

Language Arts

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

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

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

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

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PROGRAM GOAL I: LISTENING SKILLS

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

PROGRAM OBJECTIVES:

- A. Listens to develop basic listening skills
- B. Listens to develop critical listening skills
- C. Listens for application and enjoyment

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	BASIC LISTENING SKILLS									
A1.	Discriminates sounds that are similar/different; loud/soft	I	M							
A2.	Detects descriptive picture words to form mental	I	D	D	M					
A3.	Listens without interrupting	I	D	D	M					
A4.	Tunes out distracting sounds	I	D	D	D	D	D	M		
A5.	Retells what was heard	I	D	D	D	M				
A6.	Takes directions and assignments by listening	I	D	D	D	M				
B.	CRITICAL LISTENING SKILLS									
B1.	Takes notes and asks questions				I	D	D	D	D	D
B2.	Identifies specific songs	I	D	M						
B3.	Identifies rhyming words	I	D	D	M					
B4.	Answers specific questions	I	D	D	D	M				
B5.	Distinguishes between questions, statements, exclamations, and commands	I	D	D	M					
B6.	Recalls main idea and main points	I	D	D	D	D	D	D	M	
B7.	Recalls details/supporting details	I	D	D	D	D	D	D	M	
B8.	Recalls sequence	I	D	D	D	D	D	M		

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B9.	Predicts outcomes	I	D	D	D	D	D	M		
B10.	Interprets information		I	D	D	D	D	D	D	D
B11.	Evaluates information		I	D	D	D	D	D	D	D
B12.	Correlates information		I	D	D	D	D	D	D	D
B13.	Distinguishes between fact and opinion		I	D	D	D	D	M		
B14.	Demonstrates the ability to listen to the thoughts, views, and opinions of others in small and large groups	I	D	D	D	D	D	D	D	D
B15.	Responds to a piece of writing through listening	I	D	D	D	D	D	M		
B16.	Notes the speaker's attitude/view toward a subject while listening							I	D	D
C.	APPRECIATION AND ENJOYMENT									
C1.	Demonstrates the ability to listen attentively to a variety of literary genre through a variety of mediums	I	D	D	D	D	D	D	D	D
C2.	Demonstrates understanding of the importance of good listening	I	D	D	D	D	M			

PROGRAM GOAL II: **SPEAKING SKILLS**

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

PROGRAM OBJECTIVES:

SKILL LEVELS:

- | | |
|--|-------------------|
| A. Speaking to develop general oral communication skills | I-Introduce |
| B. Speaking to develop oral language | D-Develop |
| | M-Master/Maintain |

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A.	GENERAL ORAL COMMUNICATION SKILLS										
A1.	Exhibits tone of voice appropriate for the purpose	I	D	D	D	M					
A2.	Develops enunciation	D	D	D	D	D	D	D	M		
A3.	Pronounces words correctly	D	D	D	D	D	D	M			
A4.	Exhibits audible volume/pitch of voice appropriate to the purpose	I	D	D	D	D	D	M			
A5.	Speaks with appropriate tempo	I	D	D	D	D	D	M			
A6.	Speaks with meaningful inflection	I	D	D	D	D	D	D	M		
A7.	Exhibits appropriate facial expressions, gestures, posture, and eye contact	I	D	D	D	D	D	D	D	M	
A8.	Speaks/recites from memory	I	D	D	D	D	D	D	M		
A9.	Speaks in complete sentences	I	D	D	M						
A10.	Shares ideas/experiences with others through collaborative conversation	I	D	D	D	D	M				
A11.	Communicates appropriately with respect to the situation and the audience	I	D	D	D	D	D	M			
A12.	Includes multimedia in oral presentations					I	D	D	D	D	
A13.	Speaks fluently	I	D	D	D	D	D	D	D	M	
A14.	Differentiates between situations in which it is appropriate for formal and informal speaking					I	D	D	D	M	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B.	ORAL LANGUAGE DEVELOPMENT									
B1.	Tells simple stories from personal experiences	I	D	M						
B2.	Describes people, objects, places, and events	I	D	M						
B3.	Describes ideas, feelings, and concepts using descriptive details	I	D	D	D	M				
B4.	Participates in group story development and builds on other's ideas	I	D	D	D	M				
B5.	Draws, describes, or interprets simple events in a picture to go with a story	I	D	M						
B6.	Tells a story with appropriate facts and descriptive details		I	D	D	D	M			
B7.	Chooses appropriate topics for a speaking situation		I	D	D	D	D	M		
B8.	Includes visual displays or multimedia components in oral presentations		I	D	D	D	D	D	D	M
B9.	Gives formalized speeches/reports for a variety of audiences and purposes					I	D	D	D	D
B10.	Organizes an effective introduction to prepare audience for content of speech							I	D	D
B11.	Uses aids to speaking (i.e. notes cards, lecterns, props, etc.) effectively					I	D	D	D	D
B12.	Plans time element appropriate to speaking							I	D	D
B13.	Develops a sense of self-responsibility for participating in discussion and conversation	I	D	D	D	D	D	D	D	D
B14.	Participates in classroom group discussions	I	D	D	D	D	D	M		
B15.	Speaks to inform	I	D	D	D	D	D	D	D	M
B16.	Speaks to persuade			I	D	D	D	D	D	D
B17.	Identifies supporting details in oral messages	I	D	D	D	D	D	D	M	
B18.	Summarizes the points of a speaker by supporting with reasons and evidence				I	D	D	D	M	
B19.	Paraphrases information presented or reads utilizing a variety of formats				I	D	D	D	M	
B20.	Expresses own point of view and defends with evidence					I	D	D	D	D

