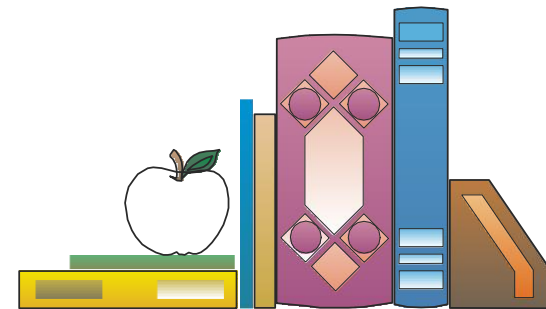


# English - Language Arts Curriculum Guidelines

Diocese of Lansing  
Revised 2006  
Grades K-8



# Diocese of Lansing Curriculum Committee for Language Arts

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## Our Mission

Catholic schools in the Diocese of Lansing recognize our responsibility to God, each other, and the world for the appropriate use of God's gift of language.

The goal of the Language Arts curriculum is to guide our students to think critically, evaluate, and respond as a Christian.

<b>Content Standard 1: All students will read and comprehend general and technical information</b>														
<b>Benchmark Early Elementary</b> 1. Use reading for multiple purposes, such as enjoyment, gather information and learning new procedures			<b>Benchmark Later Elementary</b> 1. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding				<b>Benchmark Middle School</b> 1. Use reading for multiple purposes such as enjoyment, clarifying information, and learning complex procedures.							
<b>Code</b>	<b>Diocesan Objective: the student will</b>					<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1.1.1	Develop an interest in literature and a desire to read					I	D	D	D	D	D	D	D	D
1.1.2	Retell or act out a story					I	D	D	D	D	M			
1.1.3	Read for pleasure					I	D	D	D	D	D	D	D	D
1.1.4	Choose appropriate literature for reading independently					I	D	D	D	D	D	D	D	D
1.1.5	Connect reading with life skills					I	D	D	D	D	D	M		
1.1.6	Read silently for an extended time					I	D	D	D	D	D	M		
1.1.7	Use bible references to find scriptural passages, bible stories, and concepts							I	D	D	D	D	D	M

**MEANING AND COMMUNICATION**

***Content Standard 1: All students will read and comprehend general and technical information***

**Benchmark Early Elementary**

2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions

**Benchmark Later Elementary**

2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals and reference materials.

**Benchmark Middle School**

2. Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.

<b>Code</b>	<b>Diocesan Objective: the student will</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1.2.1	Read forms of fiction: short story, novel drama.	I	D	D	D	D	D	D	D	M
1.2.2	Read forms of non-fiction, autobiography, biography, history, essay.	I	D	D	D	D	D	D	D	M
1.2.3	Listen to or read the Bible for information and spiritual growth	I	D	D	D	D	D	D	D	D
1.2.4	Use creative techniques to express ideas from literature	I	D	D	D	D	D	D	D	D

**MEANING AND COMMUNICATION**

**Content Standard 1: All students will read and comprehend general and technical information**

<p><b>Benchmark Early Elementary</b> 3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p>	<p><b>Benchmark Later Elementary</b> 3. Employ multiple strategies to construct meaning including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling and generating questions.</p>	<p><b>Benchmark Middle School</b> 3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p>
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Code Diocesan Curriculum	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
1.3.1	Visualize form, size and color	M								
1.3.2	Utilize visual memory imagery	I	D	M						
1.3.3	Visualize awareness of capital letters, lower case letters, nonsense syllables and words.	I	D	M						
1.3.4	Develop auditory awareness of beginning and ending consonant sounds	I	M							
1.3.5	Identify and support details and theme	I	D	D	D	D	M			
1.3.6	Discusses simple story elements (setting, character, events, sequence and point of view) in narrative text.	I	D	D	D	D	D	D	D	D
1.3.7	Discusses and uses information found in autobiographies, biographies, and concept books.	I	D	D	D	D	D	D	D	D

**MEANING AND COMMUNICATION**

**Content Standard 1: All students will read and comprehend general and technical information**

**Benchmark Early Elementary**  
4. Employ multiple strategies to decode words as they construct meaning including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

