

## TABLE OF CONTENTS

Table of Contents.....	1
Introduction to Language Arts Curriculum Guide.....	3
Philosophy.....	3
Content Standards Description.....	4
<b>Content Standards English Language Arts Standard A - Reading/Literature</b>	
English Language Arts Performance Standards - Grade 4.....	5
English Language Arts Performance Standards - Grade 8.....	6
<b>Content Standards English Language Arts Standard B - Writing</b>	
English Language Arts Performance Standards - Grade 4.....	7
English Language Arts Performance Standards - Grade 8.....	8
<b>Content Standards English Language Arts Standard C - Oral Language</b>	
English Language Arts Performance Standards - Grade 4.....	9
English Language Arts Performance Standards - Grade 8.....	10
<b>Content Standards English Language Arts Standard D - Language</b>	
English Language Arts Performance Standards - Grade 4.....	11
English Language Arts Performance Standards - Grade 8.....	12
<b>Content Standards English Language Arts Standard E - Media &amp; Technology</b>	
English Language Arts Performance Standards - Grade 4.....	12
English Language Arts Performance Standards - Grade 8.....	13
<b>Content Standard English Language Arts Standard F - Research &amp; Inquiry</b>	
English Language Arts Performance Standards Grade 4.....	14
English Language Arts Performance Standards Grade 8.....	14

**Note Regarding Grade Level Performance Standards.....15**

**Grade Level Performance Standards**

**Kindergarten.....16**

**First Grade.....19**

**Second Grade.....23**

**Third Grade.....27**

**Fourth Grade.....32**

**Fifth Grade.....37**

**Sixth Grade.....42**

**Seventh Grade.....47**

**Eighth Grade.....52**

**KML Expectations of Incoming Freshman.....58**

**Resources Page.....59**

**Lexile Rulers**

**High Frequency Word List**

**6+1 Traits of Effective Writing**

**Note Taking**

**The Cornell Method.....60**

**The Outline Method.....61**

**The Mapping Method.....62**

**The Charting Method.....63**

**The Sentence Method ..... 64**

## INTRODUCTION TO LANGUAGE ARTS CURRICULUM GUIDE

During the 2009-2010 school year a Language Arts Curriculum Review Committee was established. The members of the committee were chosen from the Language Arts teachers in the Kettle Moraine Lutheran Federation of Schools (KMLFS). The task of this committee was to develop a Language Arts curriculum that will provide the KMLFS with a unified plan of development for our K-12 students. This is intended to be a working document that will be updated and changed as needed.

In the KMLFS Academic Standards for Language Arts, you will find headings for the six content areas in Language Arts: Reading and Literature, Writing, Oral Language, Language, Media & Technology, and Research & Inquiry. Under each of these content areas you will see the Content Standard Rationale for Study and Performance Standards to be achieved by the end of Fourth Grade and Eighth Grade. We also included the Content Standards Rationale listed by grade level from Kindergarten through Eighth Grade. It is important for our teachers to compare, evaluate, and communicate what is being taught with the desired Content Standards for the State of Wisconsin and the KMLFS. This best prepares our students in the Federation for high school and college.

The KMLFS Academic Standards for Language Arts are similar in form and substance to the Wisconsin Model Academic Standards for English Language Arts. The purpose for this is two-fold: 1) With a scholastic and professional source available, the committee had no desire to “reinvent the wheel.” 2) The committee also felt that by maintaining the form similar to that of the Department of Public Instruction; prospective families, current students’ families, and teachers can easily compare and contrast the academic standards in KMLF schools to that of the public schools. In such a format it will be clear that our KMLF schools teach all the content of our public schools, yet we teach that content in the light of God’s Word.

Committee Members: Dave Deibert, Kate Schafer, Micah Nelson, Kettle Moraine Lutheran High School

Cathy Wilk, Good Shepherd, West Bend

Leslie Granberg, Bethlehem, Menomonee Falls

Chairman James Brohn, Morning Star, Jackson

### Philosophy

The KML Federation schools exist to educate, encourage, and equip students for life and for eternity. The study of language arts is a way to communicate both orally and in writing the good news of our Savior Jesus Christ. Using a wide variety of tools, teachers can guide students in developing good reading, grammar, and writing skills to prepare them for daily service in God’s kingdom.

**English Language Arts Curriculum**  
**Kettle Moraine Lutheran**  
**Federation of Schools**

The subject matter of reading/language arts is necessary for students to develop the abilities and skills for life-long learning, growing and celebrating their faith life, and serving others according to the Gospel message.

Although Language Arts is divided into six sets of standards, these divisions, in the classroom and in practical use of the language, are artificial. To use media, one must read or listen. To write, one must acquire knowledge by reading, listening, and viewing. To do research, one must read. To communicate in any form, one must know how the language works. Most performance standards expect students to achieve a level of proficiency in more than one content standard. Moreover, since all communication has content, the language arts standards are closely connected to the academic standards in other subjects.

**Standard A. Reading/Literature**

Students will read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.

**Standard B. Writing**

Students will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God's Word.

**Standard C. Oral Language**

Students will listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's Word.

**Standard D. Language**

Students will apply their knowledge of the nature, grammar, and variation of American English.

**Standard E. Media and Technology**

Students will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God's Word.

**Standard F. Research and Inquiry**

Students will locate and communicate information from a variety of print and non-print materials.

**\*Links:**

IT – INFORMATIONAL TECHNOLOGIES  
MA – MATHEMATICS  
SR - COMMUNITY SERVICE  
FL – FOREIGN LANGUAGE  
EE - ENVIRONMENTAL EDUCATION

AR - ART  
SS – SOCIAL STUDIES  
RE – RELIGION  
MU - MUSIC  
SC – SCIENCE

PE – PHYSICAL EDUCATION  
HE – HEALTH  
LA – LANGUAGE ARTS

## Grade 4 & 8 EXIT LEVEL ENGLISH/

### LANGUAGE ARTS PERFORMANCE STANDARDS

#### *Goal A Content Standard: Reading/Literature*

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**Students in the KML Federation schools will read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

#### **FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Four**, students will:

- A.4.1 Use effective reading strategies to achieve their purposes in reading.
- Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures.
  - Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
  - Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text.
  - Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty.
  - Read aloud with age-appropriate fluency, accuracy, and expression.
  - Discern how written texts and accompanying illustrations connect to convey meaning.
  - Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding.
  - Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature.
- A.4.2 Read, interpret, and critically analyze literature.
- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
  - Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience.
  - Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences.

- d. Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience.
- A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences.
  - b. Identify and summarize main ideas and key points from literature, informational texts, and other print and non-print sources.
  - c. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose.
  - d. Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience.
- A.4.4 Read to acquire information.
  - a. Summarize key details of informational texts, connecting new information to prior knowledge.
  - b. Identify a topic of interest then seek information by investigating available text resources.

### **EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Eight**, students will:

- A.8.1 Use effective reading strategies to achieve their purposes in reading.
  - a. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
  - b. Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension.
  - c. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading.
  - d. Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes.
- A.8.2 Read, interpret, and critically analyze literature.
  - a. Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view.
  - b. Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature.
  - c. Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
  - d. Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay.
- A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world.

- b. Identify common historical, social, and cultural themes and issues in literary works and selected passages.
  - c. Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts.
  - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.8.4 Read to acquire information.
- a. Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals.
  - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
  - c. Identify and explain information, main ideas, and organization found in a variety of informational passages.
  - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them.

## ***Goal B Content Standard: Writing***

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**Students in the KML Federation will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God’s Word.**

### **FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Four**, students will:

- B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.
- a. Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences.
  - b. Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice.
  - c. Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre.
  - d. Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation.
  - e. Use a variety of writing technologies, including pen and paper as well as computers.
  - f. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.4.2 Plan, revise, edit, and publish clear and effective writing.
- a. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
  - b. Explain the extent and reasons for revision in conference with a teacher.

- c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand and use parts of speech effectively, including nouns, pronouns, adjectives, and adverbs.
  - b. Employ principles of agreement related to number, gender, and case.
  - c. Capitalize proper nouns, titles, and initial words of sentences.
  - d. Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses.
  - e. Use commas correctly to punctuate appositives and lists.
  - f. Spell frequently used words correctly.
  - g. Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands.

## **EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Eight**, students will:

- B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.
- a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and substantiation of ideas.
  - b. Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
  - c. Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.
  - d. Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience.
  - e. Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail.
  - f. Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation.
  - g. Use a variety of writing technologies including pen and paper as well as computers.
  - h. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.8.2 Plan, revise, edit, and publish clear and effective writing.
- a. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content,

- and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
- b. Identify questions and strategies for improving drafts in writing conferences with a teacher.
  - c. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
- B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives.
  - b. Use correct tenses to indicate the relative order of events.
  - c. Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun.
  - d. Punctuate compound, complex, and compound-complex sentences correctly.
  - e. Employ the conventions of capitalization.
  - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words.

### ***Goal C Content Standard: Oral Language***

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**Students in the KML Federation schools will listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God’s Word.**

#### **FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Four**, students will:

- C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation.
  - b. Read aloud effectively from previously-read material.
  - c. Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail.
  - d. Present autobiographical or fictional stories that recount events to large and small audiences.
  - e. Participate in group readings, such as choral, echo, and shadow reading.
  - f. Perform dramatic readings and presentations.
  - g. Distinguish between fact and opinion and provide evidence to support opinions.
- C.4.2 Listen to and comprehend oral communications.
- a. Follow basic directions.
  - b. Identify and summarize key points of a story or discussion.
  - c. Retell stories and reports of events in proper sequence.