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B21.	Responds appropriately to questions		I	D	D	D	D	M			
B22.	Gives concise and accurate directions or instructions			I	D	D	D	D	M		
B23.	Summarizes orally	I	D	D	D	D	D	D	D	M	
B24.	Retells events of a story in sequence	I	D	D	D	D	D	D	M		
B25.	Participates in dramatization and role playing	I	D	D	D	D	D	D	D	D	
B26.	Speaks in choral reading format	I	D	D	D	D	D	M			
B27.	Makes formal announcements	I	D	D	D	D	D	D	M		
B28.	Experiences reading at the liturgy and prayer opportunities	I	D	D	D	D	D	D	D	D	
B29.	Discusses personal reading and writing with teacher, peers, and others	I	D	D	D	D	D	D	D	D	
B30.	Shares background information on a topic orally	I	D	D	D	D	D	M			
B31.	Asks questions for clarification on topics and texts under discussion	I	D	D	D	D	D	D	D	D	
B32.	Asks literal questions	I	D	D	D	D	D	M			
B33.	Asks interpretive questions		I	D	D	D	D	D	D	D	
B34.	Asks inferential questions		I	D	D	D	D	D	D	D	
B35.	Asks evaluative questions	I	D	D	D	D	D	D	D	D	
B36.	Chooses language appropriate to the purpose (inform, entertain, persuade, etc.)		I	D	D	D	D	D	D	D	
B37.	Recognizes when the intended audience does or does not understand the message						I	D	D	D	
B38.	Uses language in words, phrases, and sentences appropriate to the situation	I	D	D	D	D	D	D	D	M	
B39.	Responds with complete sentences in order to provide requested details		I	D	M						
B40.	Creates audio recordings of various genre			I	D	D	D	M			
B41.	Analyzes the purpose of information presented in media and evaluate the motives behind its presentation							I	D	D	

PROGRAM GOAL III: **READING SKILLS**

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

PROGRAM OBJECTIVES:

- A. Develops Language/Literacy skills to begin and continue lifelong reading
- B. Develops Word Study/Vocabulary skills to develop tools for decoding and understanding words
- C. Develops Comprehension skills to derive meaning and understanding from text
- D. Develops an understanding and appreciation of Reading/Material/Literature with applications to independent reading
- E. Develops Study Skills/Life Skills/ Learning Strategies to develop tools for self-responsibility and applications to independent learning and reading

SKILL LEVELS:

I-Introduce

D-Develop

M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	LANGUAGE/LITERACY DEVELOPMENT									
A1.	Develops and expands the desire to read	D	D	D	D	D	D	D	D	D
A2.	Uses language/reading as a major tool for learning in all subject areas	D	D	D	D	D	D	M		
A3.	Recognizes that reading functions as a pleasurable activity	D	D	D	D	D	D	M		
A4.	Engages in daily reading for a variety of purposes including pleasure and information	I	D	D	D	D	D	D	D	D
A5.	Recognizes reading as a meaning-seeking process	I	D	D	D	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A6.	Engages in personal response to language/literature/reading materials through reading, writing, listening, and speaking	I	D	D	D	D	D	M		
A7.	Engages in activities that assess prior knowledge of the topic as a pre-reading/language development function	I	D	D	D	D	D	M		
A8.	Accepts and understands the value of feedback (reactions, suggestions, constructive criticism, etc.) from peers, teachers, and others in relation to language activities	I	D	D	D	D	D	D	D	D
A9.	Engages in activities that involve parents/significant adults/others in supporting the reading/language development process	I	D	D	D	D	D	D	D	D
A10.	Participates in activities that celebrate the successes of reading/language development	D	D	D	D	D	D	D	D	D
A11.	Engages in activities that apply reading and language skills to specific purposes and everyday living needs	I	D	D	D	D	D	D	M	
A12.	Describes objects and pictures	D	D	M						
A13.	Identifies likenesses and differences in colors, shapes, and objects	D	M							
A14.	Identifies likenesses and differences in letters, numerals, and words	D	M							
A15.	Recognizes the relationship between the spoken word and written word	D	D	M						
A16.	Uses top to bottom/left to right progression	D	M							
A17.	Uses left to right eye movement when tracking print/reading	D	M							
A18.	Identifies and uses capital letters, lower case letters, and numerals 0-10	D	M							
A19.	Recognizes and sequences the letters of the alphabet	D	M							
A20.	Understands meaning of position (up, under, over, etc.) and size (large, small, etc.) words	D	D	M						
A21.	Recognizes the relationship between letter and sound correspondence	I	D	M						
A22.	Recognizes the organization of a sentence (capitalization of first word and ending punctuation)	I	M							

