence about the topic of research. IV-A-6, D-1-3
- B. *Uses informational resources.*
1. **Uses print reference materials to enhance written and/or oral reports.** *IV-B-1
- C. *Uses technological resources.*
1. Uses available technology in constructing and conveying ideas. *IV-C-1-3
- D. Communication included in A.

Standard V: Demonstrates competence in speaking, listening and viewing skills as tools for learning and for effective communication.

- A. *Listens to/views different materials from a variety of sources.*
1. **Demonstrates active listening strategies** (asking focused questions, responding to cues ,recognizing author's purpose). * V-A
 2. Summarizes the main idea and draws conclusions from presentations and visual media. V-A
 3. Identifies the speaker's purpose and point of view in presentations and visual media (to inform, entertain, persuade). V-A
 4. Identifies the persuasive techniques (bandwagon, testimonial, glittering generalities, emotional, word repetition, and bait and switch) used in presentations and media messages. V-A
- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
1. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. V-B
 2. Uses clear diction, pitch, tempo, and tone, and adjusts volume and tempo to stress important ideas. V-B
 3. Adjusts speaking content according to the needs of the situation, setting, and audience. V-B
- C. *Applies speaking skills in increasingly sophisticated ways. V-C*
1. Delivers information presentations that:
 - a. demonstrate an understanding of the topic;
 - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories, and anecdotes;
 - c. organize information, including an introduction, body and conclusion;
 - d. use appropriate visual aids; and
 - e. draw from multiple sources and identify sources used.
 2. Delivers formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.

3. Delivers persuasive presentations that:
 - a. establish a clear position;
 - b. include relevant evidence to support a position and address potential concerns of listeners; and
 - c. follow common organizational structures (cause-effect, compare-contrast, problem-solution).

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Grade 7 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of reasons.

- A. *Reads a wide range of literature from many genres.*
1. **Explains the similarities and differences of the characteristics of literary forms and genres** including poetry, drama, myths, biographies, autobiographies, fiction, science fiction, and non-fiction. *I-A-1
 2. *Sees connections across and within genres.* I-A-2
- B. *Reads for a wide variety of purposes.*
1. Establishes and adjusts purposes for reading including discovery, understanding, interpretation, enjoyment, and problem solving. I-B-1-5
 2. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres, or recommendations). I-B, I-C-2
- C. *Reads a wide range of literature from many periods.*
1. **Identifies recurring themes, patterns, and symbols** found in literature from different eras and cultures. *I-C1, I-A-2, II-F-6
 2. *Identifies selected authors and illustrators by their styles and themes.* I-C-2
- D. **Comprehends a wide range of non-text material, including spoken and visual.** *I-D

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Mastered at grade 4.
- B. *Develops word recognition and word analysis skills.*
1. **Uses knowledge of symbols and acronyms to identify whole words.** *II-B-2
 2. Determines the meanings and pronunciations of unknown words by using multiple resources (dictionaries, glossaries, technology, and textual features such as definitional footnotes and sidebars). *II-B-5
 3. Applies knowledge of connotation and denotation to determine the meaning of words. *II-B-6

4. Recognizes and uses words from other languages that have been adopted into the English language. II-B-7
 5. **Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of complex words.** *II-B-2,7
- C. *Expands vocabulary by using a variety of methods.*
1. Infers word meanings through the identifications of analogies and other word relationships, including synonyms and antonyms. II-C-4
 2. **Defines the meaning of unknown words by using context clues** and the author's use of comparison, contrast, definition, restatement and example. *II-C-5, E-7
- D. *Reads phrases, sentences, passages etc.*
1. Adjusts speed, rate, and volume to fit the purpose. *II-D-6
 2. **Makes connections between prior knowledge and new information.** *II-D-8
 3. **Integrates reading strategies** such as skimming, scanning, reading on, looking back, note taking, or summarizing to **comprehend text.** *II-D-9
 4. Self-corrects so meaning and interest are maintained. *II-D-10
 5. Reads independently. II-D-11
- E. *Demonstrates literal comprehension skills.*
1. Selects, creates, and uses graphic organizers to interpret textual information. II-E-1
 2. Summarizes the information in texts using key ideas, supporting details, and referencing gaps or contradictions. II-E-3
 3. **Compares an original text to a summary** to determine the extent to which the summary adequately reflects the main ideas, critical details, and underlying meaning of the original text. *II-E-3, II-F-4
 4. Recognizes elements of literature: *II-E-6
 - a. analyzes the features of the setting and their importance in the text;
 - b. identifies the main and minor events of the plot, and explain how each incident gives rise to the next; and

- c. explains interactions and conflicts between main and minor characters in literary text, and how the interactions affect the plot.
5. Uses text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents, and online tools to locate information. II-E-8
 6. Answers literal questions about a text. II-E-10
 7. *Differentiates among main ideas, subordinate ideas, and supporting details.* II-E-11
- F. *Demonstrates interpretive comprehension skills.*
1. Makes critical comparisons across texts, noting author's style as well as literal and implied content of text. II-F-2,4
 2. Recognizes the difference between fact and opinion. II-F-3
 3. Compares and contrasts different sources of information, including books, magazines, newspapers, and online resources to draw conclusions about a topic. II-F-2,4
 4. Compares the treatment, scope, and organization of ideas from different texts on the same topic. II-F-4
 5. *Analyzes and/or evaluates social issues in texts in light of Catholic tradition.* II-F-5
 6. **Analyzes examples of cause and effect.** *II-F-7
 7. *Identifies an inferred main idea.* II-F-8
 8. Interprets metaphors and similes to understand new uses of words and phrases in text. II-F-9
 9. **Interprets how mood or meaning is conveyed through word choice, figurative language, and syntax.** *II-F-9,10
 10. Demonstrates comprehension by answering inferential questions. II-F-11
- G. *Demonstrates critical thinking skills.*
1. Identifies and understands an author's purpose for writing and explains an author's argument, perspective or viewpoint in text. II-G-1
 2. Analyzes information found in maps, charts, tables, graphs, diagrams, cutaways, and overlays. II-G-2, E-1
 3. *Asks questions to clarify meaning or to gain additional information.* II-G-3

4. Differentiates between subjective and objective points of view, and how they affect the overall body of a work. II-G-2,5
5. Assesses the adequacy, accuracy, and appropriateness of an author's details, identifying persuasive techniques, and examples of bias and stereotyping. II-G-6
6. Predicts or hypothesizes, as appropriate, from information in the text by citing examples that may be in widely separated sections of the text. *II-G-7
7. Answers evaluative and synthesizing questions. II-G-8

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Writes legibly in cursive on a final draft. *III-A-3
- B. *Understands and develops a pre-writing process.*
 1. Determines an audience and purpose. III-B-1
 2. Generates writing ideas through discussions with others, and from printed material, and keeps a list of writing ideas. III-B-2
 3. **Uses pre-writing techniques** (rough outlines, diagrams, maps, webs) to plan writing. *III-B-2
 4. Establishes a thesis statement for informational writing, or a plan for narrative writing. II-B-2
 5. *Uses different points of view.* *III-B-3
- C. *Applies drafting and revising skills.*
 1. **Demonstrates the ability to seek information, ask questions, evaluate, and take risks while writing.** * III-C-2
 2. Selects a topic, supports it with details, and organizes the writing with an effective and engaging introduction, body, and a conclusion that summarizes, extends, or elaborates on ideas in the writing. *III-C-3
 3. Groups related ideas into paragraphs, including topic sentences following paragraph form, and maintains a consistent focus across paragraphs. III-C-3
 4. Writes in logical sequence. *III-C-4
 5. Uses precise language, action verbs, sensory details, colorful modifiers, and style as appropriate to audience and purpose. *III-C-5, D-17
 6. *Develops a personal voice.* III-C-6
 7. *Uses the writing process to clarify personal thinking and understanding.* III-C-7

8. Conducts background reading, interviews, or surveys when appropriate. III-C-8
 9. Experiments with different organizational structures, cause-effect, compare-contrast, problem-solution. III-C-9
 10. Adds transitional words and phrases. III-C-10
 11. Recognizes and uses simple, compound, and complex sentences. *III-C-11
 12. Uses all parts of speech. *III-C-12
 13. Uses subject/verb agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases. III-C-13
 14. Conjugates regular and irregular verbs in all tenses correctly. III-C-13
 15. Uses dependent and independent clauses. III-C-14
 16. *Incorporates personal, high-interest vocabulary when writing.* III-C-15
 17. Uses resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. III-C-16
 18. **Evaluates writing to determine if thoughts are complete and clear.** *III-C-18
 19. Rearranges words, sentences, and paragraphs to clarify meaning. III-C-19
 20. Adds and deletes information and details to better elaborate on a stated central idea, and to more effectively accomplish purpose. III-C-19,20
- D. *Applies editing skills.*
 1. Proofreads writing, edits to improve mechanics (e.g., grammar, spelling, punctuation, and capitalization), and identifies and corrects fragments and run-ons. *III-D-1
 2. *Uses style manuals to locate and correct errors.* III-D-2
 3. Uses rubrics to evaluate writing. III-D-3
- E. *Understands and uses conventions of print, style, and organization.*
 1. **Uses correct capitalization.** *III-E-4
 2. Uses semicolons, colons, hyphens, dashes, and brackets correctly. III-E-4
 3. **Uses commas, end marks, apostrophes, and quotation marks correctly.** * III-E-4
 4. **Demonstrates an expanding knowledge of spelling and spelling strategies.** *III-E-6,8