- d. Follow sequence in plot and character development, predict outcomes, and draw conclusions.
  - e. Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories.
  - f. Distinguish fact from fantasy and fact from opinion.
  - g. Understand increasingly complex sentence structures.
  - h. Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.
- C.4.3 Participate effectively in whole classroom discussions as well as small groups.
- a. Volunteer relevant information, ask relevant questions, and answer questions directly.
  - b. Use appropriate eye contact and other nonverbal cues.
  - c. Use appropriate strategies to keep a discussion going.
  - d. Reflect on the ideas and opinions of others and respond thoughtfully.
  - e. Ask for clarification and explanation of unfamiliar words and ideas.
  - f. Summarize information conveyed through discussion.

## **EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Eight**, students will:

- C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest about oneself to others.
  - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
  - c. Perform improvisational speaking.
  - d. Perform expressive oral readings of prose, poetry, and drama.
  - e. Prepare and conduct interviews.
  - f. Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience.
  - g. Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose.
  - h. Observe the appropriate etiquette when expressing thanks and receiving praise.
- C.8.2 Listen to and comprehend oral communications.
- a. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
  - b. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
  - c. Recall significant details and sequence accurately.
  - d. Follow a speaker's argument and represent it in notes.
  - e. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language.

- C.8.3 Participate effectively in whole class discussions as well as small groups.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. (See Rules of Good Listening)
  - b. Explain and advance opinions by citing evidence and referring to sources.
  - c. Evaluate the stated ideas and opinions of others, seeking clarification through questions.
  - d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
  - e. Accept and use helpful criticism.
  - f. Establish and maintain an open mind when listening to others' ideas and opinions.
  - g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions. (ex. Note-taking – see reference)
  - h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
  - i. Attend to the content of discussion rather than the speaker.
  - j. Participate in discussion without dominating.
  - k. Distinguish between supported and unsupported statements.

## ***Goal D Content Standard: Language***

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**Students in the KML Federation schools will apply their knowledge of the nature, grammar, and variation of American English.**

### **FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Four**, students will:

D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.

- a. Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly.
- b. Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
- c. Identify common figures of speech and use them appropriately.

D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- a. Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations.
- b. Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments.

## **EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Eight**, students will:

- D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
  - a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
  - b. Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects.
  - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
  - a. Describe how American English is used in various public and private contexts, such as school, home, and work.
  - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.
  - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

### ***Goal E Content Standard: Media and Technology***

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**Students in the KML Federation schools will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

## **FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Four**, students will:

- E.4.1 Use computers to acquire, organize, analyze, and communicate information.
  - a. Operate common computer hardware and software.
  - b. Use basic word-processing, graphics, and drawing programs.
  - c. Create, store, and retrieve electronic files.
  - d. Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
  - e. Generate, send, and retrieve electronic messages.
- E.4.2 Make informed judgments about media and products.
  - a. Identify the intent or appeal behind products and messages promoted via media.
  - b. Recognize basic propaganda techniques.
  - c. Identify images and symbols central to particular messages.
- E.4.3 Create products appropriate to audience and purpose.

- a. Write news articles appropriate for familiar media.
  - b. Create simple advertising messages and graphics appropriate for familiar media.
  - c. Prepare, perform, and tape simple radio and television scripts.
  - d. Prepare and perform school announcements and program scripts.
- E.4.4 Demonstrate a working knowledge of media production and distribution.
- a. Make distinctions between messages presented on radio, television, and in print.
  - b. Recognize how messages are adjusted for different audiences.
  - c. Identify sales approaches and techniques aimed at children.
- E.4.5 Analyze and edit media work as appropriate to audience and purpose.
- a. Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects.
  - b. Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work.

## **EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Eight**, students will:

- E.8.1 Use computers to acquire, organize, analyze, and communicate information.
- a. Demonstrate efficient word-processing skills.
  - b. Construct and use simple databases.
  - c. Use manuals and on-screen help in connection with computer applications.
  - d. Perform basic computer operations on various platforms.
  - e. Collect information from various on-line sources, such as web pages, news groups, and listservs.
- E.8.2 Make informed judgments about media and products.
- a. Recognize common structural features found in print and broadcast advertising.
  - b. Identify and explain the use of stereotypes and biases evident in various media.
  - c. Compare the effect of particular symbols and images seen in various media.
  - d. Develop criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.8.3 Create media products appropriate to audience and purpose.
- a. Write informational articles that target audiences of a variety of publications.
  - b. Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences.
  - c. Create video and audiotapes designed for particular audiences.
- E.8.4 Demonstrate a working knowledge of media production and distribution.
- a. Plan a promotion or campaign that involves broadcast and print media production and distribution.
  - b. Analyze how messages may be affected by financial factors such as sponsorship.
  - c. Identify advertising strategies and techniques aimed at teenagers.
- E.8.5 Analyze and edit media work as appropriate to audience and purpose.
- a. Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect.

- b. Develop criteria for comprehensive feedback on the quality of media work and use it during production.

## ***Goal F Content Standard: Research and Inquiry***

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**Students in the KML Federation schools will locate and communicate information from a variety of print and non-print materials.**

### **FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Four**, students will:

- F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information.
  - b. Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, non-print, and electronic sources.
  - c. Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers.
  - d. Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids.

### **EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:**

By the end of grade **Eight**, students will:

- F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Formulate research questions and focus investigation on relevant and accessible sources of information.
  - b. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines.
  - c. Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation.
  - d. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources.
  - e. Review and evaluate the usefulness of information gathered in an investigation.
  - f. Using Writer's Inc. as a guide, produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT
    - Use Bibme.org
    - See Reference on "What is Plagarism?"

**Note** – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades*

**These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).**

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

# Grade Level Performance Standards: Kindergarten

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Within our kindergarten reading/language arts curriculum, students will:

## *GOAL A - READING/ LITERATURE*

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.K.1. Use effective reading strategies to achieve their purposes in reading.
- a. Hear, say, and manipulate sounds including rhyming and blending.
  - b. Identify consonants and their common sounds.
  - c. Name all upper and lower case letters.
  - d. Recognize the difference between a letter and a word.
  - e. Demonstrate a beginning level of phonemic awareness.
    - 1) Hear rhymes.
    - 2) Blend sounds to make spoken words.
    - 3) Count sounds in spoken words.
    - 4) Identify beginning, middle, and final sounds in spoken words.
  - f. Demonstrate awareness of common signs, symbols and end marks such as periods and question marks.
  - g. Interpret simple graphs. SS, SC, MA
  - h. Recognize how written texts and accompanying illustrations connect to convey meaning.
- A.K.2. Read, interpret, and critically analyze literature.
- a. Recall details of a story including who, what, where, when and why.
  - b. Differentiate between make-believe and real life.
  - c. Predict what happens next in a story.
  - d. Relate their prior knowledge and experiences to a variety of readings such as fairy tales and stories.
  - e. Describe what a book is and how it works, including recognizing book parts such as cover, title page, front, back and how to turn a page.
  - f. Show how print runs from left to right and from the top to the bottom of a page.

## *GOAL B - WRITING*

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**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God's Word.**

- B.K.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT

- a. Demonstrate correct posture and pencil grasp.
  - b. Copy upper and lower case letters using correct letter formation, including numbers 1-20. MA
  - c. Print first name and last name with upper and lower case letters.
  - d. Print simple words.
- B.K.2. Plan, revise, edit, and publish clear and effective writing.
- a. Mimic writing.
  - b. Dictate sentences.
  - c. Illustrate sentences.

### **GOAL C - ORAL LANGUAGE**

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#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's Word.**

- C.K.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Participate in group readings.
  - b. State full name and main phone number.
  - c. Show and tell
  - d. Describe a picture.
  - e. Relate experiences using complete sentences.
  - f. Develop speaking skills, rate of speech, volume, and projection.
- C.K.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience including listening without interruptions (wait for turn to speak).
  - b. Follow two-step directions.
  - c. Recall the content of stories and relate the content to prior knowledge.
- C.K.3. Participate effectively in discussion.
- a. Volunteer relevant information, ask relevant questions, and answer questions directly.
  - b. Use appropriate eye contact and other nonverbal cues.
  - c. Respond politely to others.

### **GOAL D - LANGUAGE**

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#### **Apply their knowledge of the nature, grammar, and variations of American English.**

- D.K.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.
- a. Explore vocabulary based on theme, letter, or unit of study.

## **GOAL E - MEDIA AND TECHNOLOGY**

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**Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.K.1. Use computers to acquire, organize, analyze, and communicate information. IT
  - a. Use appropriate mouse skills (correct hand-eye coordination: point, click and drag).
  - b. Use a mouse to access and launch a software program.
  - c. Exit a software program.
  - d. Print work, following teacher directions.
- E.K.2. Use age appropriate software. (IT)
  - b. Produce an image on screen by touching a key.
  - c. Draw with the mouse.
- E.K.3. Read, write, speak, and listen for many purposes.
  - a. Watch, listen to, and enjoy media.
  - b. Use mass media (magazines, newspapers, radio, television, CD-ROM).
- E.K.4. Know about the public library.
  - a. Tell the purpose of the library.
  - b. Locate the closest public library.
  - c. Identify the people who work in library and how they will help you.
  - d. Find easy-reading books.
  - e. Find audio books.
- E.K.5. Check out and return materials.
  - a. Show how and where to check out materials.
  - b. Show how and where to return materials.
- E.K.6. Show respect for people and materials in the public library. RE
  - a. Speak quietly in the library.
  - b. Treat the materials with care.
  - c. Behave correctly for different activities in the library.
  - d. Return materials on time and in the proper place.
- E.K.8. Know how to use an audiocassette recorder. IT
  - a. Load, turn on, rewind, turn off, and unload an audiocassette player.