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A23.	Understands that words in print are separated by a space	I	M							
B.	WORD STUDY/VOCABULARY DEVELOPMENT									
B1.	Develops an awareness that printed words have meaning	D	M							
B2.	Identifies and develops rhyming words	I	D	M						
B3.	Identifies the sounds the consonant letters represent	D	D	M						
B4.	Uses initial consonants in word analysis skills	D	D	M						
B5.	Uses final consonants in word analysis skills	I	D	M						
B6.	Uses initial and final consonant blends	D	D	M						
B7.	Uses initial and final consonant digraphs	I	M							
B8.	Uses long and short vowels	I	D	M						
B9.	Uses vowel digraphs and diphthongs	I	D	M						
B10.	Uses r-controlled and l-controlled vowels	I	D	M						
B11.	Uses the correct inflection of words		I	D	M					
B12.	Reads common high frequency words	I	D	M						
B13.	Uses word syllabication	I	D	D	D	D	D	M		
B14.	Adds common prefixes to words and uses words with prefixes		I	D	D	M				
B15.	Adds common suffixes to words and uses words with suffixes	I	D	D	M					
B16.	Uses base words to develop word meaning		I	D	D	M				
B17.	Uses compound words to develop meaning	I	D	D	M					
B18.	Uses multiple-meaning words to develop meaning		I	D	D	D	D	M		
B19.	Uses contractions to develop word meaning	I	D	D	D	D	M			
B20.	Distinguishes between the denotation and connotation of words					I	D	D	D	D
B21.	Uses the relationship between letters and sounds as a strategy to understand unfamiliar words and promote fluent reading	I	D	D	D	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B22.	Develops vocabulary by reading words in isolation and context at an appropriate developmental level	I	D	D	M					
B23.	Uses the knowledge of useful and familiar words as a strategy to develop word meaning and to understand unfamiliar words		I	D	D	M				
B24.	Uses context clues as a strategy to develop word meaning and to understand unfamiliar words	I	D	D	D	D	M			
B25.	Develops vocabulary by using homophones and homographs		I	D	D	M				
B26.	Develops vocabulary by using synonyms and antonyms		I	D	D	D	M			
B27.	Develops vocabulary by using word classification skills	I	D	D	D	D	M			
B28.	Develops vocabulary by using analogies				I	D	D	D	D	D
B29.	Develops vocabulary by using graphic organizers		I	D	D	D	D	D	D	D
B30.	Demonstrates expansion of reading vocabulary through a variety of methods that are appropriate to grade level	I	D	D	D	D	D	M		
C.	COMPREHENSION DEVELOPMENT									
C1.	Develops an awareness of the relationship of one idea to another in relation to a story/selection/topic	I	D	D	M					
C2.	Describes picture details in relation to a story/selection	I	D	D	M					
C3.	Sequences pictures in relation to a story/selection	I	D	D	M					
C4.	Distinguishes between fact and fantasy	I	D	M						
C5.	States what is already known about a topic/situation to assess prior knowledge before reading	I	D	D	D	D	D	M		
C6.	Relates personal experiences or opinions in relation to selection/topic	I	D	D	D	D	D	M		
C7.	Forms a mental image of an idea/ situation	I	D	D	D	M				
C8.	Retells a story	I	D	D	D	M				

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
C9.	Sequences a story using transition words	I	D	D	D	D	D	D	M		
C10.	Compares/contrasts characters in a story	I	D	D	D	M					
C11.	Compares/contrasts ideas in a story/selection	I	D	D	D	M					
C12.	Recalls the main idea of a story/selection	I	D	D	D	D	D	M			
C13.	Recalls details of a story/selection	I	D	D	D	D	D	M			
C14.	Determines the relevancy of details in relation to a story/selection		I	D	D	D	D	D	M		
C15.	Classifies/categorizes information after reading		I	D	D	D	D	D	D	M	
C16.	Summarizes after reading	I	D	D	D	D	D	M			
C17.	Identifies cause and effect relationship after reading		I	D	D	D	D	D	M		
C18.	Recites and reviews information after reading to extend meaning	I	D	D	D	D	D	M			
C19.	Demonstrates an understanding of the purpose or theme of a story/selection		I	D	D	D	D	D	D	M	
C20.	Constructs meaning from story/text by paraphrasing	I	D	D	D	D	D	D	M		
C21.	Constructs story maps to outline the main elements of a story or selection to organize meaning	I	D	D	D	D	D	M			
C22.	Predicts outcome before and during reading	I	D	D	D	D	M				
C23.	Identifies details that support the main idea			I	D	D	D	M			
C24.	Draws conclusions	I	D	D	D	D	D	D	M		
C25.	Makes generalizations				I	D	D	D	D	M	
C26.	Interprets cause/effect relationships in relation to story/text		I	D	D	D	D	D	D	D	
C27.	Recognizes figurative language					I	D	D	D	M	
C28.	Develops critical meaning by developing an awareness for comparing stories/text of similar theme, plot, setting, or character development								I	D	D
C29.	Identifies problems/solutions in a story			I	D	D	D	D	M		
C30.	Uses details/examples to support a personal opinion				I	D	D	D	D	M	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C31.	Relates the main idea, events, and details to the theme of story						I	D	D	D
C32.	Distinguishes between fact and opinion		I	D	D	D	D	M		
C33.	Makes predictions				I	D	D	D	D	D
C34.	Makes judgments						I	D	D	D
C35.	States personal opinions/reactions	I	D	D	D	D	D	M		
C36.	Determines the unstated main idea					I	D	D	D	D
C37.	Identifies the author's purpose					I	D	D	D	D
C38.	Analyzes the use of humor/pun				I	D	D	D	D	D
C39.	Analyzes the use of propaganda							I	D	D
C40.	Analyzes the use of sarcasm, irony, and satire							I	D	D
C41.	Analyzes the use of symbolism						I	D	D	D
C42.	Analyzes the use of analogies					I	D	D	D	D
C43.	Reads on-level text with purpose and understanding	I	D	D	D	D	D	D	D	D
C44.	Recounts fables and folktales and determines their meaning			I	D	D	D	M		
C45.	Analyzes figurative language					I	D	D	M	
C46.	Analyzes the author's techniques in writing styles such as simile, metaphor, assonance, rhyme, rhythm, onomatopoeia, and hyperbole					I	D	D	D	D
C47.	Analyzes the use of stylistic devices including flashback, conflict, suspense, dialogue, contrast, repetition, and foreshadowing							I	D	D
C48.	Develops an understanding of how the author's purpose affects reader's perceptions							I	D	D
C49.	Compares and contrasts key details presented in two texts on the same topic				I	D	D	M		
C50.	Distinguishes own point of view from that of the author				I	D	D	M		
C51.	Describes the relationship between a series of historical events, scientific ideas or concepts in a text, using language that pertains to time, sequence, and cause/effect				I	D	D	D	M	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C52.	Compares and contrasts the themes, settings, and plots of stories that are written by the same author				I	D	D	M		
C53.	Compares and contrasts a text to a presentation of the same story as a play or movie					I	D	D	M	
C54.	Compares and contrasts a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of mediums used (e.g. lighting, sound, color, etc)							I	D	D
C55.	Analyzes how different authors writing about the same topic present different interpretations of the same event							I	D	D
C56.	Develops an understanding of Catholic Christian philosophy	I	D	D	D	D	D	D	D	D
D.	READING MATERIAL/LITERATURE DEVELOPMENT									
D1.	Recognizes common types of text (e.g., storybooks, poems)	I	D	M						
D2.	Actively engages in group reading activities with purpose and understanding	I	D	D	M					
D3.	Reads a variety of student-selected and teacher-selected literary genre and reading materials	I	D	D	D	D	D	M		
D4.	Participates in reading experiences through activities involving big books, books, rhymes, songs, and other literary works	I	D	D	M					
D5.	Distinguishes between real/make believe and/or fantasy/reality	I	D	M						
D6.	Expresses personal reactions to a story/selection/literary work	I	D	D	D	D	D	M		
D7.	Participates in sustained silent reading of whole piece literature		D	D	D	D	D	D	M	
D8.	Reads and/or looks at books independently for enjoyment	I	D	D	D	D	D	D	D	D
D9.	Responds to literature through drawing/illustration	I	D	M						
D10.	Responds to literature by retelling sequential story/selection events	I	D	D	D	D	M			