- F. *Composes writing applications.*
 1. *Writes in response to a prompt demonstrating a sense of flow, organization, and clarity of thought.* *III-F-2
 2. Writes responses to fiction and non-fiction texts that provide an interpretation, a critique, or a reflection, and support judgments with specific references to the text. *III-F-3
 3. **Writes letters that are correctly formatted to convey ideas, state problems, make requests, or give compliments.** *III-F-4
 4. **Writes narratives that maintain a clear focus and point of view and uses sensory details and dialogue to develop plot, character and setting.** *III-F-5
 5. **Writes informational essays or reports,** including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and creates an organizing structure appropriate to the purpose, audience, and context. *III-F-5
 6. Writes persuasive essays that establish a clear position and includes relevant information to support ideas. III-F-5
 7. Produces journals, notes, and poems. III-F-6
- G. *Publishes writing applications.*
 1. Follows a format appropriate to the purpose, using techniques such as electronic resources, principles of design, and graphics to enhance the final product. III-G-1
 2. Displays or shares writing with others. III-G-2
 3. **Contributes to a writing portfolio/collection.** *III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
 1. Formulates a topic and open-ended questions, identifies issues and poses problems for research, and develops a plan for gathering information. IV-A-1
 2. Identifies appropriate sources and **gathers relevant information from multiple sources** (library, online databases, electronic resources, background reading, interviews, or surveys). *IV-A-2, B-1-3, C-1-3

3. Summarizes important information. IV-A-3
4. Identifies and explains the importance of validity in sources including publication date, coverage, language, points of view and discusses primary and secondary sources. IV-A-3
5. Organizes information in a systematic way (notes, outlines, charts, tables, graphic organizers). IV-3
6. Analyzes and organizes important information, and selects appropriate sources to support central ideas, concepts, and themes. IV-A-3
7. Integrates quotations and citations into written text, maintaining a flow of ideas. IV-A-3
8. Understands plagiarism and documents quoted and paraphrased information and documents sources used. IV-A-4,5
9. Uses a variety of communication techniques, including oral, visual, written or multimedia reports to present information that supports a clear position with organized and relevant evidence about the topic of research. IV-A-6, D-1-3

- B. Included in A item number 2.
 C. Included in A item number 2.
 D. Included in A item number 8.

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and communication.

- A. *Listens to/views different materials from a variety of media.*
1. Demonstrates active listening strategies (asking focused questions, responding to cues, making visual contact, recognizing and interpreting non-verbal communication). V-A
 2. Draws logical inferences from presentations and visual media. V-A
 3. Interprets the speaker's purpose in presentations and visual media (to inform, entertain, persuade). V-A
 4. Explains a speaker's point of view. V-A
 5. Identifies and explains the persuasive techniques (bandwagon, testimonial, glittering generalities, emotional, word repetition, and bait and switch) used in presentations and media messages. V-A

- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
1. **Uses language and speaking skills appropriate to audience, situation, and purpose.** *V-B
 2. Demonstrates an understanding of the rules of the English language. V-B
 3. Adjusts volume, phrasing, enunciation, voice modulation, and inflection to stress important ideas, and impact audience response. V-B
 4. Varies language choice as appropriate to the context of the speech. V-B
- C. *Applies speaking skills in increasingly sophisticated ways.* V-C
1. **Delivers informational presentations that:***
 - a. demonstrate an understanding of the topic, and **present events or ideas in a logical sequence**.*
 - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories, and anecdotes;
 - c. **include an effective introduction and conclusion, and use a consistent organizational structure*** (cause-effect, compare-contrast, problem solution);
 - d. use appropriate visual materials and available technology; and
 - e. draw from multiple sources, and identify sources used.
 2. Delivers formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.
 3. Delivers persuasive presentations that:
 - a. establish a clear position;
 - b. include relevant evidence to support a position, and address counter arguments; and
 - c. consistently use common organizational structures (cause-effect, compare-contrast, problem-solution).

Key to using this document:

- **Bolded items with Roman numerals are COS standards.**
- **Bolded items under Roman numerals are State/Diocesan benchmarks.**
- Items in regular print are state grade level indicators with the COS letter/number correlation.
- *Items in italics reference the Diocesan COS objectives that are not in state standards.*
- **Items with an asterisk appear on the reading and writing continuum.**

Grade 8 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genres.*
1. Explains how an author's choice of genre affects the expression of a theme or topic. I-A-1
 2. Distinguishes the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions, and public documents (e.g., speeches or newspaper editorials). II-A-1
 3. Identifies and explains universal themes across different works by the same author and by different authors. I-A-2, C-2
- B. *Reads for a wide variety of purposes.*
1. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres, or recommendations from others). I-B, C-2
 2. Reads to locate information, to increase knowledge, to understand human experiences, to express thoughts, feelings etc. I-B-1-5
- C. *Reads a wide range of literature from many periods.*
1. *Recognizes literature from different literary periods.* I-C-1
 2. *Identifies selected authors and illustrators by their styles and themes.* I-C-2
- D. *Comprehends a wide range of non-text materials, including spoken and visual texts.*

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Mastered at grade 4.
- B. *Develops word recognition and word analysis skills.*
1. **Uses knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand the meaning of specialized vocabulary** (e.g., unknown words in science, math, and social studies). *II-B-2

2. **Determines the meanings and pronunciations of unknown words by using multiple sources** (dictionaries, glossaries, technology, and textual features such as definitional footnotes and sidebars). *II-B-5
 3. **Distinguishes between literal and inferential meanings.** *II-B-6
 4. Examines and discusses the ways that different events (e.g., cultural, political, social, technological, and scientific) impact and change the English language. II-B-7
- C. *Expands vocabulary by using a variety of methods.*
1. Identifies the relationships of pairs of words in analogical statements (synonyms and antonyms) and infers word meanings from these relationships including synonyms and antonyms. II-C-4
 2. Defines unknown words through context clues and the author's use of comparison, contrast, and cause and effect. II-C-5
- D. *Reads phrases, sentences, passages etc.*
1. **Monitors own comprehension** by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in the text. *II-D-6,9,10
 2. **Applies reading comprehension strategies**, including making predictions, comparing and contrasting, recalling, summarizing, making inferences, and drawing conclusions. *II-D-9, E-3,10, F-2,4, G-7
 3. Reads independently. II-D-11
- E. *Demonstrates literal comprehension skills.*
1. Identifies and explains various types of characters (flat, round, dynamic, static) and how their interactions and conflicts affect the plot. II-E-6
 2. Demonstrates an integrated knowledge of elements of plot, possible themes, motives and traits of characters, and the effect of setting. *II-E-6
 3. Explains how the author paces action and uses subplots, parallel episodes, and climax. II-E-6, F-8

4. **Identifies details that either support or do not support the main idea.** *II-E-11
- F. *Demonstrates interpretive comprehension skills.*
1. Recognizes how writers cite facts, draw inferences, and present opinions in informational text. II-F-2, E-10
 2. *Draws conclusions, based on deduction, inference, and generalization.* *II-F-2
 3. **Differentiates between fact and opinion.** *II-F-3
 4. **Compares and contrasts the treatment, scope, and organization of ideas from different sources on the same topic.** *II-F-4
 5. Compares and contrasts text features, including format and headers of various informational texts in terms of their structure and purpose. II-F-4
 6. *Analyzes and/or evaluates social issues in texts in light of Catholic tradition.* II-F-5
 7. *Identifies stated and implied cause/effect relationships.* *II-F-7
 8. Identifies an inferred main idea. II-F-8
 9. Infers the literal and figurative meaning of words, and phrases, and discusses the function of metaphors, similes, idioms, dialogue, and dialect. *II-F-2,9
 10. Identifies and uses organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluates its effectiveness. II-F-10
 11. Identifies examples of foreshadowing and flashback in a literary text. II-F-10
 12. Explains ways in which the author conveys mood and tone through word choice, figurative language, and syntax. II-F-9,10
 13. Examines symbols used in literary texts. II-F-10
 14. **Responds to literature in one or more ways, analyzing, critiquing, summarizing, or synthesizing.** *II-F-2, G-2
- G. *Demonstrates critical thinking skills.*
1. Identifies an author's purpose and intended audience for the text. II-G-1

2. **Analyzes information found in graphic aids** (e.g., maps, charts, tables, graphs, diagrams, cutaways, and overlays) **to locate information and draw conclusions.**
*II-G-2, E-1
3. **Interprets text in terms of an author's argument, bias, or viewpoint** and explains the development of key points and **how the author appeals to an audience.**
*II-G-2,5, F-10
4. **Asks questions to clarify meaning or to gain additional information.** *II-G-3
5. Compares and contrasts different points of view (e.g., first person and third person, limited, omniscient, objective and subjective), and explains how voice affects literary text.
II-G-5, F-4
6. Assesses the **valid and invalid inferences** of an author's details, **identifying rhetorical devices** (bandwagon, testimonial, and emotional word repetition), and examples of bias and stereotyping **and authors' use of these devices to achieve their purposes and reach their intended audiences.**
II-G-2,6
7. Predicts based on foreshadowing. *III-G-7

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Writes legibly in cursive writing. III-A-3
- B. *Understands and develops a pre-writing process.*
 1. **Determines a purpose and audience** and plans strategies (adapting focus, content structure, point of view, and tone) to address purpose and audience. III-B-1,3
 2. **Formulates writing ideas** through discussions with others and from printed material, and keeps a list of writing ideas.
III-B-2
 3. **Uses organizational strategies** (notes and outlines) to plan writing. III-B-2
 4. Conducts background reading, interviews, or surveys when appropriate. III-B-2, C-8
- C. *Applies drafting and revising skills.*
 1. **Writes a multiple paragraph piece with a thesis statement, an effective introduction, 3 supporting paragraphs, and a conclusion that summarizes or extends points or ideas.** *III-C-3