## **GOAL F - RESEARCH AND INQUIRY**

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**Locate, use, and communicate information from a variety of print and non-print materials.**

- F.K.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
  - a. Gather information through the five senses.
  - b. Identify likenesses and differences.
  - c. Develop a habit of using the library.
  - d. Complete work on time

# Grade Level Performance Standards:

## Grade One

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Within our first grade reading/language arts curriculum, students will:

### GOAL A - READING/ LITERATURE

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.1.1. Use effective reading strategies to achieve their purposes in reading.
  - a. Identify consonant letter-sound relationships.
  - b. Uses sound and letter relationships, initial and final consonants, consonant blends, and consonant digraphs, and long and short vowels.
  - c. Use word families to write new words.
  - d. Attend to the separate words of a sentence.
  - e. Infer the meaning of unfamiliar words using context clues. SS, SC, RE
  - f. Demonstrate an advanced level of phonemic awareness.
    - 1) Substitute one sound for another.
    - 2) Delete sounds from words.
    - 3) Segment words into sounds.
  - g. Comprehend text by using prior knowledge, self-correcting and self-monitoring, rereading, making predictions, and finding context clues. SS, SC, RE
  - h. Read aloud with age-appropriate fluency, accuracy, and expression. SS, SC
  - i. Discern how written texts and illustrations connect to convey meaning. SS, SC, RE, MA
  - j. Identify parts of a textbook including table of contents and glossary. SS, SC, RE, MA
  - k. Identify and use appropriate test-taking skills (multiple choice, yes/no, short answer). SS, SC, RE, MA
- A.1.2. Read, interpret, and critically analyze literature.
  - a. Recognize and recall elements and details of story structure, including the use of story mapping, sequence of events, character, plot, and setting; in order to reflect on meaning.
  - b. Retell a story in his/her own words.
  - c. Recognize predictable story patterns.
  - d. Use pictures to predict what a story is about.
  - e. From a variety of reading materials such as fairy tales, fables, and narratives understand plots, make predictions, and relate to prior knowledge and experience.
  - f. Identify cause-and-effect relationships and connect different works to real-life experiences.
- A.1.3. Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Identify main ideas from literature, informational texts, and other print and nonprint sources.

- b. Distinguish fiction from nonfiction.
  - c. Select a variety of materials for discovery, appreciation, and enjoyment; connect with prior knowledge and experience.
- A.1.4. Read to acquire information.

### **GOAL B - WRITING**

---

**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God's Word.**

- B.1.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
  - a. Write narrative and descriptive pieces.
  - b. Write a response to reading and life experiences.
  - c. Write creative pieces.
  - d. Form printed letters correctly.
  - e. Copy printed sentences correctly.
  - f. Compose and print simple sentences with proper spacing.
- B.1.2. Plan, revise, edit, and publish clear and effective writing.
  - a. Write words and short phrases/sentences using phonetic spelling.
  - b. Recognize nouns and verbs in short phrases/sentences.
  - c. Edit writing for capitalization at the beginning of a sentence and proper punctuation.
- B.1.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
  - a. Understand and use parts of speech effectively, including nouns, pronouns, and adjectives.
  - b. Capitalize initial words of sentences.
  - c. Use commas correctly to punctuate dates.
  - d. Spell frequently used words correctly.
  - e. Identify purpose and use of proper punctuation including, periods, exclamation points, and questions marks.

### **GOAL C - ORAL LANGUAGE**

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**Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's Word.**

- C.1.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
  - a. Discuss criteria for effective oral presentations, including eye contact and volume.
  - b. Read aloud with proper expression and voice intonation, from previously read material.
  - c. Participate in group readings, such as choral, echo, and shadow reading.
  - d. Provide evidence to support statements.

- e. Show and Tell
  - f. Introduce self to others using full name.
  - f. Demonstrate telephone manners.
  - g. State phone number and home address.
- C.1.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience including showing respect toward a speaker.
  - b. Follow three-step directions.
  - c. Identify key points of a story or discussion. SS, SC, RE, MA
  - d. Retell stories in proper sequence.
  - e. Follow sequences in plot and predict outcomes.
  - f. Recall the content of stories, (fiction and nonfiction), relate the content to prior knowledge, and answer various questions about the stories. SS, SC, RE, MA
- C.1.3. Participate effectively in discussion.
- a. Volunteer relevant information, ask relevant questions, and answer questions directly.
  - b. Use appropriate eye contact and other nonverbal cues.
  - c. Respond politely to others using good manners. (eg. Please, thank-you)
  - d. Ask for explanation of unfamiliar words and ideas. SS, SC, RE, MA

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.1.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.
- a. Use word families to write new words.
  - b. Identify the following word endings and subsequent changes made to word meaning; -ing, -ed, -s, -er.
  - c. Expand vocabulary across subject areas. SS, SC, RE, MA
  - d. Use their knowledge of consonant and vowel sounds to spell phonetically.
- D.1.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- a. Learn to communicate thoughts in daily living tasks and situations.

#### **GOAL E – MEDIA AND TECHNOLOGY**

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#### **Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.1.1 Use computers to acquire, organize, analyze, and communicate information. IT
- a. Know basics keys of a computer (escape, return, space bar, letters, numbers) and basic parts (monitor, disk drive, keyboard).

- b. Use simple programs with or without assistance (word processing, graphics, drawing programs, living books etc.).
  - c. Use right and left hand on correct side of keyboard.
  - d. Print out own work.
- E.1.2. Use age appropriate software. IT
- a. Produce an image on screen by touching a key.
  - b. Draw with the mouse.
- E.1.3. Read, write, speak and listen for many purposes.
- a. Watch, listen to, and enjoy media.
  - b. Use media (magazines, newspapers, radio, TV and CD-ROM).
- E.1.4. Recognize different parts of books.
- a. Understand that books are placed in order from A-Z by author's name.
  - b. Locate book by author and title.
  - c. Locate author and illustrator of books.
- E.1.5. Show respect for people and materials in the library.
- a. Talk quietly in library.
  - b. Treat materials in library with care.
  - c. Behave appropriately for different activities in library.
  - d. Return materials on time and in proper place.
- E.1.6. Use some technology. IT
- a. Use an audiocassette player without assistance.

#### **GOAL F - RESEARCH AND INQUIRY**

---

#### **Locate, use, and communicate information from a variety of print and nonprint materials.**

- F.1.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Alphabetize to the first letter.
  - b. Classify by simple criteria including shape, size, and color. SS, MA
  - c. Interpret simple bar graph. SS, SC, MA

# *Grade Level Performance Standards:*

## *Grade Two*

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**Within our second grade reading/language arts curriculum, students will:**

### *GOAL A - READING/ LITERATURE*

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.2.1. Use effective reading strategies to achieve their purposes in reading.
  - a. Use a variety of strategies and word recognition skills including vowel sounds, medial sounds, consonant blends and consonant digraphs.
  - b. Discriminate between long and short vowel sounds.
  - c. Infer the meaning of unfamiliar words in the context of a passage by examining known words.
  - d. Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images. SS, SC, RE, MA
  - e. Read aloud with age-appropriate fluency, accuracy, and expression.
  - f. Discern how written texts and accompanying illustrations connect to convey meaning. SS, SC, RE, MA
  - g. Identify and use parts of a textbook. SS, SC, RE, MA
  - h. Identify and use organizational features of texts, such as headings, chapters, table of contents and glossary, to improve understanding.
  - i. Identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature.
  - j. Identify and use appropriate test-taking skills (multiple choice, true/false, and short answer).
- A.2.2. Read, interpret, and critically analyze literature.
  - a. Recognize and recall elements and details of story structure, including use of story mapping, sequence of events, character, plot, and setting, in order to reflect on meaning.
  - b. Experience a variety of reading materials, from the United States and worldwide cultures, and relate reading to prior knowledge and experience. SS, SC, RE
  - c. Summarize ideas drawn from stories by identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences.
  - d. Extend the literal meaning of a text by making inferences.
- A.2.3. Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Identify and summarize main ideas and key points from literature, informational texts, and other print and non-print sources.

- b. Distinguish fiction from nonfiction and realistic fiction from fantasy.
  - c. Select a variety of materials for discovery, appreciation, and enjoyment; summarize the readings; connect them to prior knowledge and experience.
- A.2.4. Read to acquire information.
- a. Summarize key details of informational texts, connecting new information to prior knowledge.
  - b. Seek information by investigating available text resources. SS, SC, RE, MA
  - c. Follow activity directions.

## **GOAL B - WRITING**

---

### **Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God’s Word.**

- B.2.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
- a. Write narrative pieces with a distinct beginning, middle and ending.
  - b. Write expressive pieces in response to reading and life experiences.
  - c. Write creative pieces (i.e. poetry, fiction).
  - d. Write descriptive pieces.
  - e. Write in a variety of situations, including journaling and content area writing.
  - f. Use a variety of writing technologies, including pencil and paper as well as computers.
  - g. Apply manuscript rules.
  - h. Write for a specific audience.
- B.2.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use guided strategies for pre-writing (brainstorming, mapping, oral discussion).
  - b. Answer questions in complete sentences.
  - c. Edit for spelling.
  - d. Edit for punctuation and capitalization.
  - e. Edit for grammar.
  - f. Explain the reasons for revision in conference with a teacher or peer.
  - g. Complete a writing assignment in a limited amount of time.
- B.2.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Identify nouns, verbs, and adjectives.
  - b. Use correct subject and verb agreement.
  - c. Capitalizes proper nouns and initial words of sentences.
  - d. Punctuate abbreviations.
  - e. Use commas with lists, dates, and places.
  - f. Spell frequently used words correctly.
  - g. Use word order and end punctuation marks to distinguish statements and questions.