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
D11.	Identifies the setting of a story/selection using dated events, and location		I	D	D	M				
D12.	Determines and describes main characters of a story/selection	I	D	D	M					
D13.	Relates an event or character in a story/selection to own experience	I	D	D	D	D	M			
D14.	Determines the characterization of a story/selection including relationship between characters and setting and motivation of characters				I	D	D	D	D	D
D15.	Identifies the plot line of a story/selection including the beginning, conflict, rising action, climax, and ending		I	D	D	D	D	D	M	
D16.	Compares and contrasts two or more versions of the same story			I	D	D	M			
D17.	Identifies and discusses information about authors	I	D	D	D	D	M			
D18.	Identifies structural devices used by the author including the general organization, chapters, and sections of the book/text		I	D	D	D	D	M		
D19.	Identifies and discusses information about illustrators	I	D	D	D	D	M			
D20.	Reads narrative fictional works such as realistic fiction, fantasy, folktale, fairy tale, epic tale, myth, fable, parable, novel, short story, tall tale, historical fiction, legend, and science fiction		I	D	D	D	D	D	D	D
D21.	Reads dramatic fictional works such as comedy, plays, farces, and tragedy		I	D	D	D	D	D	D	D
D22.	Reads nonfictional works such as essays, articles, speeches, journals, diaries, biographies, autobiographies, narrative non-fiction, informational articles, expository texts,		I	D	D	D	D	D	D	D
D23.	Identifies critical details/information from nonfictional works		I	D	D	D	D	M		
D24.	Makes an inference or prediction related to an idea/topic in a nonfictional work			I	D	D	D	D	M	
D25.	Relates the subject of a nonfiction work to own experiences		I	D	D	D	D	D	M	
D26.	Reads poetry such as free verse, limerick, narrative verse, ballad, ode, and sonnet		I	D	D	D	D	D	D	D
D27.	Summarizes a poem	I	D	D	D	M				

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
D28.	Interprets/evaluates a poem according to its meaning and style				I	D	D	D	D	D
D29.	Gives a personal reaction to the ideas and feelings in the poem	I	D	D	D	D	D	D	D	D
D30.	Reads humorous materials such as cartoons and riddles		I	D	D	D	D	M		
D31.	Reads functional print to assist in daily living such as newspapers, pamphlets, magazines, announcements, messages, and instructions		I	D	D	D	D	M		
D32.	Gives a personal reaction to an idea/topic presented in a newspaper, pamphlet or magazine			I	D	D	D	M		
D33.	Develops and uses criteria for judging and selecting appropriate books and reading material		I	D	D	D	D	D	D	D
D34.	Develops reading independence by compiling a record of personal reading through the use of a reading folder, reading log, journal or other means		I	D	D	D	D	M		
D35.	Participates in activities that extend literature/reading material experiences through art, music, dance, or drama	I	D	D	D	D	D	M		
D36.	Participates in activities that extend literature/reading material experiences	I	D	D	D	D	D	M		
D37.	Participates in teacher guided and student guided discussions about books/stories/selections	I	D	D	D	D	D	M		
D38.	Demonstrates understanding that the Bible is a work of literature		I	D	D	D	D	M		
D39.	Analyzes the Catholic Christian philosophy presented in literature		I	D	D	D	D	D	D	D
E.	CRITICAL READING									
E1.	Reads to follow directions	I	D	M						
E2.	Reads and listens to follow sequentially two-step and three-step directions	I	D	M						
E3.	Demonstrates use of personal information of first name, last name, address, telephone number	I	D	M						