2. Groups related ideas into paragraphs, including topic sentences, following paragraph form and maintaining clarity of the controlling idea reinforced by parallel structures across paragraphs. III-C-3
3. **Uses descriptive language**, action verbs, sensory details, colorful modifiers, and style as **appropriate to audience and purpose.**
*III-C-5, 18
4. *Develops a personal voice.* III-C-6
5. *Uses the writing process to clarify personal thinking and understanding.* III-C-7
6. Experiments with different organizational structures such as cause-effect, compare, contrast, problem-solution. *III-C-9
7. Adds transitional words and phrases to clarify meaning. *III-C-10
8. Varies simple, compound, and complex sentences. III-C-11
9. **Demonstrates knowledge and use of standard grammatical forms for all parts of speech.** *III-C-12
10. Uses proper placement of modifiers. III-C-12
11. Maintains the use of appropriate verb tense.
III-C-12
12. Conjugates regular and irregular verbs in all tenses correctly. III-C-12
13. Uses clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
III-C-13,14
14. Uses parallel structure to present items in a series, and items juxtaposed for emphasis.
III-C-13
15. *Uses personal, high-interest vocabulary when writing.* III-C-15
16. **Uses resources and reference materials** (e.g., dictionaries and thesauruses) to select more effective vocabulary. *III-C-16
17. Rereads and analyzes clarity of writing, fluency, and consistency of point of view.
III-C-18
18. Rearranges words, sentences, and paragraphs to clarify meaning. III-C-19
19. Adds and deletes information and details to better elaborate on a stated central idea, and to more effectively accomplish purpose.
III-C-19,20

- D. *Applies editing skills.*
 1. Proofreads writing, **edits to improve conventions, (grammar, spelling, punctuation, and capitalization)** and identifies and corrects fragments and run-ons.
*III-D-1
 2. *Uses style manuals to locate and correct errors.* III-D-2
 3. **Applies tools (rubrics, checklists, feedback) to judge the quality of writing.**
*III-D-2
- E. *Understands and uses conventions of print.*
 1. Uses correct capitalization and punctuation.
III-E-4
 2. Uses correct spelling conventions. III-E-6-8
- F. *Composes writing applications.*
 1. *Writes in response to topic prompts demonstrating a sense of flow, organization, and clarity of thought.* *III-F-2
 2. **Writes responses to literature** that organize an insightful interpretation around several clear ideas, premises or images and supports judgments **with specific references to the original text, to other texts, authors, and to prior knowledge.**
*III-F-3
 3. **Writes business letters, letters to the editor, and job applications that:**
*III-F-4
 - a. **address audience needs, stated purpose and context in a clear and efficient manner;**
 - b. **follow the conventional style appropriate to the text using proper technical terms;**
 - c. **include appropriate facts and details;**
 - d. **exclude extraneous details and inconsistencies; and**
 - e. **provide a sense of closure to the writing.**
 4. **Writes narratives that:** *III-F-5
 - a. sustain reader interest by pacing action and **developing** an engaging **plot** (tension and suspense).
 - b. **use literary devices** to enhance style and tone; and
 - c. **create complex characters in a definite, believable setting.**

5. Writes informational essays or reports, including research questions that: III-F-5
 - a. pose relevant and tightly drawn questions that engage the reader;
 - b. provide a clear and accurate perspective on the subject;
 - c. create an organizing structure appropriate to the purpose, audience and context *that conveys a sense of completeness*;
 - d. support the main idea with facts, details, examples, and explanation from sources; and
 - e. document sources and include bibliographies.
 6. Writes persuasive compositions that: III-F-5, D-1,2
 - a. establish and develop a controlling idea;
 - b. support arguments with detailed evidence;
 - c. exclude irrelevant information; and
 - d. cite sources of information.
 7. Produces other writings such as journals, notes, poems for various purposes. III-F-6
- G. *Publishes writing applications.*
1. Prepares for publication writing that follows a manuscript form appropriate for the purpose, principles of design, and graphics when appropriate. III-G-1
 2. Displays or shares writing with others. III-G-2
 3. **Contributes to a writing portfolio/collection.** * III-G-3

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. *Demonstrates research techniques.*
1. **Formulates open-ended research questions** (assigned or personal interest) and **modifies questions as necessary** during inquiry and investigation. *IV-A-1
 2. Identifies appropriate sources and gathers relevant information from multiple sources (school library, online databases, electronic resources, and Internet-based resources). IV-A-2, B-1-3, C-1-3, III-C-2
 3. **Evaluates the usefulness and credibility of sources** (author, accuracy, objectivity, publication date, and coverage) and defines primary and secondary sources. *IV-A-2

4. Selects an appropriate structure for organizing information in a systematic way (notes, outlines, charts, tables, graphic organizers). IV-A-3, III-B-2
5. **Compiles and organizes the important information and selects appropriate sources to support central ideas, concepts and themes.** *IV-A-3
6. Integrates quotations and citations into written text, maintaining a flow of ideas. IV-A-3
7. *Understands the difference between plagiarism and legitimate research.* IV-A-5
8. **Uses style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.** *IV-A-4, III-D-2
9. **Uses a variety of communication techniques including oral, visual, written, or multimedia reports to present information** that supports a clear position about the topic or research question, and maintains an appropriate balance between researched information and original ideas. *IV-A-6, D-1-3

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and for effective communication.

- A. *Listens to/views different materials from a variety of media.*
1. **Demonstrates active listening strategies** (monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace, recognizing and interpreting non-verbal clues). *V-A
 2. **Identifies and analyzes the persuasive techniques** (bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages, and **evaluates the effect this has on the credibility of a speaker or media message.** *V-A
 3. Determines the credibility of the speaker (hidden agendas, slanted or biased material), and recognizes fallacies of reasoning used in presentations and media messages. V-A

4. Identifies the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning. V-A
- B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*
1. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. V-B-1
 2. Adjusts volume, phrasing, enunciation, voice modulation, and inflection to stress important ideas and impact audience response. V-B-1
 3. Varies language choices as appropriate to the context of the speech. V-B-1
- C. *Applies speaking skills in increasingly sophisticated ways.*
1. Delivers information presentations that: V-C
 - a. demonstrate an understanding of the topic, and present events or ideas in a logical sequence;
 - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories, and anecdotes;
 - c. include an effective introduction and conclusion and use a consistent organizational structure (cause-effect, compare-contrast, problem solution);
 - d. use appropriate visual aids; and
 - e. draw from multiple sources and identify sources used.
 2. Delivers formal and informal descriptive presentations that convey relevant information and descriptive details. V-C
 3. Delivers persuasive presentations that: *V-C
 - a. establish and develop a logical and controlled argument;
 - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
 - c. consistently use common organizational structures (cause-effect, compare-contrast, problem-solution).

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- **Items with an asterisk appear on the reading and writing continuum.**

Grade 9 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genres.*
1. Analyzes how an author's choice of genre affects the expression of a theme or topic. I-A-1, II-G-2
 2. Compares and contrasts the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions), and public documents (e.g., speeches or newspaper editorials). II-A-1
 3. Interprets universal themes across different works by the same author and different authors. I-A-2, B-2, C-2, F-6
- B. Reads for a wide variety of purposes.
1. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genre, or recommendations from others). I-B, C-2
 2. Reads to locate information, to increase knowledge, to understand human experiences, to express thoughts, feelings etc. I-B-1-5
- C. *Reads a wide range of literature from many periods.*
1. *Recognizes literature from different literary periods.* I-C-1
 2. *Identifies selected authors and illustrators by their styles and themes.* I-C-2
- D. *Comprehends a wide range of non-text materials, including spoken and visual texts.* I-D

Benchmark for Standards I & II:

- **Analyzes the use of genre to express a theme or topic. I-A-1**

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Mastered at Grade 4.

B. *Develops word recognition and word analysis skills.*

1. Uses knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, math, and social studies). II-B-2
2. Determines the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology, and textual features such as definitional footnotes and sidebars. II-B-5
3. Examines and discusses ways historical events have influenced the English language. II-B-7

C. *Expands vocabulary by using a variety of methods.*

1. **Identifies the relationships of pairs of words** in analogical statements (**synonyms and antonyms**, connotation and denotation) and infers word meanings from these relationships. II-B-6,C-4
2. **Defines the meaning of unknown words by using context clues** and the author's use of comparison, contrast, and cause and effect. II-C-5, E-7

D. *Reads phrases, sentences, passages etc.*

1. **Monitors own comprehension by adjusting speed to fit the purpose**, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in the text. II-D-6,9
2. Applies reading comprehension strategies, including making predictions, comparing and contrasting, recalling, summarizing, make inferences, and drawing conclusions. II-D-9, E-3,10 F-2,4, G-7
3. Reads independently. II-D-11

E. *Demonstrates literal comprehension skills.*

1. Identifies and explains an author's use of direct and indirect characterizations, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues, and soliloquies. II-E-6
2. Identifies ways in which authors use conflict, parallel plots, and subplots in literary texts. II-E-6

3. Analyzes the influence of setting in relation to other literary elements. II-E-6
4. Answers literal questions to demonstrate comprehension. II-E-11