## GOAL C - ORAL LANGUAGE

---

### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God’s word.**

- C.2.1. Orally communicate information, opinions, and ideas effectively to different audiences and purposes.
  - a. Discuss criteria for effective oral presentations, including eye contact, tone, volume, rate, and articulation.
  - b. Read aloud effectively from previously read material.
  - c. Recite a simple poem.
  - d. Participate in group readings, such as choral, echo, and partner reading.
  - e. Show and Tell
  - f. Perform dramatic readings or presentations.
  - g. Distinguish between fact and opinion.
- C.2.2. Listen to and comprehend oral communications.
  - a. Apply the rules of good listening as part of an audience.
  - b. Follow three to four-step directions.
  - c. Identify and summarize key points of a story or discussion. SS, SC, RE, MA
  - d. Retell stories and reports of events in proper sequence.
  - e. Follow sequence in plot, predict outcomes, and draw conclusions.
  - f. Recall the content of stories, relate the content to prior knowledge, and answer various types of questions about the stories.
  - g. Distinguish fact from fantasy.
  - h. Distinguish between a statement and a question.
- C.2.3. Participate effectively in discussion.
  - a. Volunteer relevant information, ask relevant questions, and answer questions directly.
  - b. Use appropriate eye contact and other nonverbal cues.
  - c. Reflect on the ideas and opinions of others and respond thoughtfully.
  - d. Ask for explanation of unfamiliar words and ideas. SS, SC, RE, MA
  - e. Summarize information conveyed through discussion.

## GOAL D - LANGUAGE

---

### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.2.1. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.
  - a. Consult dictionaries and other resources to find definitions and spell words correctly.
  - b. Demonstrate the ability to identify synonyms, antonyms, and homophones for a word that is presented in context.
- D.2.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in the use of English.
  - a. Learn to communicate thoughts in daily living tasks and situations.

## **GOAL E - MEDIA AND TECHNOLOGY**

---

**Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.2. 1. Use computers to acquire, organize, analyze, and communicate information. IT
  - a. Use a computer software program, including turning the computer on and off, using CD-ROM, typing a sentence, deleting and back spacing and adding a graphic.
  - b. Know about the various software programs available in the media center.
- E.2.2. Continue to show respect for people and materials in the library. IT
- E.2.3. Electronically search for materials.
  - a. Search for materials by subject, title and author.
- E.2.4. Recognize different parts of a book.
  - a. Locate information on the spine of a book.
  - b. Locate information on the title page.
  - c. Locate table of contents and index.
- E.2.5. Use some technology. IT
  - a. Be able to run an audio cassette player and CD player

## **GOAL F - RESEARCH AND INQUIRY**

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**Locate, use, and communicate information from a variety of print and non-print materials**

- F.2.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
  - a. Alphabetize beyond the first letter.
  - b. Identify guidewords in a dictionary.
  - c. Use pictures and captions for information.
  - d. Differentiate between a statement and a question.
  - e. Identify a problem and predict various solutions.
  - f. Use table of contents and guided note taking.

# Grade Level Performance Standards:

## Grade Three

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Within our third grade reading/language arts curriculum, students will:

### GOAL A - READING/ LITERATURE

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.3.1. Use effective reading strategies to achieve their purposes in reading.
- Use a variety of strategies and word recognition skills, including rereading, finding context clues, and applying knowledge of letter-sound relationships.
  - Analyze word structures including root words, prefixes and suffixes, compound words, common contractions, plurals, and abbreviations.
  - Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
  - Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty. SS, SC, RE, MA
  - Read aloud with age-appropriate fluency, accuracy, and expression.
  - Discern how written texts and accompanying illustrations connect to convey meaning. SS, SC, RE, MA)
  - Identify and use parts of a textbook, including index. SS, SC, RE, MA
  - Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding. SS, SC
  - Identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature.
  - Identify and use appropriate test-taking skills (multiple choice, true/false, short answer). SS, SC, RE, MA
- A.3.2. Read, interpret, and critically analyze literature.
- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
  - Recognize dialogue.
  - Draw upon a variety of reading materials, relating to the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience. SS, SC, RE
  - Summarize ideas drawn from stories by identifying cause-and-effect relationships, interpreting events and ideas. SS, SC, RE, MA
  - Connecting ideas drawn from different works to each other, and from real-life experience. SS, SC, RE, MA

- f. Extend the literal meaning of a text by making inferences, and evaluating the relationship between the text, prior knowledge and experience. SS, SC, RE, MA
- A.3.3. Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Identify and summarize main ideas and key points from literature, informational texts, and other print and non-print sources.
  - b. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography.
  - c. Select a variety of materials for discovery, appreciation, and enjoyment; summarize the readings and connect them to prior knowledge and experience.
- A.3.4. Read to acquire information.
  - a. Summarize key details of informational texts, connecting new information to prior knowledge. SS, SC, RE
  - b. Seek information by investigating available resources such as encyclopedias, newspapers, internet, and simple reference materials. SS, SC
  - c. Follow activity directions.
  - d. Use various memorization strategies including pneumatic phrases. SS, SC, RE, MA

### **GOAL B - WRITING**

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**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God’s Word.**

- B.3.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
  - a. Write narrative, descriptive, and persuasive pieces.
  - b. Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice.
  - c. Write creative pieces (poetry, fiction, plays and a story with a distinct beginning, middle, and ending).
  - d. Write in a variety of situations including journaling and content writing and adapt strategies, such as revision and the use of reference materials, to the situation. SS, SC, RE, MA
  - e. Use a variety of writing technologies, including pencil and paper as well as computers.
  - f. Form and use upper and lower cursive letters in writing.
  - g. Write for a variety of readers adapting content to audience and situation.
  - h. Use assignment notebook daily to organize, plan, communicate.
- B.3.2. Plan, revise, edit, and publish clear and effective writing.
  - a. Use pre-writing strategies such as story maps, story starters, and webs, to organize information.
  - b. Develop a topic sentence.
  - c. Select appropriate details to support a topic sentence. SS, SC
  - d. Recognize complete and incomplete sentences.
  - e. Produce multiple drafts, including finished pieces, that demonstrate the ability to generate, focus, and organize ideas and to revise the language, organization and content of successive drafts.
  - f. Explain the reasons for revision in conference with a teacher, and peer. SS, SC

- g. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English. SS, SC, RE
  - h. Edit writing for correct spelling.
  - i. Edit writing for grammar including subject and predicate.
  - j. Use correct spelling in final draft as opposed to phonetic spelling.
- B.3.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Identify and use personal pronouns.
  - b. Employ principles of agreement related to number and gender. MA
  - c. Capitalize and punctuate proper nouns, titles, abbreviations, and initial words of sentences.
  - d. Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect ideas
  - e. Use commas with lists, dates, and places. SS, SC, MA
  - f. Spell frequently used words correctly.
  - g. Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands.

### **GOAL C - ORAL LANGUAGE**

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#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's word.**

- C.3.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation. SS, SC, RE
  - b. Read aloud effectively from previously-read material.
  - c. Speak from notes or a brief outline, to communicate information clearly organized and in a sequential manner such as a “how to” demonstration or presenting a written report. SS, SC, RE
  - d. Tell an original story with a beginning, middle, and ending.
  - e. Participate in group readings, such as choral, echo and partner reading.
  - f. Perform dramatic readings and presentations.
  - g. Distinguish between fact and opinion and provide evidence to support opinions. SS, SC, RE
- C.3.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience.
  - b. Follow basic and multiple-step directions.
  - c. Identify and summarize key points of a story or discussion.
  - d. Retell stories and reports of events in proper sequence.
  - e. Follow sequence in plot and character development, predict outcomes, and draw conclusions.

- f. Recall the content of stories, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. SS, SC, RE
  - g. Distinguish fact from fantasy and fact from opinion.
  - h. Recognize different viewpoints.
  - i. Judge the accuracy of information. SS, SC, MA
  - j. Differentiate between a statement and a question.
- C.3.3. Participate effectively in discussion.
- a. Volunteer relevant information, ask relevant questions, and answer questions directly.
  - b. Use appropriate eye contact and other nonverbal cues.
  - c. Use appropriate strategies to keep a discussion going, for example, citing evidence, posing “what if “ questions, and relating situations to experiences.
  - d. Reflect on the ideas and opinions of others and respond thoughtfully.
  - e. Ask for clarification and explanation of unfamiliar words and ideas.
  - f. Summarize information conveyed through discussion.

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.3.1. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.
- a. Consult dictionaries and other resources to find and compare definitions, choose among synonyms, and spell words correctly. SS, SC
  - b. Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
  - c. Recognize compound words.
  - d. Identify common figures of speech including similes and metaphors and use them appropriately.
- D.3.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive the use of English.
- a. Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring tasks and situations.
  - b. Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments. SS, RE

#### **GOAL E - MEDIA AND TECHNOLOGY**

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#### **Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.3.1. Use computers to acquire, organize, analyze, and communicate information. IT
- a. Use word processing to write a basic report.

- b. Use editing tools such as spell check, highlighting to correct mistakes.
- c. Use format commands to change font and letter size.
- E.3.2. Access information using library catalog, encyclopedias, almanacs, and indexes. IT
  - a. Locate fiction and non fiction books using title, subject and author cards.
  - b. Gather facts, details, examples from encyclopedia and other reference sources.
- E.3.3. Use some technology.
  - a. Locate book-marked sites on internet to access information and data.

#### **GOAL F - RESEARCH AND INQUIRY**

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#### **Locate, use, and communicate information from a variety of print and non-print materials.**

- F.3.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings. SS, SC, RE
- F.3.2. Identify and use the following as a foundation for conducting research.
  - a. Identify and use an index. SS, SC, RE
  - b. Use guide words in the dictionary to help locate words. SS, SC, RE
  - c. Identify heading and subheading in a text. SS, SC, RE
  - d. Access information from library cataloguing system. SS, SC, RE
  - e. Develop questions for reading and studying. SS, SC, RE
  - f. Gather data on a specific topic for problem solving. MA
  - f. Construct a plan of action to solve a problem. MA
  - g. Paraphrase gathered information.