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E4.	Identifies and uses the parts of a book including title page, author, illustrator, and table of contents	I	D	D	M					
E5.	Identifies and uses the parts of a book including titles, subtitles, captions, and boldface print		I	D	D	D	M			
E6.	Identifies and uses the parts of a book including the index, bibliography, preface, publisher, copyright page, and appendix		I	D	D	D	D	D	M	
E7.	Identifies and uses the glossary in a book		I	D	D	D	M			
E8.	Locates words in a dictionary using alphabetizing skills		I	D	D	D	M			
E9.	Locates words in a dictionary by using guide words			I	D	D	M			
E10.	Uses the pronunciation key in a dictionary/book to pronounce words			I	D	D	D	D	M	
E11.	Uses the dictionary/glossary to understand word meanings			I	D	M				
E12.	Uses the dictionary/glossary to interpret abbreviations						I	D	M	
E13.	Uses the dictionary/resource books to locate and understand word origins and histories							I	D	D
E14.	Uses the dictionary/glossary to spell words		I	D	D	D	M			
E15.	Uses the dictionary, glossary, and thesaurus as resources for learning		I	D	D	D	M			
E16.	Uses the encyclopedia and atlas as resources for learning				I	D	D	M		
E17.	Uses magazines and newspapers as resources for learning	I	D	D	D	D	D	M		
E18.	Uses the internet as resources for learning		I	D	D	D	D	D	D	D
E19.	Uses outlines as a learning resource					I	D	D	D	M
E20.	Uses note-taking skills as a learning resource				I	D	D	D	D	D
E21.	Uses charts, graphs, maps, tables, diagrams, signs, timelines, schedules, and symbols as learning resources	I	D	D	D	D	D	D	M	
E22.	Classifies information	I	D	D	D	D	M			
E23.	Sequences information	I	D	D	D	M				

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E24.	Chooses among various books, reference, and learning materials appropriate for the purpose			I	D	D	D	D	D	D
E25.	Engages in test preparation and test-taking in various forms including essay, multiple choice, short answer, and personal response to evaluate progress	I	D	D	D	D	D	D	D	M
E26.	Expresses observations and experiences as a basis for thinking and reading	I	D	D	D	D	D	D	D	D
E27.	Determines the purpose for reading as a pre-reading strategy	I	D	D	D	M				
E28.	Uses the telephone directory as resource for learning			I	D	M				
E29.	Skims and scans for information or to preview and review reading material	I	D	D	D	D	M			
E30.	Reads orally to locate specific information		I	D	D	M				
E31.	Reads orally to share enjoyable passages with classmates/others	I	D	D	M					
E32.	Reads poetry orally to interpret meaning, to derive imagery, to sense mood, or to enjoy rhythm and rhyme	I	D	D	D	D	D	D	D	D
E33.	Reads orally with expression, projection, and fluency		I	D	D	D	D	D	D	M
E34.	Applies strategies of rereading to clarify and self-monitor comprehension during and after reading		I	D	D	D	M			
E35.	Applies the reading strategies of pausing and reflecting to self-monitor comprehension		I	D	D	D	D	M		
E36.	Applies the reading strategies of changing reading rate to self-monitor comprehension		I	D	D	D	M			
E37.	Applies the reading strategies of predicting meaning to self-monitor comprehension		I	D	D	D	M			
E38.	Uses home, classroom, school, and public libraries as sources of reading/reference materials for specific purposes in various subject areas	I	D	D	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E39.	Uses home, classroom, school, and public libraries as sources of books and reading materials of personal choice	I	D	D	D	D	D	M		
E40.	Engages in home-based activities that support the in-school reading and learning activities	I	D	D	D	D	D	D	D	D
E41.	Develops an awareness of the importance of the use of reading in various careers							I	D	M

PROGRAM GOAL IV: WRITING and LANGUAGE SKILLS

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

PROGRAM OBJECTIVES:

- A. Demonstrates the ability to prewrite
- B. Demonstrates the ability to draft
- C. Demonstrates the ability to revise
- D. Demonstrates the ability to edit
- E. Demonstrates the ability to publish

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	PREWRITING									
A1.	Stimulates ideas and gathers thoughts in prewriting	I	D	D	D	M				
A2.	Recognizes the names, sounds, and shapes for the letters of the alphabet	D	M							
A3.	Reads a variety of literary genre, including prose, poetry, drama, and non-fiction to stimulate writing	I	D	D	D	D	D	D	D	D
A4.	Listens to a variety of literary genre, including prose, poetry, drama, and non-fiction, to stimulate writing	I	D	D	D	D	D	D	D	D
A5.	Listens to music to stimulate writing	I	D	D	D	D	D	D	D	D
A6.	Role plays or uses some other form of drama to stimulate writing	I	I	D	D	D	D	D	D	D
A7.	Writes complete sentences	I	D	D	M					
A8.	Views a variety of literary genre, including prose, poetry, drama, and non-fiction to stimulate writing	I	D	D	D	D	D	D	D	D
A9.	Views pictures, colors, and images to stimulate writing	I	D	D	D	D	D	D	D	D
A10.	Draws pictures	I	D	D	D	M				
A11.	Brainstorms in small and large groups	I	D	D	D	D	M			