F. *Demonstrates interpretive comprehension skills.*

1. Identifies and understands organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax, and word choice that authors use to accomplish their purpose and reach their intended audience. II-F-2
2. Critiques the treatment, source, and organization of ideas from multiple sources on the same topic. II-F-2,4
3. *Analyzes and/or evaluates social issues in texts in light of Catholic tradition.* II-F-5
4. *Identifies an inferred main idea.* II-F-8
5. Analyzes ways in which the author conveys mood and tone through word choice, figurative language, and syntax. II-F-9,10
6. Identifies sound devices, including alliteration, assonance, consonance, and onomatopoeia, used in literary texts. II-F-10
7. Explains how foreshadowing and flashback are used to shape plot in a literary text. II-F-10
8. Explains how authors use symbols to create broader meaning. II-F-10
9. Defines and identifies types of irony, including verbal, situational, and dramatic, used in literary texts. II-F-10
10. Answers interpretive questions to demonstrate comprehension. II-F-11

G. *Demonstrates critical thinking skills.*

1. Analyzes information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. IIE-1, G-2
2. Analyzes an author's implicit and explicit argument, perspective or viewpoint and explains the development of key points. II-G-2
3. Analyzes the author's development of key points to support arguments or points of view. II-G-2

4. Answers inferential, evaluative and synthesizing questions to demonstrate comprehension. II-G-8
5. **Assesses the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch), and examples of bias and stereotyping.** II-G-6

Reading Benchmarks:

- **Uses context clues and text structures to determine the meaning of new vocabulary.** E-7
- **Examines the relationships of analogical statements to infer word meaning.** F-2
- **Recognizes the importance and function of figurative language.** F-9
- **Explains how different events have influenced and changed the English language.** B-7
- **Applies reading comprehension strategies to understand grade-appropriate text.** D-9
- **Demonstrates comprehension of print and electronic text by responding to literal, inferential, evaluative and synthesizing questions.** E-10, F-11, G-8
- **Uses appropriate self-monitoring strategies for comprehension.** D-10
- **Evaluates how features and characteristics make information accessible and usable and how structures help authors achieve their purpose.** E-8
- **Identifies examples of rhetorical devices and valid and invalid inferences, and explains how authors use these devices to achieve their purposes and reach their intended audiences.** F-2, G-1,2,6
- **Analyzes whether graphics supplement textual information and promote the author's purpose.** E-1, G-1,2

- **Explains and analyzes how an author appeals to an audience and develops an argument or viewpoint in text.** G-5
- **Utilizes multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas.** G-2
- **Analyzes interactions between characters in literary text and how the interactions affect the plot.** E-6
- **Explains and analyzes how the context of setting and the author's choice of point of view impact a literary text.** E-6, G-5
- **Identifies the structural elements of the plot and explains how an author develops conflicts and plot to pace the events in literary text.** E-6
- **Identifies similar recurring themes across different works.** E-6, F-6
- **Identifies and analyzes how an author uses figurative language, sound devices, and literary techniques to shape plot, set meaning, and develop tone.** E-6, F-9, G-1
- **Explains techniques used by authors to develop style.** F-10

Standard III: Demonstrates competence in the skills and strategies of the writing process.

A. Writes legibly in cursive writing. III-A-3

B. *Understands and develops a pre-writing process.*

1. Determines a purpose and audience and plans strategies (adapting focus, content structure and point of view) to address purpose and audience. III-B-1
2. Generates writing ideas through discussions with others and from printed material, and keeps a list of writing ideas. III-B-2
3. Determines the usefulness of and applies appropriate pre-writing tasks (background reading, interviews or surveys). III-B-2, C-8
4. Uses organizational strategies (notes and outlines) to plan writing. III-B-2
5. Establishes and develops a clear thesis statement for informational writing, or a clear plan or outline for narrative writing. III-B-2
6. *Uses different points of view in writing.* III-B-3

C. *Applies drafting and revision skills.*

1. Organizes writing with an effective and engaging introduction, conclusion, and closing sentence that summarizes, extends or elaborates on points or ideas in writing. III-C-3
2. Uses paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences, and maintaining coherence across the whole through the use of parallel structures. III-C-3,4,9,13
3. Uses precise language, action verbs, sensory details, colorful modifiers, and style as appropriate to audience and purpose. III-C-3,5,12
4. *Develops a personal voice.* III-C-6
5. *Uses the writing process to clarify personal thinking and understanding.* III-C-7
6. Experiments with a variety of organizational structures such as cause-effect, compare-contrast, problem-solution. III-C-9
7. Adds transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice. III-C-10
8. Uses a variety of sentence structures and lengths (e.g., simple, compound, and complex sentences; parallel or repetitive sentence structure). III-C-11
9. Maintains the use of appropriate verb tenses. III-C-12
10. Uses proper placement of modifiers. III-C-12
11. Uses parallel structures to present items in a series and items juxtaposed for emphasis. III-C-13
12. Uses clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). III-C-14
13. *Incorporates personal, high-interest vocabulary when writing.* III-C-15
14. Uses resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice. III-C-16

15. Rereads and analyzes clarity of writing, consistency of point of view, and effectiveness of organizational structure. III-C-18
 16. Rearranges words, sentences, and paragraphs to clarify meaning and maintains consistent style, tone and voice. III-C-19
 17. Adds and deletes information and details to better elaborate on a stated central idea and to more effectively accomplish a purpose. III-C-20
- D. *Applies editing skills.*
1. Proofreads writing, edits to improve conventions (grammar, spelling, punctuation and capitalization), and identifies and corrects fragments and run-ons, and eliminates inappropriate slang or informal language. III-D-1
 2. *Uses style manuals to find and correct mistakes.* III-D-2
 3. *Uses rubrics to evaluate writing.* III-D-3
- E. *Understands and uses conventions of print.*
1. Uses correct capitalization and punctuation. III-E-4
 2. Uses correct spelling conventions. III-E-6,7,8
- F. *Composes writing applications.*
1. *Writes in response to topic prompts demonstrating a sense of flow, organization, and clarity of thought.* III-F-2
 2. Writes responses to literature that organize an insightful interpretation that: III-F-3
 - a. has clear ideas, premises or images; and
 - b. supports judgments with specific references to the original text, to other texts, authors, or to prior knowledge.
 3. Writes business letters, letters to the editor and job applications that: III-F-4
 - a. address audience needs, stated purpose, and context in a clear and efficient manner;
 - b. follow the conventional style appropriate to the text using proper technical terms;
 - c. include appropriate facts and details;
 - d. exclude extraneous details and inconsistencies; and
 - e. provide a sense of closure to the writing.
4. Writes narratives that: III-F-5
 - a. sustain reader interest by pacing action and developing an engaging plot (tension and suspense).
 - b. use a range of strategies and literary devices including figurative language and specific narration; and
 - c. include an organized, well developed structure.
 5. Writes informational essays or reports, including research that: III-F-5
 - a. pose relevant and tightly drawn questions that engage the reader;
 - b. provide a clear and accurate perspective on the subject;
 - c. create an organizing structure appropriate to the purpose, audience, and context;
 - d. support the main idea with facts, details, examples, and explanations from sources; and
 - e. document sources and include bibliographies.
 6. Writes persuasive compositions that: III-F-5
 - a. establish and develop a controlling idea;
 - b. support arguments with detailed evidence;
 - c. exclude irrelevant information; and
 - d. cite sources of information.
 7. Produces other types of writings (journals, notes, poems). III-F-6
- G. *Publishes writing applications.*
1. Prepares for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics, to enhance the final product. III-G-1
 2. Publishes writing for display, or to share with others. III-G-2
 3. Contributes to a writing collection. III-G-3
- Writing Benchmarks:**
- **Formulates writing ideas and identifies a topic appropriate to the purpose and audience. B-1**
 - **Determines the usefulness of organizers and applies appropriate pre-writing tasks. B-2**
- **Uses revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. C-3,5,10,11**
 - **Edits to improve fluency, grammar and usage. D-1**
 - **Applies tools to judge the quality of writing. D-3**
 - **Prepares writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. G-1**
 - **Composes narratives that establish a specific setting, plot, and consistent point of view, and develop characters by using sensory details and concrete language. F-5**
 - **Writes responses to literature that extend beyond the summary and support references to the text, other works, other authors, or to personal knowledge. F-3**
 - **Produces letters that follow conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. F-4**
 - **Uses documented textual evidence to justify interpretations of literature or to support a research topic. F-3**
 - **Writes a persuasive piece that states a clear position, includes relevant information, and offers compelling evidence in the form of facts and details. F-5**
 - **Uses correct spelling conventions. E-5-7**
 - **Uses correct punctuation and capitalization. E-4**
 - **Demonstrates understanding of the grammatical conventions of the English language. C-12**

Standard IV: Uses a variety of informational and technological resources to communicate.

A. *Demonstrates research techniques.*

1. Composes open-ended questions for research (assigned or personal interest) and modifies questions as necessary during inquiry and investigation to narrow the focus or to extend the investigation. IV-A-1
2. Determines the usefulness of and applies appropriate pre-writing tasks (background reading, interviews or surveys). III-B-2
3. Identifies appropriate sources and gathers relevant information from multiple sources (school library, online databases, electronic resources, and Internet-based resources). IV-A2, B-1, C-1-2
4. Determines the accuracy of sources and the credibility of the author by analyzing the source's validity (authority, accuracy, objectivity, publication date, and coverage etc). IV-A-2
5. Compiles and organizes the important information and selects appropriate sources to support central ideas, concepts, and themes. IV-A-3
6. Integrates quotations and citations into written text, maintaining a flow of ideas. IV-A-3
7. Uses a variety of communication techniques including oral, visual, written, or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. IV-A-6, D-1-3
8. Uses style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. III-D-2

B. Included in A.

C. Included in A.

D. Included in A.

Benchmarks for Research:

- **Formulates open-ended research questions suitable for investigation and adjusts questions as necessary while research is conducted. A-1**
- **Evaluates the usefulness and credibility of data and sources. A-3**

- **Organizes information from various resources and selects appropriate sources to support central ideas, concepts and themes. A-3**
- **Uses style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. III-D-2**
- **Communicates findings, reporting on the substance and processes orally, visually, and in writing, or through multimedia. A-6, D-1-3**

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and effective communication.