# Grade Level Performance Standards:

## Grade Four

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Within our fourth grade reading/language arts curriculum, students will:

### GOAL A - READING/ LITERATURE

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.4.1. Use effective reading strategies to achieve their purposes in reading.
- Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, analyzing word structures and identifying and using common abbreviations, contractions, and irregular plurals.
  - Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
  - Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text.
  - Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty. SS, SC, RE, MA
  - Read aloud with age-appropriate fluency, accuracy, and expression.
  - Discern how written texts and accompanying illustrations connect to convey meaning. SS, SC, RE, MA
  - Identify and use parts of a textbook, table of contents, glossary, and index. SS, SC, RE, MA
  - Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding. SS, SC, RE
  - Identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature.
  - Identify and use appropriate test-taking skills (multiple choice, true/false, short answer, essay). SS, SC, RE, MA
- A.4.2. Read, interpret, and critically analyze literature.
- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
  - Recognize dialogue.
  - Draw upon a variety of reading materials, including fairy tales, fables, and narratives relating to the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience. SS, SC, RE

- d. Summarize ideas drawn from stories by identifying cause-and-effect relationships, interpreting events and ideas. SS, SC, RE, MA
  - e. Connecting ideas drawn from different works to each other, and to real-life experiences. SS, SC, RE, MA
  - f. Extend the literal meaning of a text by making inferences, and evaluating the relationship between the text, prior knowledge, and experience. SS, SC, RE, MA
- A.4.3. Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Demonstrate the ability to integrate general knowledge about the world with literary and nonliterary texts when reflecting upon life’s experiences. SS, SC, RE, MA
  - b. Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources. SS, SC, RE, MA
  - c. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and various forms of poetry (i.e. haiku, limerick, cinquain, free verse).
  - d. Select a variety of materials for discovery, appreciation, and enjoyment; summarize the readings, and connect them to prior knowledge and experience.
- A.4.4. Read to acquire information.
- a. Summarize key details of informational texts, connecting new information to prior knowledge. SS, SC, RE, MA
  - b. Identify a topic of interest then seek information by investigating available resources (including encyclopedias, newspapers, internet and simple reference materials). SS, SC, RE, MA
  - c. Follow activity directions.
  - d. Use various memorization strategies such as pnemonic phrases. SS, SC, RE, MA

## **GOAL B - WRITING**

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**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God’s Word.**

- B.4.1. Students will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain. SS, SC, RE, MA, IT
- a. Use a topic sentence and supporting details to construct a paragraph.
  - b. Write narrative, expository, descriptive, and persuasive pieces.
  - c. Write nonfiction and technical pieces (i.e. summaries, messages, informational essays, basic directions, “how to” instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequence. SS, SC, RE
  - d. Write expressive pieces in response to reading, viewing, and life experiences (i.e. narratives, reflections, and letters) employing descriptive detail and a personal voice. SS, RE
  - e. Write creative pieces (poetry, fiction, and plays) employing basic principles appropriate to each genre such as a story with a distinct beginning, middle, and ending.
  - f. Write in a variety of situations and adapt strategies, such as revision and the use of reference materials, to the situation. SS, SC, RE, MA
  - g. Use a variety of writing technologies, including pen/pencil and paper as well as computers.

- h. Use cursive writing.
  - i. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and format to audience and situation.
  - j. Use assignment notebook daily to organize, plan, and communicate.
- B.4.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
  - b. Produce multiple drafts, including finished pieces, that demonstrate the ability to generate, focus, and organize ideas and to revise the language, organization and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
  - c. Explain the extent and reasons for revision in conference with a teacher and/or peer.
  - d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
  - e. Use correct spelling in final draft as opposed to phonetic spelling.
- B.4.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand and use parts of speech effectively, including nouns, possessives, pronouns, adjectives, and adverbs.
  - b. Employ principles of agreement related to number, gender, and case.
  - c. Capitalize and punctuate proper nouns, titles, abbreviations, and initial words of sentences.
  - d. Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect ideas.
  - e. Use commas with appositives, lists, dates, and places.
  - f. Spell frequently used words correctly.
  - g. Use word order and punctuation marks to distinguish statements, questions, exclamations, commands, and dialogue.

### **GOAL C - ORAL LANGUAGE**

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#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God’s word.**

- C.4.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Apply the rules of good listening as part of an audience.
  - b. Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation. SS, SC, RE
  - c. Read aloud effectively from previously read material.
  - d. Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail.
  - e. Present autobiographical or fictional stories that recount events to large and small audiences.
  - f. Participate in group readings, such as choral, echo, and partner reading.
  - g. Perform dramatic readings and presentations.

- h. Distinguish between fact and opinion and provide evidence to support opinions. SS, SC, RE
- C.4.2. Listen to and comprehend oral communications.
- a. Follow basic and multiple-step directions.
  - b. Identify and summarize key points of a story or discussion.
  - c. Retell stories and reports of events in proper sequence.
  - d. Follow sequence in plot and character development, predict outcomes, and draw conclusions.
  - e. Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. SS, SC, RE
  - f. Distinguish fact from fantasy and fact from opinion. SS, SC, RE
  - g. Understand increasingly complex sentence structures (as with lectures, guest speakers)
  - h. Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.
- C.4.3. Participate effectively in discussion.
- a. Volunteer relevant information, ask relevant questions, and answer questions directly.
  - b. Use appropriate eye contact and other nonverbal cues.
  - c. Use appropriate strategies to keep a discussion going (citing evidence, posing “what-if” or rhetorical questions, and relating the situation to personal experience).
  - d. Reflect on the ideas and opinions of others and respond thoughtfully.
  - e. Ask for clarification and explanation of unfamiliar words and ideas.
  - f. Summarize information conveyed through discussion.

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.4.1. Develop vocabulary of words, phrases, and idioms as a means of improving communication.
- a. Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly. SS, SC, RE
  - b. Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
  - c. Identify common figures of speech including similes and metaphors and use them appropriately.
- D.4.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- a. Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring tasks and situations.
  - b. Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments. SS, RE

## **GOAL E - MEDIA AND TECHNOLOGY**

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**Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.4.1. Use computers to acquire, organize, analyze, and communicate information.
  - a. Operate common computer hardware and software.
  - b. Use basic word-processing, graphics, and drawing programs.
  - c. Create, store, and retrieve electronic files.
  - d. Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
  - e. Generate, send, and retrieve electronic messages.
- E.4.2. Create products appropriate to audience and purpose.
  - a. Write news articles appropriate for familiar media.
  - b. Create simple advertising messages and graphics appropriate for familiar media.
  - c. Prepare, perform, and tape simple radio and television scripts.
  - d. Prepare and perform school announcements and program scripts.
- E.4.3. Demonstrate a working knowledge of media production and distribution.
  - a. Make distinctions between messages presented on radio, television, and in print.
  - b. Recognize how messages are adjusted for different audiences.
  - c. Identify sales approaches and techniques aimed at children.

## **GOAL F - RESEARCH AND INQUIRY**

---

**Locate, use, and communicate information from a variety of print and non-print materials.**

- F.4.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
  - a. Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information such as using headings and subheadings to develop questions to set a purpose (KWL charts, SQ3R). SS, SC, RE, MA
  - b. Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, non-print, and electronic sources such as the internet. SS, SC, RE, MA
  - c. Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers. SS, SC, RE, MA
  - d. Present the results of inquiry, reporting and commenting on the content and process of learning, orally and in writing, using appropriate visual aids such as timelines. SS, SC, RE, MA

# *Grade Level Performance Standards:*

## *Grade Five*

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**Within our fifth grade reading/language arts curriculum, students will:**

### *GOAL A - READING/ LITERATURE*

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.5.1. Use effective reading strategies to achieve their purposes in reading.
  - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
  - b. Use knowledge of sentence and word structure, visual imagery, and context clues to understand unfamiliar words and clarify passages of text.
  - c. Acquire knowledge of word origins to develop vocabulary.
  - d. Use knowledge of the visual features of texts, such as headings and boldface print, and structures of texts, such as sequence and cause-and-effect, as aids to comprehension.
  - e. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
  - f. Select, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
  - g. Identify and use appropriate test-taking skills (multiple choice, true/false, short answer, and essay).
- A.5.2. Read, interpret, and critically analyze literature.
  - a. Identify the defining features and structure of literary texts, including conflict, characterization, point of view, flashback, and foreshadowing.
  - b. Recognize the effect of characters, plot, setting, figurative language, topic, style, purpose, and point of view on the overall impact of literature.
  - c. Develop a broad base of knowledge about the genres of literature, including the structure and conventions of fables, myths, tall tales, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
  - d. Evaluate literary merit and explain critical opinions about a text, through discussion.
- A.5.3. Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
  - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
  - c. Evaluate the themes and main ideas of a work considering its audience and purpose.
  - d. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and various forms of poetry.

A.5.4. Read to acquire information.

- a. Interpret and use technical resources such as charts, graphs, diagrams, tables, travel schedules, timelines, and manuals. SS, MA
- b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
- c. Identify and explain main ideas, major details, and organization found in a variety of informational passages.
- d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them. SS, MA

**GOAL B - WRITING**

---

**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God's Word.**

B.5.1. Create or produce writing to communicate with different audiences for a variety of purposes.