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A12.	Writes lists alone, or in small or large groups	I	D	D	D	M				
A13.	Participates in making maps, webs, and clusters in small and large groups	I	D	D	D	M				
A14.	Makes maps, webs, clusters individually			I	D	D	M			
A15.	Participates in shared research and writing projects	I	D	D	D	D				
A16.	Interviews to gather information		I	D	D	M				
A17.	Journals to stimulate thought, reflection, learning	I	D	D	D	D	D	D	M	
A18.	Observes using the five senses, independently, in small groups, and in large groups	I	D	D	D	D	M			
A19.	Participates in oral language activities in pairs, small groups, and whole class	I	D	D	D	M				
A20.	Gathers resource material to locate facts from text or other media	I	D	D	D	D	D	D	M	
A21.	Gathers information from a variety of audio-visual sources	I	D	D	D	D	D	D	D	D
A22.	Establishes topic, audience, and purpose	I	D	D	D	D	D	D	M	
A23.	Engages in brainstorming strategies	I	D	D	D	D	D	D	M	
A24.	Free writes to stimulates cognitive and imaginative processes	I	D	D	D	D	D	D	M	
A25.	Uses a thesaurus to locate synonyms of familiar words to broaden ones vocabulary						I	D	D	M
A26.	Writes an outline					I	D	D	D	M
B.	DRAFTING									
B1.	Drafts to get thoughts and ideas down on paper	I	D	D	D	M				
B2.	Participates in small group or whole class written pieces	I	D	D	D	D	M			
B3.	Dictates stories to adults for writing	I	D	M						
B4.	Writes many types including:									
	a. Narration	I	D	D	D	D	D	D	D	D
	b. Description	I	D	D	D	D	D	D	D	D
	c. Persuasion				I	D	D	D	D	D
	d. Informative				I	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B4. Cont.	e. Poetry				I	D	D	D	D	D
	f. Exposition				I	D	D	D	D	D
	g. Drama				I	D	D	D	D	D
	h. Notes									
	1. Thank you	I	D	D	D	M				
	2. Invitation	I	D	D	D	M				
	i. Letters									
	1. Friendly	I	D	D	D	D	M			
	2. Business				I	D	M			
	j. Envelopes				I	D	D	D	M	
	k. Journals	I	D	D	D	D	D	M		
	l. Biography			I	D	D	D	D	D	D
	m. Autobiography			I	D	D	D	D	D	D
	n. Essay questions and photographic essays				I	D	D	D	D	D
	o. Book reports		I	D	D	D	D	D	M	
	p. E-mail				I	D	D	M		
B5.	Uses language effectively to clearly convey meaning:									
	a. Uses nouns effectively in written work		I	D	D	D	D	D	D	D
	b. Uses verbs effectively in written work		I	D	D	D	D	D	D	D
	c. Uses adjectives effectively in written work		I	D	D	D	D	D	D	D
	d. Uses adverbs effectively in written work			I	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B5. Cont.	e. Uses pronouns effectively in written work		I	D	D	D	D	D	D	D	
	f. Uses prepositions effectively in written work				I	D	D	D	D	D	
	g. Uses conjunctions effectively in written work				I	D	D	D	D	D	
	h. Uses interjections effectively in written work				I	D	D	D	D	D	
	i. Uses appositives effectively in written work					I	D	D	D	D	
	j. Uses possessives effectively in written work				I	D	D	D	M		
	B6.	Develops fluency by increasing length of writing without sacrificing quality		I	D	D	D	D	D	D	D
B7.	a. Writes one-paragraph and two-paragraph reports and stories			I	D	D	D	M			
	b. Writes three-paragraph reports					I	D	D	M		
	c. Writes fictional and non-fictional stories		I	D	D	D	D	D	D	D	
	d. Writes a biography works cited					I	D	D	D	D	
	e. Gathers information for a resource paper by using source cards and note cards						I	D	D	D	
	f. Writes a research paper							I	D	D	
	g. Prepares a bibliography							I	D	D	
	h. Writes topic sentences in three positions in a paragraph; beginning, middle and end								I	D	D
	i. Composes an essay with an introduction,						I	D	D	M	
	j. Maintains the same tense in a paragraph or group of sentences						I	D	D	M	
B8.	Uses the computer to produce writing		I	D	D	D	D	D	D	M	
C.	REVISION										
C1.	Demonstrates that revision is concerned only with content		I	D	D	D	D	D	D	D	
C2.	Takes time to carefully consider the content of the writing by adding, deleting, reordering, and/or substituting information		I	D	D	D	D	D	D	D	
C3.	Exhibits effective sentence structure	I	D	D	D	D	D	D	D	D	
C4.	Exhibits effective paragraph structure			I	D	D	D	D	D	D	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C5.	Uses transition words and phrases				I	D	D	D	D	D
C6.	Participates in peer conferences for content feedback	I	D	D	D	D	D	D	D	D
C7.	Uses a dictionary to confirm meaning of specific words		I	D	D	D	M			
C8.	Uses a thesaurus to find new words and increase vocabulary			I	D	D	M			
D. EDITING										
D1.	Demonstrates understanding that editing is the time to correct the technical aspects of writing		I	D	D	D	M			
D2.	a. Capitalization: Uses a capital letter for:									
	1. The first word of every sentence	I	D	D	M					
	2. All proper nouns	I	D	D	D	D	D	M		
	3. The pronoun I and interjection Oh	I	D	D	M					
	4. The days of the week, months of the year, but not the seasons	I	D	D	M					
	5. The first line of traditional poetry		I	D	D	M				
	6. The salutation of a letter	I	D	D	D	M				
	7. The complimentary close of a letter	I	D	D	D	M				
	8. Appropriate words in book titles		I	D	D	D	M			
	9. All words that refer to the Deity and Bible when they refer to be sacred		I	D	D	D	M			
	10. Initials that are part of a name	I	D	D	M					
	11. All words derived from names of countries, races, and tribes			I	D	M				
	12. Titles of office when used with names of people			I	D	D	D	M		
	13. The first word of a direct quotation			I	D	D	M			
	14. Titles (Aunt, Father, etc.) of relatives when the words stand for a name		I	D	D	D	D	D	M	
	15. Names of institutions		I	D	D	D	D	D	M	
	16. Abbreviations when they stand for words which begin with capitals		I	D	D	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
D2. Cont.	17. the words East, West, North, and South when they indicate sections of a country		I	D	D	D	D	D	M	
	18. words that are derived from the names of languages				I	D	D	D	D	D
	19. first word in each line of topic outline					I	D	D	D	M
	20. religious preferences				I	D	D	D	M	
	21. Names of political parties, religious sects, nationalities, and races				I	D	D	D	D	D
	22. Proper adjectives				I	D	D	D	M	
	23. Names of historical events, periods, laws, documents, conflicts, and distinguished awards					I	D	D	D	D
	b. Punctuation:									
	1. Uses a period at the end of a declarative and imperative sentence	I	D	D	M					
	2. Uses a question mark at the end of an interrogative sentence	I	D	D	M					
	3. Uses an apostrophe to form contractions		I	D	M					
	4. Uses an exclamation point at the end of an exclamatory sentence		I	D	M					
	5. Uses a comma to separate day from month, date from year, and year from rest of the sentence		I	D	M					
	6. Uses a comma to separate city from state and state from rest of sentence		I	D	M					
	7. Uses a comma to separate three or		I	D	M					
	8. Places a semicolon between items in a series if the items contain commas				I	D	D	D	D	D
	9. Uses a comma after the salutation of a friendly letter		I	D	M					
	10. Uses a comma after the complimentary close of a letter		I	D	M					
	11. Uses apostrophes to show possession		I	D	D	D	D	D	D	D
12. Uses quotation marks to enclose the direct words of the speaker		I	D	D	D	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
D2. Cont.	13. Uses closing quotation marks after commas and periods but before semicolons and colons							I	D	D	
	14. Uses closing quotation marks after punctuation if the punctuation ends the speaker's address							I	D	D	
	15. Uses quotation marks to begin a new paragraph each time there is a change of speakers in dialogue						I	D	D	D	
	16. Uses single quotation marks to indicate a quotation within a quotation							I	D	D	
	17. Uses a comma correctly in written conversation				I	D	D	D	D	D	
	18. Uses a hyphen to divide words at the end of a line				I	D	D	D	M		
	19. Uses a period after abbreviation			I	D	D	M				
	20. Uses a comma after yes, no, and mild interjections at the beginning of sentences			I	D	D	D	D	M		
	21. Uses a comma to set off names in direct address					I	D	M			
	22. Underlines in handwriting or typing in italics to indicate titles of books, pamphlets, newspapers, and magazines				I	D	D	D	D	D	
	23. Uses a colon to punctuate the salutation of a business letter					I	D	D	M		
	24. Uses quotation marks to enclose titles of short stories, songs, chapters, articles, and poems					I	D	D	D	M	
	25. Uses a colon to introduce a list					I	D	D	D	M	
	26. Underlines when handwritten or in italics when typing to indicate names of works and art								I	D	
	27. Uses a comma to separate conjunctive adverbs such as: consequently, therefore, however, etc. from the rest of the sentence								I	D	D
	28. Uses a comma to separate clauses joined by: and, but, or nor, for						I	D	M		
29. Uses a dash to show a break in thought								I	D		