A. *Listens to/views different materials from a variety of media.*

1. Applies active listening strategies (monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace, recognizing and interpreting non-verbal clues) in a variety of situations. V-A
2. Identifies types of arguments used by the speaker, such as authority and appeals to emotion. V-A
3. Analyzes the credibility of the speaker (hidden agendas, slanted or biased material) and recognizes fallacies of reasoning used in presentation and media messages. V-A
4. Identifies the speaker's choice of language and delivery styles (repetition, appeal to emotion, eye contact) and how they contribute to meaning. V-A

B. *Uses language and speaking skills appropriate to the audience, situation, and purpose.*

1. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. V-B
2. Adjusts volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. V-B
3. Varies language choices as appropriate to the context of the speech. V-B

C. *Applies speaking skills in increasingly sophisticated ways.*

1. Delivers information presentations that: V-C
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories, and anecdotes.
 - c. include an effective introduction and conclusion and use a consistent organizational structure (cause-effect, compare-contrast, problem solution).
 - d. use appropriate visual aids.
 - e. draw from multiple sources and identify sources used.
2. Delivers formal and informal descriptive presentations that convey relevant information and descriptive details. V-C
3. Delivers persuasive presentations that: V-C
 - a. establish and develop a logical and controlled argument;
 - b. include relevant evidence, differentiating between evidence and opinion to support a position, and to address counter-arguments or listener bias;
 - c. consistently use common organizational structures (cause-effect, compare-contrast, problem-solution).
 - d. use persuasive strategies such as rhetorical devices, anecdotes, and appeals to emotion, authority, and reason; and
 - e. use speaking techniques (reasoning, emotional appeal, case studies, or analogies).

Benchmarks for Communication: Oral and Visual:

- **Uses a variety of strategies to enhance listening comprehension. A**
- **Analyzes the techniques used by speakers and media to influence an audience and evaluate the effect this has on the credibility of a speaker or media message. A**

- **Evaluates the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. A**
- **Demonstrates an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. A**
- **Gives information presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure. C**
- **Provides persuasive presentations that use varied speaking techniques and strategies and includes a clear controlling idea or thesis. C**
- **Gives presentations using a variety of delivery methods, visual displays, and technology. C**

Key to using this document:

- **Items with Roman numerals in bold are COS standards.**

- **Bolded items after each standard are State/Diocesan benchmarks, from which test items are developed for the OGT.**

- **Items in regular print are state grade level indicators with the COS letter/number correlation.**

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- **All benchmarks appear on the reading/writing continuum.**

Grade 10 - Language Arts Standards, Benchmarks, and Grade-Level Indicators

Standards I: Reads a wide range of texts for a variety of purposes.

- A. *Reads a wide range of literature from many genres.*
1. Recognizes the characteristics of subgenres, including satire, parody, and allegory, and explains how choice of genre affects the expression of a theme or topic. I-A-1
 2. Analyzes the effectiveness of features (format, graphics, sequence, headers) used in various consumer documents (warranties, product information, instructional materials), functional or workplace documents (job-related materials, memoranda, instructions) and public documents (speeches or newspaper editorials). I-A-1, II-E-8, II-G-2
 3. Critiques functional and workplace documents (e.g., instructions, technical manuals, travel schedules, and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal. I-A-1, II-E-5,8, II-F-2
 4. Analyzes variations of universal themes in literary texts. I-A-2, II-F-6
- B. *Reads for a wide variety of purposes.*
1. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres, or recommendations from others). I-B, I-A, I-C-2
 2. Reads independently to gain information, express thoughts, increase self-knowledge etc. I-B-1-5, II-D-11
 3. Compares and contrasts motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society) using specific examples of characters' thoughts, words, and actions. I-B-5, II-F-4
- C. *Reads a wide range of literature from many periods.*
1. Analyzes the characteristics of various literary periods, and how the issues influence the writers of those periods. I-C-1
- D. *Comprehends a wide range of non-text material, including spoken and visual texts.*

Benchmark for Standards I and II:

- **Analyzes the use of genre to express a theme or topic. I-A-1**

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Mastered at third grade.
- B. *Develops word recognition and word analysis skills.*
1. Uses knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, math, and social studies). II-B-2
 2. Determines the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology, and textual features such as definitional footnotes and sidebars. II-B-5
 3. *Distinguishes between connotation and denotation.* II-B-6
 4. Examines and explains the influence of the English language on world literature, communications, and popular culture. II-B-7
- C. *Expands vocabulary by using a variety of methods.*
1. Analyzes the relationships of pairs of words in analogical statements (synonyms and antonyms, connotation and denotation) and infers word meanings from these relationships. II-C-4
 2. Defines the meaning of unknown words by using context clues and the author's use of comparison, contrast, and cause and effect. II-C-5, E-7, F-4,7
- D. *Reads phases, sentences, passages etc.*
1. ***Reads orally using appropriate fluency, expression, and phrasing.*** II-D-5
 2. Applies reading strategies, including making predictions, comparing and contrasting, recalling and summarizing, and making inferences and drawing conclusions. II-D-9, E-3,10, F-2,4,G-7,
3. Monitors own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in the text. II-D-9,10
- E. *Demonstrates literal comprehension skills.*
1. *Demonstrates an integrated knowledge of elements of literature: E-6*
 - a. analyzes the features of setting and their importance in a literary text;
 - b. analyzes the historical, social, and cultural context of setting;
 - c. compares and contrasts an author's use of direct and indirect characterization and ways in which characters reveal traits about themselves including dialect, dramatic monologues, and soliloquies; and
 - d. distinguishes how conflicts, parallel plots and subplots affect the pacing of action in literary text.
 2. Answers literal questions to demonstrate comprehension. II-E-10
- F. *Demonstrates interpretive comprehension skills.*
1. Examines an author's implicit and explicit philosophical assumptions and beliefs about a subject. II-F-2
 2. Evaluates the effectiveness and validity of arguments in public documents and their appeal to various audiences. II-F-2
 3. Distinguishes between valid and invalid inferences, and provides evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias, and stereotyping. II-F-2, G-6
 4. *Analyzes and/or evaluates social issues in texts in light of Catholic tradition.* II-F-5
 5. *Identifies an inferred main idea.* II-F-8
 6. Infers the literal and figurative meaning of words and phrases and discusses the function of figurative language including metaphors, similes, idioms, and puns. II-F-9

7. *Recognizes and analyzes the use of stylistic devices.* II-
- explains how foreshadowing and flashback are used to shape plot in a literary text;
 - recognizes how irony is used in a literary text;
 - analyzes the author's use of point of view, mood and tone;
 - explains how authors use symbols to create broader meanings;
 - describes the effect of using sound devices in literary texts (to create rhythm, to appeal to the senses, or to establish a mood); and
 - explains ways in which the author develops a point of view and style (figurative language, sentence structure, and tone), and cites specific examples from text.
8. Analyzes information found in maps, charts, tables, graphs, diagrams, cutaways, and overlays. E-1, F-2
9. Answers inferential, evaluative, and synthesizing questions to demonstrate comprehension. F-2, G-2
10. *Selects information from a variety of resources to support ideas, concepts, and interpretations.* F-7
- G. *Demonstrates critical thinking skills.*
- Analyzes an author's implicit and explicit argument, perspective, or viewpoint in text. G-2,6,5
 - Identifies an author's purpose and intended audience for the text. G-1,2
 - Assesses the adequacy, accuracy, and appropriateness of an author's details, identifying persuasive techniques (glittering generalities, bait and switch), and examples of bias and stereotyping. G-6
 - Identifies and understands organizational patterns(cause-effect, problem-solution) and techniques including repetition of ideas, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. G-1, D-7, F-5,8
 - Describes the features of rhetorical devices used in common types of public documents including newspaper editorials and speeches. G-1,2,5,6, F-3

6. Identifies appeals to authority, reason, and emotion. G-2

Reading Benchmarks:

- **Uses context clues and text structures to determine the meaning of new vocabulary.** E-7
- **Examines the relationships of analogical statements to infer word meaning.** E-4
- **Recognizes the importance and function of figurative language.** D-7
- **Explains how different events have influenced and changed the English language.** B-8
- **Applies reading comprehension strategies to understand grade-appropriate text.** D-9
- **Demonstrates comprehension of print and electronic text by responding to literal, inferential, evaluative and synthesizing questions.** E,F,G
- **Uses appropriate self-monitoring strategies for comprehension.** D-10
- **Evaluates how features and characteristics make information accessible and usable and how structures help authors achieve their purpose.** F-4,5
- **Identifies examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.** F-2, G-1,2,6
- **Analyzes whether graphics supplement textual information and promote the author's purpose.** E-1, G-1,2
- **Explains and analyzes how an author appeals to an audience and develops an argument or viewpoint in text.** G-5
- **Utilizes multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas.** F-2,4, G-2
- **Analyzes interactions between characters in literary text and how the interactions affect the plot.** E-6
-