RE, SS, SC, MA, IT

- a. To develop a well-written paragraph
- b. Write a coherent expository piece, with sufficient detail to fulfill its purpose. IT
- c. Write a persuasive piece that includes a clear position. IT
- d. Write a narrative based on experience that uses descriptive language and reveals a theme. IT
- e. Write creative fiction that includes major characters, a coherent plot, descriptive language, and concrete detail. IT
- f. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials, to the situation. IT
- g. Use a variety of writing technologies including pen and paper as well as computers. IT
- h. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- i. Know the parts of business and personal letters and be able to write letters in proper form.

B.5.2. Plan, revise, edit, and publish clear and effective writing.

- a. Use pre-writing strategies to organize information.
- b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content, of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
- c. Identify questions and strategies for improving drafts in writing conferences with others.
- d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.

- B.5.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- Understand the function of words and phrases in a sentence and use them effectively (including all parts of speech).
  - Use correct tenses to indicate the relative order of events.
  - Understand and employ principles of agreement, including subject-verb, pronoun-noun.
  - Identify and punctuate correctly the four types of sentences.
  - Identify different sentence structures (simple, compound)
  - Employ the conventions of capitalization.
  - Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.
- B. 5.4 Use knowledge of the visual features of texts such as headings and boldface print, and structures of text to effectively take notes across the curriculum.

### **GOAL C - ORAL LANGUAGE**

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#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God’s word.**

- C.5.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- Share brief impromptu remarks about topics of interest about oneself to others. RE
  - Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
  - Perform improvisational speaking.
  - Perform expressive oral readings of poetry and drama.
  - Present a coherent report on differing viewpoints on an issue, organizing the presentation in a manner appropriate to the audience. RE, SS
  - Differentiate between formal and informal contexts and employ appropriate eye contact and style of speaking, adjusting language, rate, and volume according to audience and purpose.
  - Observe appropriate etiquette when expressing thanks and receiving praise. RE
- C.5.2. Listen to and comprehend oral communications.
- Apply the rules of good listening as part of an audience. RE
  - Summarize and explain the information conveyed in an oral communication, accounting for the key ideas.
  - Distinguish among purposes for listening, such as gaining information or being entertained.
  - Recall significant details and sequence accurately.
  - Follow a speaker’s main points.
- C.5.3. Participate effectively in discussion.
- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
  - Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS

- c. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
- d. Accept and use helpful criticism.
- e. Establish and maintain an open mind when listening to others' ideas and opinions.
- f. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement. (ex. – note taking – see reference)
- g. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- h. Attend to the content of discussion rather than the speaker.
- i. Participate in discussion without dominating.

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.5.1. Develop vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
  - a. Consult dictionaries, thesauruses, and handbooks when choosing words, phrases, and expressions for use in oral and written presentations.
  - b. Explain how writers and speakers choose words and use figurative language including similes, metaphors, onomatopoeia, and personification
  - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.5.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in the use of English.
  - a. Describe how American English is used in various public and private contexts, like school and home.
  - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.
  - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

#### **GOAL E - MEDIA AND TECHNOLOGY**

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#### **Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God's Word.**

- E.5.1. Use computers to acquire, organize, analyze, and communicate information. IT
  - a. Demonstrate efficient word-processing skills.
  - b. Construct and use simple databases.
  - c. Use manuals and on-screen help in connection with computer applications.
  - d. Perform basic computer operations on various platforms.

- e. Collect information from various on-line sources, such as web pages, news groups, and listservs.
  - f. Generate, send, and receive electronic messages.
  - g. Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
- E.5.2. Make informed judgments about media and products. IT
- a. Recognize common structural features found in print and broadcast advertising.
  - b. Identify the use of stereotypes evident in various media.
  - c. Compare the effect of particular symbols and images seen in various media.
  - d. Use criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.5.3. Create media products appropriate to audience and purpose. IT
- a. Write news articles appropriate for familiar media.
  - b. Create simple advertising messages and graphics appropriate for familiar media.
  - c. Prepare and perform a simple media presentation.
- E. 5.4. Demonstrate a working knowledge of media production and distribution. IT
- a. Analyze how messages may be affected by financial factors such as sponsorship.
  - b. Identify advertising strategies and techniques aimed at pre-teens and teenagers. AR

#### **GOAL F - RESEARCH AND INQUIRY**

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#### **Locate, use, and communicate information from a variety of print and non-print materials.**

- F.5.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
- a. Formulate research questions and focus investigation on relevant and accessible sources of information. SS
  - b. Develop a personal study plan for time management to complete a long-term project.
  - c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. IT, SS
  - d. Conduct interviews, field studies, and/or experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. IT, SS
  - e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. IT, SS
  - f. Review and evaluate the usefulness of information gathered in an investigation. SS
  - g. Using Writer's Inc. as a guide, produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT
    - Use Bibme.org
    - See Reference on "What is Plagiarism?"

# *Grade Level Performance Standards:*

## *Grade Six*

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**Within our sixth grade reading/language arts curriculum, students will:**

### ***GOAL A - READING/ LITERATURE***

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**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.6.1. Use effective reading strategies to achieve their purposes in reading.
  - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
  - b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
  - c. Use knowledge of word origins to develop vocabulary.
  - d. Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as sequence and cause-and-effect, as aids to comprehension.  
IT
  - e. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
  - f. Select, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
  - g. Identify and use appropriate test-taking skills (multiple choice, true/false, short answer, essay).
- A.6.2. Read, interpret, and critically analyze literature.
  - a. Identify the defining features and structure of literary texts, including conflict, characterization, point of view (1st person, 3rd person).
  - b. Analyze the effect of characters, plot, setting, figurative language, topic, style, purpose, and point of view on the overall impact of literature.
  - c. Develop a broad base of knowledge about the genres of literature, including the structure and conventions of epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
  - d. Develop criteria to evaluate literary merit and explain critical opinions about a text, through discussion. RE
- A.6.3. Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
  - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
  - c. Develop a broad base of knowledge about the themes, ideas, and insights found in literature.

- d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.6.4. Read to acquire information.
- a. Interpret and use technical resources such as charts, tables, graphs, diagrams, travel schedules, timelines, and manuals. SS, MA
  - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
  - c. Identify and explain main ideas, details, and organization found in a variety of informational passages.
  - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them. SS, MA

## **GOAL B - WRITING**

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### **Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God's Word.**

- B.6.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
- a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions. IT
  - b. Write a persuasive piece that includes a clear position, and a coherent argument with reliable evidence. IT
  - c. Write a narrative based on experience that uses descriptive language, presents a sequence of events, and reveals a theme. IT
  - d. Write creative fiction that includes major characters, a coherent plot, effective imagery, descriptive language, and concrete detail. IT
  - e. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials, to the situation. IT
  - f. Use a variety of writing technologies including pen and paper as well as computers. IT
  - g. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.6.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
  - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. IT
  - c. Identify questions and strategies for improving drafts in writing conferences with others.
  - d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
  - e. Know the parts of a business and personal letter and be able to write letters in proper form.

- B.6.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including relative pronouns, and comparative adjectives.
  - Use correct tenses to indicate the relative order of events.
  - Understand and employ principles of agreement, including subject-verb and pronoun-noun.
  - Punctuate compound and complex sentences correctly.
  - Employ the conventions of capitalization.
  - Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

### **GOAL C - ORAL LANGUAGE**

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#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's word.**

- C.6.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- Share brief impromptu remarks about topics of interest about oneself to others. RE
  - Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
  - Perform improvisational speaking.
  - Perform expressive oral readings of prose, poetry, and drama.
  - Prepare and conduct interviews. SS
  - Present a coherent report on differing viewpoints on an issue and organizing the presentation in a manner appropriate to the audience. RE, SS
  - Differentiate between formal and informal contexts and employ appropriate eye contact and style of speaking, adjusting language, rate, and volume according to audience and purpose.
  - Observe the appropriate etiquette when expressing thanks and receiving praise. RE
- C.6.2. Listen to and comprehend oral communications.
- Apply the rules of good listening as part of an audience. RE
  - Summarize and explain the information conveyed in an oral communication, accounting for the key ideas and relationship of parts to the whole.
  - Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
  - Recall significant details and sequence accurately.
  - Follow a speaker's argument and represent it in notes.
- C.6.3. Participate effectively in discussion.
- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
  - Explain opinions by citing evidence and referring to sources. RE, SS
  - Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS

- d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments. RE, SS
- e. Accept and use helpful criticism. RE
- f. Establish and maintain an open mind when listening to others' ideas and opinions. RE
- g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement.(ex. – note taking – see reference) SS
- h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- i. Attend to the content of discussion rather than the speaker.
- j. Participate in discussion without dominating.
- k. Distinguish between supported and unsupported statements.

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.6.1. Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
  - a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
  - b. Explain how writers and speakers choose words and use figurative language including similes, onomatopoeia, metaphors, alliteration, personification, hyperbole, and cliché to achieve specific effects.
  - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.6.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
  - a. Describe how American English is used in various public and private contexts, such as school, home, and work. SS
  - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication. SS
  - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

#### **GOAL E - MEDIA AND TECHNOLOGY**

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#### **Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God's Word.**

- E.6.1. Use computers to acquire, organize, analyze, and communicate information. IT
  - a. Demonstrate efficient word-processing skills.
  - b. Construct and use simple databases.