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
D2. Cont.	30. Uses quotation marks to enclose slang expressions or nicknames in writing								I	D	
	31. Uses apostrophes to form plurals of letters, numbers, and signs referred to as words							I	D	D	
	32. Uses a semicolon to separate independent clauses joined with no conjunction							I	D	M	
	33. Uses a semicolon to separate clauses joined with nevertheless, consequently, etc								I	D	
	34. Uses a comma to clarify meaning, if needed, when using appositives									I	
	35. Uses a comma after an introductory adverbial clause							I	D	D	
	36. Uses a comma to separate clauses if a definite pause occurs between them in speech									I	
D3.	Usage:										
	a. Demonstrates understanding that usage is the standard which sets the speech of a people, .and that it constantly evolves with time and culture							I	D	D	
	b. Nouns:										
	1. Chooses the correct form of a noun in writing		I	D	D	D	D	M			
	2. Forms the plural of regular and irregular nouns		I	D	D	D	D	D	M		
	3. Forms the possessive of singular and plural nouns		I	D	D	D	D	M			
	4. Identifies common and proper nouns		I	D	D	D	D	M			
	5. Identifies collective, concrete, and abstract nouns						I	D	D	D	
	6. Uses common, proper and possessive nouns		I								
	c. Verbs:										
1. Chooses the correct form of a verb in writing		I	D	D	D	D	D	D	D		

SUBJECT OBJECTIVES		GRADE LEVEL								
D3. Cont.		K	1	2	3	4	5	6	7	8
	2. Identify action verbs and state of being verbs			I	D	D	D	M		
	3. Identifies the main verb and the helping verb				I	D	D	M		
	4. Identifies the principal parts of regular and irregular verbs					I	D	M		
	5. Identifies the verb as transitive or intransitive					I	D	M		
	d. Adjectives:									
	1. Chooses the correct form of an adjective				I	D	D	M		
	2. Identifies adjectives as words that modify				I	D	D	M		
	3. Identifies articles as adjectives					I	D	M		
	4. Identifies the three degrees of comparison for adjectives		I	D	D	D	D	M		
	e. Adverbs:									
	1. Chooses the correct form of an adverb in writing			I	D	D	D	M		
	2. Recognizes the three degrees of comparison for adverbs					I	D	D	M	
	f. Pronouns:									
	1. Chooses the correct form of a reflective pronoun		I	D	D	D	D	M		
	2. Identifies antecedents of pronouns							D	M	
	3. Uses pronouns correctly (personal, possessive, indefinite and demonstrative)							D	M	
	g. Exhibits subject - verb agreement in writing		I	D	D	D	D	M		
	h. Understands subject - verb agreement in writing					I	D	D	D	D
D4.	Grammar:									
	a. Understands that grammar is the study of language structure and its arrangement into sentences								I	D
	b. Uses the basic sentence structures of:									
	1. Simple sentence	I	D	D	D	D	D	M		