- **Explains and analyzes how the context of setting and the author's choice of point of view impact a literary text.**
- **E-6, G-5**
- **Identifies the structural elements of the plot and explains how an author develops conflicts and plot to pace the events in literary text.** E-6
- **Identifies similar recurring themes across different works.** E-6
- **Identifies and analyzes how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning, and develop tone.** D-7, E-6, G-1
- **Explains techniques used by authors to develop style.** D-7, E-6

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Writes legibly in cursive.
- B. *Understands and develops a pre-writing process.*
- Determines a purpose and audience and plans strategies (adapting focus, content structure, and point of view) to address purpose and audience. II-B-1
 - Generates writing ideas through discussions with others and from printed material, and keeps a list of writing ideas. II-B-2
 - Uses organizational strategies (notes and outlines) to plan writing. II-B-2
 - Determines the usefulness of and applies appropriate pre-writing tasks (background reading, interviews, or surveys). II-B-2, C-8
 - Establishes and develops a clear thesis statement for informational writing or a clear plan or outline for narrative writing. II-B-2
 - Uses different points of view.* II-B-3
- C. Applies drafting and revision skills.
- Organizes writing to create a coherent whole with an effective and engaging introduction, conclusion, and closing sentence that summarizes, extends, or elaborates on points or ideas in writing. II-C-3

2. Uses paragraph form in writing, including topic sentences, arranging paragraphs in a logical sequence, using effective transitions and closing sentences, and maintaining coherence across the whole through the use of parallel structures. II-C-3,4,10,13
 3. Uses precise language, action verbs, sensory details, colorful modifiers, and style as appropriate to audience and purpose, and uses techniques to convey a personal style and voice. II-C-5,6,12,15,17
 4. *Uses the writing process to clarify personal thinking and understanding.* II-C-7
 5. **Experiments with a variety of organizational structures such as cause-effect, compare-contrast, and problem-solution.** II-C-9
 6. Uses correct grammar (e.g., verb tenses, proper placement of modifiers, parallel structure, indefinite and relative pronouns). II-C-12,13
 7. Uses clauses (e.g., main, subordinate, and phrases (e.g., gerund, infinitive, participial). II-C-14
 8. Uses a variety of sentence structures and lengths (simple, compound, and complex; parallel or repetitive sentence structure). II-C-11,13,14
 9. Uses resources and reference materials (dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice. II-C-16
 10. **Rereads and analyzes clarity of writing, consistency of point of view, and effectiveness of organizational structure.** II-C-18
 11. Rearranges words, sentences, and paragraphs, and adds transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. II-C-10,19
 12. Adds and deletes information and details to better elaborate on a stated central idea, and to more effectively accomplish a purpose. II-C-20
- D. Applies editing skills.
 1. Proofreads writing, edits to improve conventions (grammar, spelling, punctuation, and capitalization), and identifies and corrects fragments and run-ons, and eliminates inappropriate slang or informal language. II-D-1
 2. *Uses style manuals to locate and correct errors and to prepare documentation and reference lists.* II-D-2
 3. Applies tools (rubrics, checklist, feedback) to judge the quality of writing. II-D-3
 - E. Understands and uses conventions of print.
 1. Uses correct punctuation and capitalization. II-E-4
 2. Uses correct spelling conventions. II-E-6-8
 - F. Composes writing applications.
 1. *Writes in response to topic prompts demonstrating a sense of flow, organization, and clarity of thought.* II-F-2
 2. Writes responses to literature that organize an insightful interpretation that have clear ideas, premises, or images, and support judgments with specific references to the original text, to other texts, authors, or to prior knowledge. II-F-3
 3. Writes business letters, letters to the editor, and job applications that: II-F-4
 - a. address audience needs, stated purpose, and context in a clear and efficient manner;
 - b. follow the conventional style appropriate to the text using proper technical terms;
 - c. include appropriate facts and details;
 - d. exclude extraneous details and inconsistencies;
 - e. provide a sense of closure to the writing.
 4. Writes narratives that: II-F-5
 - a. sustain reader interest by pacing action, and developing an engaging plot (tension and suspense);
 - b. use a range of strategies and literary devices including figurative language and specific narration;
 - c. include an organized, well developed structure.
 5. Prepares informational essays or reports, including research, that
 - a. pose relevant and tightly drawn questions that engage the reader;
 - b. provide a clear and accurate perspective on the subject;
 - c. create an organizing structure appropriate to the purpose, audience, and context.
 - d. support the main idea with facts, details, examples, and explanations from sources; and
 - e. document sources and include a bibliography.
 6. Writes persuasive compositions that: II-F-5
 - a. support arguments with detailed evidence;
 - b. exclude irrelevant information; and
 - c. cite sources of information.
 7. Produces other forms of writing such as journals, notes, and poems for various purposes. II-F-6
 - G. Publishes writing applications.
 1. Prepares for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design, and graphics to enhance the final product. II-G-1
 2. Publishes writing for display or for sharing with others. II-G-2
 3. Contributes to a writing collection. II-G-3

Writing Benchmarks:

- **Formulates writing ideas and identifies a topic appropriate to the purpose and audience.** C-1
- **Determines the usefulness of organizers and applies appropriate pre-writing tasks.** C-2
- **Uses revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice, and transitions between paragraphs, passages, or ideas.** C-5,10,11
- **Edits to improve fluency, grammar, and usage.** D-1
- **Applies tools to judge the quality of writing.** D-3

- Prepares writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics. G-1
- Composes narratives that establish a specific setting, plot and consistent point of view, and develop characters by using sensory details and concrete language. F-5
- Writes responses to literature that extend beyond the summary and support references to the text, other works, other authors, or to personal knowledge. F-3
- Produces letters that follow conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. F-4
- Uses documented textual evidence to justify interpretations of literature, or to support a research topic. F-3,5
- Writes a persuasive piece that states a clear position, includes relevant information, and offers compelling evidence in the form of facts and details. F-5
- Uses correct spelling conventions. E-6-8
- Uses correct punctuation and capitalization. E-5
- Demonstrates understanding of the grammatical conventions of the English language. C-12

Standard IV: Uses a variety of informational and technological resources to communicate.

A. *Demonstrates research techniques.*

1. Composes open-ended questions for research (assigned or personal interest) and modifies questions as necessary during inquiry and investigation to narrow the focus or to extend the investigation. IV-A-1
2. Determines the usefulness of and applies appropriate pre-writing tasks (background reading, interviews or surveys). III-B-2

3. Identifies appropriate sources and gathers relevant information from multiple sources (school library, online databases, electronic resources, and Internet-based resources). IV-A-2, B-2, C-1-2
4. Determines the accuracy of sources and the credibility of the author by analyzing the source's validity (authority, accuracy, objectivity, publication date and coverage etc). IV-A-3
5. Evaluates and systematically organizes the important information and selects appropriate sources to support central ideas, concepts and themes. IV-A-3
6. Integrates quotations and citations into written text, maintaining a flow of ideas. IV-A-3
7. Uses a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. IV-A-6, D-1-3
8. Uses style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. III-D-2

B. Included in A.

C. Included in A.

D. Included in A.

Benchmarks for Research:

- **Formulates open-ended research questions suitable for investigation and adjusts questions as necessary while research is conducted. A-1**
- **Evaluates the usefulness and credibility of data and sources. A-3**
- **Organizes information from various resources and selects appropriate sources to support central ideas, concepts, and themes. IV-A-3**
- **Uses style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. III-D-2**

- **Communicates findings, reporting on the substance and processes orally, visually, and in writing or through multimedia. IV-A-6, D-1-3**

Standard V: Demonstrates competence in speaking, listening and viewing as tools for learning and effective communication.

A. Listens to/views different materials from a variety of sources.

1. Applies active listening strategies (monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace, recognizing and interpreting non-verbal clues) in a variety of situations. V-A
2. Identifies types of arguments used by the speaker, such as authority and appeals to emotion. V-A
3. Evaluates the credibility of the speaker (hidden agendas, slanted or biased material) and recognizes fallacies of reasoning used in presentation and media messages. V-A
4. Identifies the speaker's choice of language and delivery style (repetition, appeal to emotion, eye contact) and how they contribute to meaning. V-A

B. Uses language and speaking skills appropriate to the audience, situation, and purpose.

1. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. V-B
2. Adjusts volume, phrasing, enunciation, voice modulation, and inflection to stress important ideas, and impact audience response.
3. Varies language choices as appropriate to the context of the speech. V-B

C. Uses speaking skills in increasingly sophisticated ways.

1. Delivers information presentations that: V-C
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories, and anecdotes;

- c. include an effective introduction and conclusion and use a consistent organizational structure (cause-effect, compare-contrast, problem solution);
 - d. use appropriate visual aids; and
 - e. draw from multiple sources and identify sources used.
2. Delivers formal and informal descriptive presentations that convey relevant information and descriptive details. V-C
 3. Delivers persuasive presentations that: V-C
 - a. establish and develop a logical and controlled argument;
 - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias;
 - c. consistently use common organizational structures (cause-effect, compare-contrast, problem-solution).
 - d. use persuasive strategies such as rhetorical devices, anecdotes, and appeals to emotion, authority and reason; and
 - e. use speaking techniques (reasoning, emotional appeal, case studies or analogies).