- c. Use manuals and on-screen help in connection with computer applications.
  - d. Perform basic computer operations on various platforms.
  - e. Collect information from various on-line sources, such as web pages, news groups, and list-serves.
- E.6.2. Make informed judgments about media and products. IT
- a. Recognize common structural features found in print and broadcast advertising. AR
  - b. Identify and explain the use of stereotypes evident in various media.
  - c. Compare the effect of particular symbols and images seen in various media. (AR)
  - d. Develop criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.6.3. Create media products appropriate to audience and purpose. IT
- a. Write informational articles that target audiences of a variety of publications.
- E.6.4. Demonstrate a working knowledge of media production and distribution. IT
- a. Analyze how messages may be affected by financial factors such as sponsorship.
  - b. Identify advertising strategies and techniques aimed at pre-teens and teenagers. AR

## **GOAL F - RESEARCH AND INQUIRY**

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### **Locate, use, and communicate information from a variety of print and non-print materials.**

- F.6.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
- a. Formulate research questions and focus investigation on relevant and accessible sources of information. SS, SC
  - b. Develop a personal study plan for time management to complete a long-term project.
  - c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. IT, SS, SC
  - d. Conduct interviews, field studies, and/or experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. IT, SS, SC
  - e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. IT, SS, SC
  - f. Review and evaluate the usefulness of information gathered in an investigation. SS, SC
  - g. Using Writer's Inc. as a guide, produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT
    - Use Bibme.org
    - See Reference on "What is Plagiarism?"

# Grade Level Performance Standards:

## Grade Seven

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Within our seventh grade reading/language arts curriculum, students will:

### GOAL A - READING/ LITERATURE

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**Read and respond to a wide range of writing at a minimum of an 800 Lexile level to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.7.1. Use effective reading strategies to achieve their purposes in reading.
  - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
  - b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
  - c. Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension. IT
  - d. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
  - e. Select, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
  - f. Identify and use appropriate test-taking skills (multiple choice, true false, short answer).
- A.7.2. Read, interpret, and critically analyze literature.
  - a. Identify the defining features and structure of literary texts, including conflict, characterization, plot structure (exposition, rising action, climax, falling action, resolution), and point of view (1st person, 3rd person, omniscient).
  - b. Analyze the effect of characters, plot, setting, mood, language, theme, style, tone, purpose, and point of view on the overall impact of literature.
  - c. Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of fables, epics, novels, myths, plays, and short stories when interpreting the meaning of a literary work.
  - d. Develop criteria to evaluate literary merit and explain critical opinions about a text orally and in writing. RE
- A.7.3. Read and discuss literary and nonliterary texts in order to understand human experience.
  - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
  - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS

- c. Develop a broad base of knowledge about the themes, ideas, and insights found in literature.
  - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.7.4. Read to acquire information.
- a. Interpret and use technical resources such as charts, tables, graphs, diagrams, travel schedules, timelines, and manuals. SS, MA
  - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
  - c. Identify and explain main ideas, details, and organization found in a variety of informational passages.
  - d. Distinguish between the facts found in documents, narrative charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them. SS, MA

## **GOAL B - WRITING**

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**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God’s Word.**

- B.7.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
- a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination of ideas.
  - b. Write a persuasive piece that includes a clear position and a coherent argument with reliable evidence.
  - c. Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.
  - d. Write creative fiction that includes major characters, a coherent plot, effective imagery, descriptive language, and concrete detail.
  - e. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials.
  - f. Use a variety of writing technologies including pen and paper as well as computers.
  - g. Write for a variety of readers, including peers, teachers and other adults, adapting content, style and structure to audience and situation.
- B.7.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
  - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. IT
  - c. Identify questions and strategies for improving drafts in writing conferences with others.

- d. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- B.7.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, and relative pronouns.
  - b. Use correct tenses to indicate the relative order of events.
  - c. Understand and employ principles of agreement, including subject-verb and pronoun-noun.
  - d. Punctuate compound, complex, and compound-complex sentences correctly.
  - e. Employ the conventions of capitalization and punctuation.
  - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

### **GOAL C - ORAL LANGUAGE**

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#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's word.**

- C.7.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest about oneself to others. RE
  - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
  - c. Perform improvisational speaking.
  - d. Perform expressive oral readings of prose, poetry, and drama.
  - e. Prepare and conduct interviews. SS
  - f. Differentiate between formal and informal contexts and employ appropriate eye contact and style of speaking, adjusting language, rate, and volume according to audience and purpose.
  - g. Observe the appropriate etiquette when expressing thanks and receiving praise. RE
  - h. Evaluate the reliability of information in a communication using criteria based on prior knowledge of the speaker, the topic and the context and on the analysis of evidence.
  - i. Present a coherent report on differing viewpoints on an issue, evaluating the content of the material presented and organizing the presentation in a manner appropriate to the audience.
- C.7.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience.
  - b. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
  - c. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
  - d. Recall significant details and sequence accurately.

- e. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic and the context, and on analysis of evidence and propaganda devices. SS, RE
- C.7.3. Participate effectively in discussion.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
  - b. Explain and advance opinions by citing evidence and referring to sources. RE, SS
  - c. Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS
  - d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments. RE, SS
  - e. Accept and use helpful criticism. RE
  - f. Establish and maintain an open mind when listening to others' ideas and opinions. RE
  - g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions. (ex. – note taking – see reference) RE, SS
  - h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
  - i. Attend to the content of discussion rather than the speaker.
  - j. Participate in discussion without dominating.
  - k. Distinguish between supported and unsupported statements.

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.7.1. Develop vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
  - a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
  - b. Explain how writers and speakers choose words and use figurative language including alliteration, similes, onomatopoeia, metaphors, personification, hyperbole, cliché, and allusion to achieve specific effects.
  - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.7.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
  - a. Describe how American English is used in various public and private contexts, such as school, home and work. SS
  - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication. SS

- c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

#### **GOAL E - MEDIA AND TECHNOLOGY**

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### **Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.7.1. Use computers to acquire, organize, analyze, and communicate information. IT
- Demonstrate efficient word-processing skills.
  - Construct and use simple databases.
  - Use manuals and on-screen help in connection with computer applications.
- E.7.2. Make informed judgments about media and products. IT
- Identify and explain the use of stereotypes and biases evident in various media.
  - Compare the effect of particular symbols and images seen in various media. AR
  - Develop criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.7.3. Create media products appropriate to audience and purpose. IT
- Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences. AR
- E.7.4. Demonstrate a working knowledge of media production and distribution. IT
- Analyze how messages may be affected by financial factors such as sponsorship.
  - Identify advertising strategies and techniques aimed at pre-teens and teenagers. AR

#### **GOAL F - RESEARCH AND INQUIRY**

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### **Locate, use, and communicate information from a variety of print and non-print materials**

- F.7.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
- Develop a personal study plan for time management to complete a long-term project.
  - Formulate research questions and focus investigation on relevant and accessible sources of information. SS, SC
  - Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. SS, SC, IT
  - Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. SS, SC, IT
  - Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. SS, SC, IT
  - Review and evaluate the usefulness of information gathered in an investigation. SS, SC
  - Using Writer’s Inc. as a guide, produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT
- Use Bibme.org
  - See Reference on “What is Plagiarism?”

# ***Grade Level Performance Standards:***

## ***Grade Eight***

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**Within our eighth grade reading/language arts curriculum, students will:**

### ***GOAL A - READING/ LITERATURE***

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**Read and respond to a wide range of writing at an 800 Lexile level to build an understanding of written materials, of themselves, of others, and of their Christian perspective.**

- A.8.1. Use effective reading strategies to achieve their purposes in reading.
  - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
  - b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
  - c. Use knowledge of the visual features of texts, such as headings and boldface print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension. IT
  - d. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
  - e. Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes.
  - f. Identify and use appropriate test taking skills (multiple choice, true/false, and short answer).
- A.8.2. Read, interpret, and critically analyze literature.
  - a. Identify the defining features and structure of literary texts, including conflict, characterization, plot structure (exposition, rising action, climax, falling action, resolution) and point of view (1<sup>st</sup> person, 3<sup>rd</sup> person, omniscient).
  - b. Analyze the effect of characters, plot, setting, language, mood, theme, style, purpose, and point of view on the overall impact of literature.
  - c. Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
  - d. Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay. RE
- A.8.3. Read and discuss literary and nonliterary texts in order to understand human experience from a Christian perspective.
  - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS

- b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
  - c. Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts.
  - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.8.4. Read to acquire information.
- a. Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals. SS, MA
  - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
  - c. Identify and explain main idea, details, and organization found in a variety of informational passages.
  - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them. SS, MA

## **GOAL B - WRITING**

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**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while communicating the truths of God’s Word.**

- B.8.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
- a. Use a topic sentence and supporting details to produce a well-constructed paragraph.
  - b. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas. IT
  - c. Write a persuasive piece that includes a clear position, a discernible tone, and a coherent argument with reliable evidence. IT
  - d. Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme. IT
  - e. Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail. IT
  - f. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials, to the situation. IT
  - g. Use a variety of writing technologies including pen and paper as well as computers. IT
  - h. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.8.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
  - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. IT

- c. Identify questions and strategies for improving drafts in writing conferences with a teacher.
  - d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
- B.8.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, and relative pronouns.
  - b. Use correct tenses to indicate the relative order of events.
  - c. Understand and employ principles of agreement, including subject-verb and pronoun-noun.
  - d. Punctuate compound, complex, and compound-complex sentences correctly.
  - e. Employ the conventions of capitalization and punctuation.
  - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

### **GOAL C - ORAL LANGUAGE**

---

#### **Listen to understand and will speak clearly and effectively for diverse purposes, including sharing the truths of God's word.**

- C.8.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest about oneself to others. RE
  - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
  - c. Perform improvisational speaking.
  - d. Perform expressive oral readings of prose, poetry, and drama.
  - e. Prepare and conduct interviews. SS
  - f. Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience. RE, SS
  - g. Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose.
  - h. Observe the appropriate etiquette when expressing thanks and receiving praise. RE
- C.8.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience. (see Rules of Good Listening)
  - b. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
  - c. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
  - d. Recall significant details and sequence accurately.
  - e. Follow a speaker's argument and represent it in notes.