SUBJECT OBJECTIVES		GRADE LEVEL								
D4. Cont.		K	1	2	3	4	5	6	7	8
	2. Compound sentence	I	D	D	D	D	D	M		
	3. Complex sentence			I	D	D	D	D	D	D
	4. Compound - complex sentence								I	D
	c. Understands the basic sentence structures of:									
	1. Simple				I	D	D	M		
	2. Compound							I	D	M
	3. Complex sentence							I	D	D
	4. Compound - complex								I	D
	d. Identifies fragments and run-on sentences and corrects them				I	D	D	D	M	
	e. Analyzes written work by sentence function (i.e. subject, verb, direct object, prepositional phrase, etc.)				I	D	D	D	D	D
	f. Analyzes written work by parts of speech								I	D
D5.	Spelling:									
	a. Uses invented spelling for words that are beyond grade and ability level	I	D	D	D					
	b. Progresses from invented spelling to conventional spelling as rules and strategies are learned and student matures	I	D	D	D	D	M			
	c. Learns to spell words in context	I	D	D	D	D	D	D	D	D
	1. Identifies the correct spelling of homophones, antonyms, and synonyms		I	D	D	D	D	D	D	D
	2. Selects the words spelled correctly by applying various spelling variations or rules		I	D	D	D	D	D	D	D
	d. Uses spelling resources	I	D	D	D	D	M			
D6.	Uses correct spacing between letters, words, and sentences		I	D	M					
E.	PUBLISHING									
E1.	Demonstrates understanding that publishing means "sharing writing" in some way	I	D	M						

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E2.	Demonstrates proper formation of all manuscript letters	I	D	M						
E3.	Demonstrates proper formation of all cursive letters			I	D	D	M			
E4.	Reads a piece of writing orally to an individual, a group or whole class	I	D	D	D	M				

PROGRAM GOAL V: LIBRARY SKILLS

The student understands that the ability to locate, evaluate, and apply information which is available in libraries is integral to every academic area. Reading is a source of life-long learning and enjoyment.

PROGRAM OBJECTIVES:

- A. Listens for appreciation and enjoyment
Develops literacy skills to begin and continue
- B. lifelong reading
Develops an understanding and appreciation
- C. of reading material
- D. Develops skills to use in library

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	APPRECIATION AND ENJOYMENT									
A1.	Listens attentively to a variety of literary genre through a variety of mediums	I	D	D	D	D	D	D	D	D
A2.	Demonstrates understanding of the importance of good listening	I	D	D	D	D	D	M		
B.	LITERACY DEVELOPMENT									
B1.	Develops and expands the desire to read	I	D	D	D	D	D	D	D	D
B2.	Recognizes that reading functions as a pleasurable activity	I	D	D	D	D	D	D	D	D
B3.	Recognizes reading as a meaning-seeking process	I	D	D	D	D	D	D	D	D
C.	READING MATERIAL DEVELOPMENT									
C1.	Reads a variety of student-selected (and teacher-selected) literary genre and reading	I	D	D	D	D	D	D	D	D
C2.	Distinguishes between real/make believe and fantasy/reality	I	D	M						
C3.	Expresses personal reactions to a story selection/ literary work	I	D	D	D	D	D	D	M	
C4.	Reads and/or looks at books independently for enjoyment	I	D	D	D	D	D	D	M	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C5.	Identifies and discusses information about authors	I	D	D	D	D	M			
C6.	Identifies and discusses information about illustrators	I	D	D	D	D	M			
C7.	Reads narrative fictional works such as realistic fiction, fantasy, folktale, fairy tale, epic tale, myth, fable, parable, novel, short story, tall tale, historical fiction, legend, science fiction for pleasure and/or for specific purpose as appropriate to student needs/level	I	D	D	D	D	D	D	D	D
C8.	Reads dramatic fictional works such as comedy, plays, farces, and tragedy for pleasure and/or specific purpose as appropriate to student needs/level		I	D	D	D	D	D	D	D
C9.	Reads nonfictional works such as essays, articles, speeches, journals, diaries, biographies, autobiographies, narrative nonfiction, informational articles, expository texts, interviews for pleasure and/or specific purpose as appropriate to student needs/level		I	D	D	D	D	D	D	D
C10.	Develops and uses criteria for judging and selecting good/appropriate books and reading material		I	D	D	D	D	M		
D.	LIBRARY SKILLS									
D1.	Identifies and uses the parts of a book including title page, author, illustrator, spine, and table of contents		I	D	M					
D2.	Identifies and uses the parts of a book including titles, subtitles, captions, and boldface print		I	D	D	D	M			
D3.	Identifies and uses the parts of a book including the index, bibliography, preface, publisher copyright page, and appendix		I	D	D	D	D	M		
D4.	Identifies and uses the glossary in a book		I	D	D	M				

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
D5.	Uses the dictionary, glossary, and thesaurus as resources for learning		I	D	D	D	M			
D6.	Uses the encyclopedia and atlas as resources for learning				I	D	D	M		
D7.	Uses magazines and newspapers as resources for learning		I	D	D	D	D	M		
D8.	Uses reference books in specific subjects as resources for learning			I	D	D	D	D	M	
D9.	Chooses among various books, references, and learning materials appropriate for the purpose			I	D	D	D	D	D	M
D10.	Uses the card catalog, the Dewey Decimal System, and periodical index to locate books/reading materials in a library		I	D	D	D	D	D	D	M
D11.	Skims and scans for information or to preview and review reading material		I	D	D	D	M			
D12.	Uses home, classroom, school, and public libraries as sources of reading/reference materials for specific purposes in various subject areas	I	D	D	D	D	D	D	D	D
D13.	Uses home, classroom, school, and public libraries as sources of books and reading materials for of personal choice	I	D	D	D	D	D	D	D	D
D14.	Uses electronic media such as computer data bases, CD Rom software and the internet as resources for learning	I	D	D	D	D	D	D	D	D
D15.	Follows the rules set forth in the library/media center	I	D	D	M					
D16.	Distinguishes between the location of the different areas of the library	I	D	D	M					
D17.	Understands the significance of the Caldecott and Newbery Medal Awards for books		I	D	D	M				
D18.	Conducts searches to locate a specific title of a book			I	D	D	M			