- **Provides persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis. C**
- **Gives presentations using a variety of delivery methods, visual displays, and technology. C**

Key to using this document:

- **Items in bold with Roman numerals are COS standards.**
- **Bolded items after each standard are State/Diocesan benchmarks, from which test items are developed for the OGT.**
- Items in regular print are state grade level indicators with the COS letter/number correlation.
- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

Benchmarks for Communication: Oral and Visual:

- **Uses a variety of strategies to enhance listening comprehension. A**
- **Analyzes the techniques used by speakers and media to influence an audience and evaluate the effect this has on the credibility of a speaker or media message. A**
- **Evaluates the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. A**
- **Demonstrates an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. A**
- **Gives information presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources, and use a consistent organizational structure. C**

Advanced Communications

The student will:

1. identify and utilize the elements of writing organization III-B
2. edit for grammar, spelling, and punctuation III-D
3. develop writing that: III-C
 - a. contains a topic sentence, supporting details, and conclusion;
 - b. uses transitional words or phrases to indicate comparison/contrast, chronological order, degree of importance, or spatial order etc.;
 - c. contains a variety of sentences;
 - d. is clear and precisely written; and
 - e. is consistent in tense, voice, person, and tone
4. respond to a literary work through a well-developed and interesting essay that: III-C-D
 - a. includes an introductory paragraph with a thesis statement that establishes a tone;
 - b. incorporates textual evidence and evaluates elements such as theme, character, structure, setting, imagery, tone, or point of view; and
 - c. recommends an action or offers a personal judgment, and contains a position statement, supporting evidence, and an appropriate conclusion
5. compose a precis and paraphrase III-F
6. identify and/or use bibliography and footnotes IV-A-4
7. identify and/or use the appropriate format to complete a research paper III-G-1
8. recognize and avoid plagiarism IV-A-5

Advanced Communications continued

The student will:

9. recognize and/or employ inductive and deductive reasoning II-G-2, V-C
10. recognize and/or avoid fallacies in reasoning II-G-6, V-C
11. recognize importance of oral communication in daily life I-D
12. identify importance of non-verbal communication I-D
13. improve listening skills V-A
14. recognize stage fright symptoms and how to deal with them V-C
15. deliver a speech to persuade, inform, or entertain that: V-B,C
 - a. has a suitable topic;
 - b. develops a topic logically;
 - c. utilizes effective vocabulary and sentence construction based upon purpose and audience; and
 - d. modulates volume, pitch, speaking rate of voice during delivery
16. perform an oral interpretation V-B,C
17. critique a speech or an oral presentation using a set of criteria II-G-2, V-C

English Language and Composition

THE COURSE

Introduction

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Goals

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), the American Psychological Association (APA), and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing.

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College writing programs recognize that skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work. This experience of the process of composing is the essence of the first-year writing course, and AP English Language and Composition should emphasize this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays cannot be part of the AP Exam, the experience of writing them will help make students more self-aware and flexible writers and thus may help their performance on the exam itself. The various AP English Language Released Exams and AP Central (apcentral.collegeboard.com) provide sample student essay responses to exercises that can be useful as timed writing assignments and as the basis for extended writing projects.

An AP English Language and Composition course may be organized in a variety of ways. It might be organized thematically around a group of ideas or issues, using a variety of works and examining rhetorical strategies and stylistic choices. A course focus on the theme of liberty, for example, might use such writers as John Stuart Mill, Frederick Douglass, Toni Morrison, Susan B. Anthony, Joseph Sobran, Elie Wiesel, Emile Zola, and Mary Wollstonecraft to examine the wealth of approaches to subject and audience that these writers display. Another possibility is to organize a course around sequences of assignments devoted to writing in particular forms (argumentative, narrative, expository) or to group readings and writing assignments by form, theme, or voice, asking students to identify writers' strategies and then practice them themselves. Still another alternative is to use genre as an organizing principle for a course, studying how the novel, compared to the autobiography, offers different possibilities for writers, and how classical debate or argument influences in ways that are not the same as those used in consensus building. The study of language itself—differences between oral and written discourse, formal and informal language, historical changes in speech and writing—is often a productive organizing strategy for teachers.

Whatever form the course takes, students write in both informal and formal contexts to gain authority and learn to take risks in writing. Imitation exercises, journal keeping, collaborative writing, and in-class responses are all good ways of helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading (see the *AP English Language and Composition Teacher's Guide* for ideas on readings and sample curricula). Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of text themselves.

In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of the AP English Language and Composition course. Students move past assignments that

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allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used. One way to help students synthesize and evaluate their sources in this way is the researched argument paper.

Researched argument papers help students to formulate varied, informed arguments. Unlike the traditional research paper, in which works are often summarized but not evaluated or used to support the writer's own ideas, the researched argument paper asks students to consider each source as a text that was itself written for a particular audience and purpose. Researched argument papers remind students that they must sort through disparate interpretations to analyze, reflect upon, and write about a topic. When students are asked to bring the experience and opinions of others into their essays in this way, they enter into conversations with other writers and thinkers. The results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.

While the AP English Language and Composition course assumes that students already understand and use standard English grammar, it also reflects the practice of reinforcing writing conventions at every level. Therefore, occasionally the exam may contain multiple-choice questions on usage to reflect the link between grammar and style. The intense concentration on language use in the course enhances students' ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP English Language and Composition course. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.

Because the AP course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, it is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their AP English Language and Composition students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in the AP class.

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Upon completing the AP English Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Representative Authors

There is no recommended or required reading list for the AP English Language and Composition course. The following authors are provided simply to suggest the range and quality of reading expected in the course. Teachers may select authors from the names below or may choose others of comparable quality and complexity.

Autobiographers and Diarists

Melba Patillo Beals, James Boswell, Judith Ortiz Cofer, Jill Ker Conway, Thomas De Quincey, Frederick Douglass, Benjamin Franklin, Stephanie Elizondo Griest, Elva Trevino Hart, Harriet Jacobs (Linda Brent), Helen Keller, Maxine Hong Kingston, T. E. Lawrence, Frank McCourt, Samuel Pepys, Richard Rodriguez, Richard Wright, Malcolm X, Anzia Yezierska

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Biographers and History Writers

Lerone Bennett Jr., James Boswell, Thomas Carlyle, Winston Churchill, Vine Deloria Jr., Leon Edel, Richard Ellmann, Niall Ferguson, Shelby Foote, John Hope Franklin, Antonia Fraser, Edward Gibbon, Richard Holmes, Gerda Lerner, Thomas Macaulay, Francis Parkman, Arnold Rampersad, Simon Schama, Arthur M. Schlesinger, Ronald Takaki, George Trevelyan, Barbara Tuchman, Laurel Thatcher Ulrich

Critics

Paula Gunn Allen, Gloria Anzaldúa, Michael Arlen, Matthew Arnold, Sven Birkerts, Susan Bordo, Judith Butler, Kenneth Clark, Samuel Taylor Coleridge, Arlene Croce, Ralph Waldo Emerson, Henry Louis Gates Jr., William Hazlitt, Christopher Hitchens, bell hooks, Samuel Johnson, Pauline Kael, Joyce Carol Oates, Walter Pater, John Ruskin, Edward Said, George Santayana, George Bernard Shaw, Susan Sontag, Cornel West, Oscar Wilde, Edmund Wilson

Essayists and Fiction Writers

Joseph Addison, James Agee, Margaret Atwood, Francis Bacon, James Baldwin, G. K. Chesterton, Joan Didion, Ralph Waldo Emerson, Paul Fussell, Mavis Gallant, Nadine Gordimer, Elizabeth Hardwick, Edward Hoagland, Zora Neale Hurston, Barbara Kingsolver, Jamaica Kincaid, Charles Lamb, Philip Lopate, Norman Mailer, Nancy Mairs, Mary McCarthy, N. Scott Momaday, Michel de Montaigne, V. S. Naipaul, Geoffrey Nunberg, Tillie Olsen, George Orwell, Cynthia Ozick, Francine Prose, Ishmael Reed, Adrienne Rich, Mordecai Richler, Sharman Apt Russell, Scott Russell Sanders, David Sedaris, Richard Selzer, Leslie Marmon Silko, Richard Steele, Shelby Steele, Henry David Thoreau, John Updike, Alice Walker, Eudora Welty, E. B. White, Terry Tempest Williams, Virginia Woolf

Journalists

Roger Angell, Dave Barry, David Brooks, Maureen Dowd, Elizabeth Drew, Nora Ephron, M. F. K. Fisher, Frances Fitzgerald, Janet Flanner (*Genêt*), Thomas L. Friedman, Ellen Goodman, David Halberstam, John Hersey, Paul Krugman, Alex Kuczynski, Andy Logan, John McPhee, H. L. Mencken, Jessica Mitford, Jan Morris, Donald M. Murray, Susan Orlean, Rick Reilly, David Remnick, Red Smith, Lincoln Steffens, Paul Theroux, Calvin Trillin, Cynthia Tucker, Tom Wolfe

Political Writers

Hannah Arendt, Simone de Beauvoir, William F. Buckley, Jean de Crèvecoeur, W. E. B. Du Bois, Margaret Fuller, John Kenneth Galbraith, Charlotte Perkins Gilman, Chris Hedges, Thomas Hobbes, Thomas Jefferson, George Kennan, Martin Luther King Jr., Naomi Klein, Lewis H. Lapham, John Locke, Niccolò Machiavelli, John Stuart Mill, John Milton, Thomas More, Thomas Paine, Olive Schreiner, Jonathan Swift, Alexis de Tocqueville, Gore Vidal, George Will, Garry Wills, Mary Wollstonecraft