- f. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context, and on analysis of logic, evidence, propaganda devices, and language. SS, RE
- C.8.3. Participate effectively in discussion.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. (See Rules of Good Listening)RE
  - b. Explain and advance opinions by citing evidence and referring to sources. RE, SS
  - c. Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS
  - d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments. RE, SS
  - e. Accept and use helpful criticism. RE
  - f. Establish and maintain an open mind when listening to others' ideas and opinions. RE
  - g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions. (ex. – note taking – see reference) RE, SS
  - h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
  - i. Attend to the content of discussion rather than the speaker.
  - j. Participate in discussion without dominating.
  - k. Distinguish between supported and unsupported statements.

#### **GOAL D - LANGUAGE**

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#### **Apply knowledge of the nature, grammar, and variations of American English.**

- D.8.1. Develop vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
  - a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
  - b. Explain how writers and speakers choose words and use figurative language including similes, onomatopoeia, metaphors, alliteration, personification, hyperbole, cliché, and allusion to achieve specific effects.
  - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.8.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in use of English.
  - a. Describe how American English is used in various contexts, such as school and home. SS
  - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication. SS
  - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

## **GOAL E - MEDIA AND TECHNOLOGY**

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**Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to communicate the truths of God’s Word.**

- E.8.1. Use computers to acquire, organize, analyze, and communicate information. IT
  - a. Demonstrate efficient word-processing skills.
  - b. Construct and use simple databases.
  - c. Use manuals and on-screen help in connection with computer applications.
  - d. Perform basic computer operations on various platforms.
  - e. Collect information from various on-line sources, such as web pages, news groups, and list serves.
- E.8.2. Make informed judgments about media and products. IT
  - a. Recognize common structural features found in print and broadcast advertising.
  - b. Identify and explain the use of stereotypes and biases evident in various media.
  - c. Compare the effect of particular symbols and images seen in various media. AR
  - d. Develop criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.8.3. Create media products appropriate to audience and purpose. IT
  - a. Write informational articles that target audiences of a variety of publications.
  - b. Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences. AR
  - c. Create video and audiotapes designed for particular audiences.
- E.8.4. Demonstrate a working knowledge of media production and distribution. IT
  - a. Plan a promotion or campaign that involves broadcast and print media production and distribution. AR
  - b. Analyze how messages may be affected by financial factors such as sponsorship.
  - c. Identify advertising strategies and techniques aimed at teenagers. AR
- E.8.5. Analyze and edit media work as appropriate to audience and purpose. IT
  - a. Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect. AR
  - b. Develop criteria for comprehensive feedback on the quality of media work and use it during production.

## **GOAL F - RESEARCH AND INQUIRY**

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**Locate, use, and communicate information from a variety of print and non-print materials.**

- F.8.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
  - a. Develop a personal study plan for time management to complete a long-term project. SS, SC
  - b. Formulate research questions and focus investigation on relevant and accessible sources of information. SS, SC

- c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. SS, SC, IT
- d. Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. SS, SC, IT
- e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. SS, SC, IT
- f. Review and evaluate the usefulness of information gathered in an investigation. SS, SC
- g. Using *Writer's Inc.* as a guide, produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT
  - Use [Bibme.org](http://Bibme.org)
  - See Reference on “What is Plagiarism?”

## What Language Arts skills and abilities would KML like to see in their incoming freshman?

### Literature

- Exposure to a variety of genres (e.g. novels, poetry, short stories, nonfiction, drama, etc.)
- Familiarity with well-known authors and their works (e.g. genre, generalization of style, and historical context).
- Thorough understanding of plot, conflict, setting, character, and theme.

### Reading

- Know and use reading strategies such as summarizing, predicting, visualizing, and connecting.
- Read material at an 800 lexile level (i.e. *Bridge to Terabithia*)
- Be able to discuss and apply literature
  - Use literature terms to evaluate characters and events
  - Use elements of literature (plot, conflict, character, setting, mood, theme, literary devices such as symbol, imagery, and alliteration) to uncover and support possible themes
  - Evaluate themes and events from a Christian perspective

### Vocabulary

- Speak and write using vocabulary at an 800 lexile level
- Employ skills to decipher the meaning of unfamiliar words using context clues, knowledge of prefixes, suffixes and root words

### Writing

- Identify and correctly use parts of speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections
- Use a variety of sentence structures (simple, complex, compound, and compound-complex) and combinations of dependent and independent clauses
- Apply spelling conventions and strategies, recognize correct use of frequently misspelled words
- Produce writing that demonstrates correct use of grammatical conventions (e.g. agreement, verb tense, punctuation)
- Write a paragraph using correct structure (topic sentence, minimum of 3 supporting sentences, concluding sentence).
- Utilize the writing process: prewriting, writing, revising, editing and proofreading, and publishing.
- Write a cohesive short story.
- Evaluate writing using the Six Traits of Effective Writing Rubric. (see rubric)

### Speaking

- Express opinions/give answers in one-on-one, small group, and large group situations.
- Use correct public speaking skills: eye contact, gestures, vocal variety (pitch, volume, rate), fluency, articulation.
- One year of forensics for all students is strongly encouraged.
  - Improvisational speaking, visual aid, persuasive, informative, interpretive reading, etc.

### Using Technology and other Resources

- Locate information in a variety of print and non-print sources
- Utilize technology to organize and present information in various forms

***Lexile Rulers:***

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<http://it.pinellas.k12.fl.us/schools/clearview-es/files/1C23C7A8957A484D9390BECBB216D5BD.pdf>

***Note taking:***

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<http://sas.calpoly.edu/asc/ssl.html>

***High Frequency Word List:***

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<http://albert.sacredsfs.org/~gilham/1200wordlist.pdf>

***6 + 1 Traits of Effective Writing***

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<http://www.mukwonago.k12.wi.us/~olejnma/6 + 1 traits.htm>

<http://www.sheboyganfalls.k12.wi.us/cyberenglish9/PDF/Informative%20writing%206%20trait%20rubric.PDF>

## NOTE TAKING SYSTEM

### 5 Methods

- The Cornell Method
- The Outline Method
- The Mapping Method
- The Charting Method
- The Sentence Method

### THE CORNELL METHOD

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

**Method** - Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, and then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

**Advantages** - Organized and systematic for recording and reviewing notes. Easy format for pulling out major concept and ideas. Simple and efficient. Saves time and effort. "Do-it-right-in-the-first-place system."

**Disadvantages** - None

**When to Use** - In any lecture situation.

## THE OUTLINING METHOD

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

**Method** – Listening and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

**Advantages** – Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

**Disadvantages** – Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.

**When to Use** – The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your note taking skills are super and sharp and you can handle the outlining regardless of the note taking situation.

### **Example** –

Extrasensory perception

- \_ Definition: means of perceiving without use of sense organs.
- \_ three kinds –
  - \_ telepathy: sending messages
  - \_ clairvoyance: forecasting the future
  - \_ psychokinesis: perceiving events external to situation
- \_ current status –
  - \_ no current research to support or refute
  - \_ few psychologists say impossible

## THE MAPPING METHOD

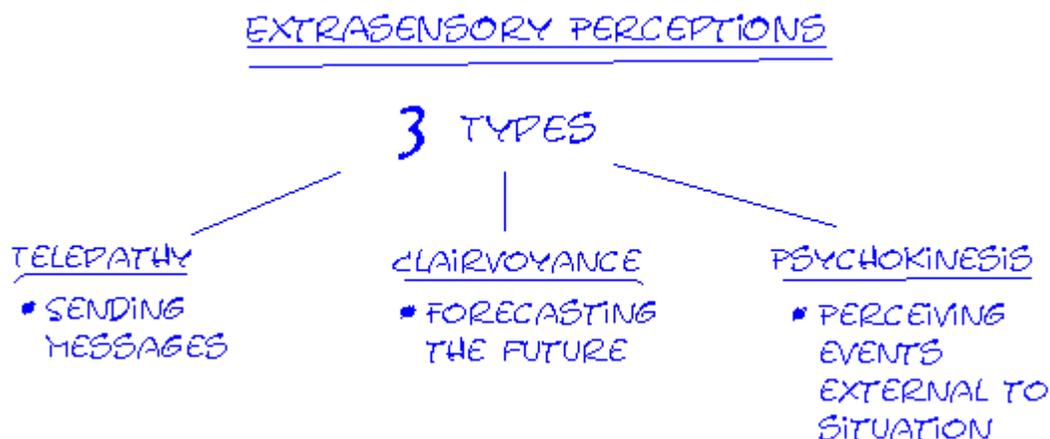
Mapping is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

**Advantages** – This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.

**Disadvantages** – You may not hear changes in content from major points to facts.

**When to Use** – Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

**Example** –



## THE CHARTING METHOD

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

**Method** – Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

**Advantages** – Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

**Disadvantages** – Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture.

**When to Use** – Test will focus on both facts and relationships. Content is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

**Example** – Chart format for a history class:

<u>PERIOD</u>	<u>IMPORTANT PEOPLE</u>	<u>EVENTS</u>	<u>SIGNIFICANCE</u>
1941-45	FDR	WWII	U.S.A
			INVOLVEMENT

## THE SENTENCE METHOD

**Method** – Write every new thought, fact or topic on a separate line, numbering as you progress.

**Advantages** – Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.

**Disadvantages** – Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

**When to Use** – Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as “three related points.”

### Example 1 –

A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (See page 29-30 in your text about this.)

- **Sample Notes** – Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29-30

### Example 2 –

Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

- **Sample Notes** – Mel didn't repr. Life as was; e.g. lang. Of Ahab, etc. no of real life.

### Example 3 –

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an un-hypnotized patient to reveal unconscious thoughts.

- **Sample Notes** – Freud 1<sup>st</sup> – used phys. trtmnt; e.g., baths, etc. This fld. 2<sup>nd</sup> – used hypnosis (fr. Charcot) Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.