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Science and Nature Writers

Edward Abbey, Diane Ackerman, Natalie Angier, Wendell Berry, Jacob Bronowski, Rachel Carson, Charles Darwin, Richard Dawkins, Daniel Dennett, Jared Diamond, Annie Dillard, Gretel Ehrlich, Loren Eiseley, Timothy Ferris, Tim Flannery, Richard Fortey, Atul Gawande, Stephen Jay Gould, Evelyn Fox Keller, Aldo Leopold, Barry Lopez, Peter Matthiessen, Bill McKibben, Margaret Mead, John Muir, Steven Pinker, David Quammen, Carl Sagan, Lewis Thomas, Jonathan Weiner, E. O. Wilson

American Literature

The student will:

1. read selections representative of the American multi-cultural heritage I-A-1, B-5, C-1,2
2. demonstrate knowledge and understanding of the various themes inherent in American literary tradition I-C-2
3. recognize the influence of major historical periods and developments in/on American literature I-C-1
4. recognize the influence of religion and politics in/on American literature I-C-1
5. identify typical American characteristics (independence, patriotism, industry, practicality, tolerance, sense of justice, sense of humor, etc.) as they evolve in American literary tradition I-A-1
6. analyze in discussion and writing the stylistic devices in selected works II-F-10, III-F-5, V-B,C
7. evaluate in discussion and in writing the values present in a given piece of American literature III-F-5, V-B,C
8. listen carefully to discussion or to media presentations in order to expand his/her understanding of American literature. I-D, V-A

British Literature

The student will:

1. read selections representative of the British heritage I-A-1, B-5, C-1,2
2. demonstrate knowledge and understanding of the various themes inherent in British literary tradition I-C-2
3. recognize the influence of major historical periods and developments in/on British literature I-C-1
4. recognize the influence of religion and politics in/on British literature I-C-1
5. identify and analyze the major literary movements, writers, and works I-C-1,2
6. analyze in discussion and writing the stylistic devices in selected works II-F-10, III-F-5, V-B,C
7. evaluate in discussion and in writing the values present in a given piece of British literature III-F-5, V-B,C

World Literature

The student will:

1. recognize the problems inherent in the translation of literature from one language to another I-A-1
2. recognize the features considered to be important in representative works I-A-1
3. recognize the universality of the human condition through the ages I-B-5
4. recognize the cultural background and content of literature I-B-3, C-1

Creative Writing

The student will:

1. write daily in a writer's journal III-F-6
2. develop some journal entries into finished original compositions III-F-5
3. read short works of poetry and narratives composed by professional writers I-C-2
4. read short works of poetry and narratives composed by peers I-C-2
5. model writing based on examples of other writers III-B-1
6. read original work aloud for reactions and feedback V-B,C
7. contribute to a writing collection III-G-3
8. present a piece(s) of writing from the collection for teacher and/or peer evaluation III-G-3, V-B,C
9. revise some of the work evaluated, and do a second presentation for reactions and feedback III-C
10. self-publish and/or orally present a small selection of his/her creative work III-G, V-B,C

Journalism

The student will:

1. cite some of the highlights of the history of journalism I-B-1
2. explain the role of journalism in today's society II-F-2,G-2
3. develop the ability to evaluate the school and professional newspapers II-F-2,G-2
4. show awareness of the ethics and responsibilities of journalism, and the laws that cover the freedom of the press
Social Studies V-K
5. explore the scope of modern journalism by reading newspapers, magazines, advertising copy, public relations material, etc.
II-E,F,G
6. practice functions of copy reading I-E
7. develop the ability to write in a journalistic style: news, features, editorials, columns, headlines, and advertising
III-B-1
8. correct errors in grammar and word usage that are frequently found in news writing III-D
9. practice editing and layout techniques of the newspaper III-D, Visual Arts I-d,e,g,h
10. use the proof-reader's symbols and procedures in marking copy for publication III-D
11. explain why effective communication in producing media is necessary II-F,G
12. compare newspaper reporting to modern newscasting II-F-4
13. recognize both bias and objectivity in reporting II-G-5,6

Journalism continued

The student will:

14. practice listening skills in an interview situation V-A
15. plan and conduct interviews with students, faculty, and community members V-B,C
16. use effective speaking techniques to present the news and own opinions about the news to classmates V-B,C.

Newspaper Production

The student will:

1. read and report on the creative uses of copy and photos in newspapers and newsmagazines II-E, V-A-6
2. read and evaluate several types of newspapers I-A-1
3. read to edit the newspaper III-D-1,2
4. explain the structure and format of a newspaper I-A-1
5. demonstrate the ability to write for, edit, and lay out the school newspaper III-D-1,2, III-B,C, Visual Arts, I-b,d,g
6. explain the visual impact of the newspaper, especially in the use of photographs Visual Arts-I-d,g
7. contrast the impact of a newspaper article to the impact of the televised news story II-F-4, Visual Arts-I-g
8. understand the need for effective oral communication in the production of the newspaper V-B,C
9. demonstrate effective speaking techniques in interviews with student, faculty, and the community V-B,C
10. sell advertising V-B,C
11. demonstrate ability to meet deadlines
12. create advertising layouts Visual Arts-I-b,e,g,h,k, II-a,b,c,d,e,h,j,l

Reading Skills

The student will:

1. read a variety of literature to identify examples of the imagery and richness of language I-A
2. develop techniques to criticize the effectiveness of pieces of literature II-G
3. increase reading rate and modify rate of reading according to reading purpose II-D-6
4. use reading as a learning tool I-B-1-5
5. develop vocabulary through reading II-C
6. identify the steps of the writing process III-A-G
7. use the writing process to produce well-developed paragraphs related to selected and assigned readings II-A-G
8. develop listening strategies V-A
9. make oral presentations and speak extemporaneously V-B,C

Speech

The student will:

1. read and/or listen a variety of speeches to recognize the techniques used in effective communication I-A-1, D, V-A
2. read and/or listen to speeches to discern the speaker's/writer's procedure and purpose I-D, II-G-1, V-A
3. read and discuss great speeches from the past I-A-1, I-C-2
4. read speeches to distinguish among literal, critical, and interpretative levels of speaking I-A-1, V-A
5. write an analysis of some of the speeches heard and/or read I-D, III-F-5
6. write speeches that include clear organization, meaningful sentence structure, and correct diction III-C
7. analyze the impact of the visual aspect of a television speech V-A, Visual Arts-I-g
8. analyze oral communication heard through the media I-D, V-A
9. draw logical conclusions about the messages heard through the media I-D, V-A
10. recognize bias in oral and visual communication I-D, II-G-6
11. prepare and use audio-visual materials effectively IV-C-3
12. present a variety of speeches (e.g., persuasive, demonstration, panel discussion, oral interpretations, etc.) to an audience V-B,C
13. prepare for and participate in discussions V-B,C

Stratford

The student will:

1. understand the elements of drama as a literary art I-A-1
2. explain Shakespear's prominent place in the history of drama I-C-2
3. read drama to understand how it is a form of man's creativity, a record of his history, and expression of his ideals I-B-1,5, C-1
4. list the major periods in the history of the theater and explain the importance of Shakespeare in that history I-B-1, II-G-2
5. read the plays to be seen on the tour II-E-G
6. demonstrate the composition skills necessary to do an analytical paper on the dramas seen in Stratford III-C,D,E,F-5
7. keep a journal of impressions of plays, tours, and after-play talk with actors III-F-6
8. list the qualities of a literary art that depends on listening and visual attention I-A-1
9. listen to professional actors to become familiar with stage diction V-B,C
10. examine the elements that make a play interesting, compelling, effective, and worthwhile I-A-1

Theatre

The student will:

1. develop vocabulary specific to the theatre II-C-1
2. study different genre presented in the theatre I-A-1
3. learn specific acting techniques V-B,C
4. learn elements of theatre design: scenery, costumes, lighting. Visual Arts I-d,h,k
5. write a paper concerning the theatre III-B-1, C-G
6. present the written paper concerning the theatre V-B,C
7. critique professional works II-G
8. learn to do improvisation V-B,C
9. demonstrate the ability to act in scenes and deliver monologues V-B,C
10. learn elements of advanced design Visual Arts, I-d,h,k

Yearbook Production

The student will:

1. read the instructional materials, and examine other yearbooks, magazines and design materials to become familiar with trends in yearbook production I-A-1, II-E
2. read and edit all copy in the yearbook II-E, III-D
3. create in pictures and words a publication for various audiences: a memory book for students, a history of the school for students, parents and alumni, and a public relations vehicle for the community III-B-2
4. develop and practice the composition skills necessary to write good yearbook copy III-B,C,D,E,F
5. write, edit, and lay out the yearbook III-B,C,D, Visual Arts-I-h
6. work creatively and collaboratively to produce a yearbook that is visually appealing Visual Arts-I-d,e,g,h
7. incorporate the fundamentals of visual design: dominance, eye movement, unity, balance, use of white space, gutters, and continuity Visual Arts-I-d,e,g,h
8. learn the basics of photography and photo composition Visual Arts-VI-a
9. communicate effectively with peers and adults in the production of the yearbook V-B,C
10. demonstrate effective speaking and writing techniques in selling the yearbook V-B,C

Yearbook Production Continued

The student will:

11. sell advertising and collect monies and the ad copy V-B,C, Math-III-B
12. demonstrate the ability to meet deadlines Life Skill
13. create advertising layout Visual Arts-I-d,e,g,h
14. learn and practice bookkeeping skills Math-II-E