**Benchmark Later Elementary**  
4. Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.

**Benchmark Middle School**  
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax

<b>Code</b> Diocesan Curriculum	<b>Diocesan Objective: the student will</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1.4.1	Develop word analysis skills by recognizing rhyming words.	I	M							
1.4.2	Develop word structure skills by recognizing base words in derived words	I	D	M						
1.4.3	Develop word structure skills by dividing words into syllables	I	D	D	D	M				
1.4.4.	Recognize consonant sounds, blends, and diagraphs	I	D	M						
1.4.5	Recognize phonetic word families	I	M							
1.4.6	Know word analysis skills by recognizing vowel patterns	I	D	M						
1.4.7	Develop word structure skills by recognizing contractions	I	D	D	M					
1.4.8	Develop word building skills by forming plurals	I	D	D	D	M				
1.4.9	Recognize beginning and ending consonant sounds	I	M							

1.4.10	Match objects facing the same way	M																	
1.4.11	Sequence picture cards, classify according to size, shape and color	M																	
1.4.12	Recognize own name in printed form	M																	
1.4.13	Coordinate hand and eye to trace between parallel lines, curved lines, color within lines, left to right progression, outlining a figure, cutting on line with scissors, reproducing shapes...	I		M															
1.4.14	Demonstrate an ability to make words rhyme	I		D	M														



**Content Standard 1: All students will read and comprehend general and technical information**

**Benchmark Early Elementary**  
5. Respond to the ideas and feeling generated by oral, visual, written and electronic texts and share with peers.

**Benchmark Later Elementary**  
5. Respond to oral, written, and electronic texts, and compare their responses to those of their peers.

**Benchmark Middle School**  
5. Respond to a variety of oral, visual, written and electronic texts by making connections to their personal lives and the lives of others.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
1.5.1	Evaluate the ideas, ideals and opinions in the selection.			I	D	D	D	D	D	D
1.5.2	Identify the general mood of the characters and general tone of the story.	I	D	D	D	D	D	D	D	D
1.5.3	Recognize the reliability of the source of text including Internet sources, magazines, newspapers etc.			I	D	D	D	D	D	D
1.5.4	Thinks critically, evaluates, and makes personal responses as a Christian.	I	D	D	D	D	D	D	D	D

**Content Standard 2: All student will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

**Benchmark Early Elementary**  
1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

**Benchmark Later Elementary**  
1. Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays and explanations of processes.

**Benchmark Middle School**  
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports and essays

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
2.1.1	Determine the audience for writing	I	D	D	D	D	D	D	M	
2.1.2	Identify the major steps of the writing process: pre-writing, drafting, revising, editing, publishing/sharing, proof reading,			I	D	D	M			
2.1.3	Express ideas clearly in writing	I	D	D	D	D	D	D	D	M
2.1.4	Write various kinds of paragraphs: descriptive, narrative, expository, persuasive			I	D	D	D	D	D	M
2.1.5	Transfer thoughts into writing	I	D	D	D	D	D	D	D	D
2.1.6	Write for sustained period of time		I	D	D	D	D	D	D	D
2.1.7	Write compositions in a specified amount of time/timed writing	I	D	D	D	D	D	D	D	M
2.1.8	Write in all content areas	I	D	D	D	D	D	D	D	D
2.1.9	Write reflections relating personal responses to scripture and other religious experiences.	I	D	D	D	D	D	D	D	D

**Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

**Benchmark Early Elementary**  
2. Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety and genre.

**Benchmark Later Elementary**  
2. Recognize and use author's techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.

**Benchmark Middle School**  
2. Recognize and use author's techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language and grammatical conventions which assist audience comprehension.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
2.2.1	Use coherent sentences and paragraphs	I	D	D	D	D	D	D	D	D
2.2.2	Reproduce small and capital letters	I	D	D	D	M				
2.2.3	Follow two step directions	I	M							
2.2.4	Understand positional words: top, bottom, up, down, on, over, first, last and under	M								
2.2.5	Understand the meaning of size words: tall, short, small, large, long	I	D	M						
2.2.6	Demonstrate an understanding of left to right directions	I	D	M						
2.2.7	Understand and avoid plagiarism		I	D	D	D	D	D	D	M
2.2.8	Cite sources properly						I	D	D	M
2.2.9	Discern what constitutes a reliable source including defining and understanding the Imprimatur.			I	D	D	D	D	D	M
2.2.10	Organize ideas logically	I	D	D	D	D	D	D	D	M
2.2.11	Add interest to writing by using specific details	I	D	D	D	D	D	D	D	D

Code	Objective: the student will....	K		1		2		3		4		5		6		7		8	
2.2.12	Recognize and write proper introductions					I		D		D		D		D		D		M	
2.2.13	Develop and support the theme throughout the body of a composition					I		D		D		M							
2.2.14	Recognize and write proper conclusions					I		D		D		D		D		D		M	
2.2.15	Use transitions to connect ideas							I		D		D		D		D		D	
2.2.16	Construct a proper outline							I		D		D		D		D		M	
2.2.17	Take notes and paraphrase information							I		D		D		D		D		D	
2.2.18	Develop an understanding of author's intent and audience when discussing, reading or reflecting on Scripture.	I		D		D		D		D		D		D		D		D	

**Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

**Benchmark Early Elementary**  
3. Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.

**Benchmark Later Elementary**  
3. Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style and word choice.

**Benchmark Middle School**  
3. Plan and draft texts and revise and edit their own writing and help others revise and edit their text in such areas as content, perspective and effect.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
2.3.1	Use different methods of pre-writing, clustering, webbing, brainstorming, outlining, gathering information	I	D	D	D	D	D	D	D	D
2.3.2	Choose topics for writing	I	D	D	D	D	D	D	M	
2.3.3	Use a variety of resources to gather ideas for writing, i.e. personal experience, literature, scripture etc...	I	D	D	D	D	D	M		
2.3.4	Put writing ideas into draft form	I	D	D	D	D	D	D	D	D
2.3.5	Revise draft by adding, deleting, rearranging ideas, and/or words		I	D	D	D	D	D	D	D
2.3.6	Revise writing to improve content, clarity, organization etc.		I	D	D	D	D	D	D	D
2.3.7	Use peers/others to improve writing			I	D	D	D	D	D	D
2.3.8	Re-write final copy for presentation or publication		I	D	D	D	D	D	D	D

MEANING AND COMMUNICATION

<b>Content Standard 2 :All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</b>														
<b>Benchmark Early Elementary</b> 4. Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.			<b>Benchmark Later Elementary</b> 4. Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs and modifiers, capitalization rules, punctuation marks, and spelling.					<b>Benchmark Middle School</b> 4. Select and use appropriate language conventions when editing text. Examples various grammatical constructions, subjects-verb agreement, punctuation and spelling.						
<b>Code</b>	<b>Diocesan Objective: the student will</b>					<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
2.4.1	Use capitalization correctly					I	D	D	D	D	M			
2.4.2	Use punctuation correctly					I	D	D	D	D	D	D	D	M
2.4.3	Identify the parts of speech					I	D	D	D	D	D	D	M	
2.4.4	Spell words correctly					I	D	D	D	D	D	D	D	D
2.4.5	Use appropriate spelling resources					I	D	D	D	D	M			
2.4.6	Recognize and correct sentence fragments and run-ons						I	D	D	M				
2.4.7	Indent paragraphs						I	D	D	M				
2.4.8	Use the parts of speech correctly: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections							I	D	D	D	D	D	M
2.4.9	Understand the structure of simple, compound and complex sentences						I	D	D	D	D	D	D	M
2.4.10	Use the four kinds of sentences: declarative, interrogative, imperative, exclamatory						I	D	D	M				
2.4.11	Understand basic rules of spelling						I	D	D	D	M			
2.4.12	Edit content							I	D	D	D	D	D	D

**MEANING AND COMMUNICATION**

2.1.13	Proofread writing to eliminate mechanical errors: spelling, grammar, capitalization, punctuation etc.				I		D		D		D		M					
2.4.14	Understand syllabication of words with regard to primary and secondary accent.				I		D		D		D		M					

MEANING AND COMMUNICATION

<b>Content Standard 2 : All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</b>													
<b>Benchmark Early Elementary</b> 5. Enhance communication skills by developing legible handwriting				<b>Benchmark Later Elementary</b> 5. Enhance communication skills by developing legible handwriting				<b>Benchmark Middle School</b> 5. Enhance communication skills by developing legible handwriting.					
<b>Code</b>	<b>Diocesan Objective: the student will</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>			
2.5.1	Demonstrates proper formation of all manuscript letters	I	D	D	M								
2.5.2	Demonstrates proper formation of all cursive letters			I	D	M							
2.5.3	Develop fine motor skills essential for handwriting	I	D	D	M								
2.5.4	Copy sentences using correct formation of letters from near point and far point	I	D	D	D	M							
2.5.5	Write sentences from dictation using correct formation of letters	I	D	D	D	D	M						



**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.**

**Benchmark Early Elementary**

1. Integrate listening, speaking, viewing, reading and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.

**Benchmark Later Elementary**

1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.

**Benchmark Middle School**

1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
3.1.1	Understand story elements: character, plot, conflict, theme		I	D	D	D	M			
3.1.2	Use a variety of words to create more descriptive, interesting writing.	I	D	D	D	D	D	D	D	D
3.1.3	Identify source and direction of various sounds	I	D	M						
3.1.4	Discriminate sounds as long duration, short duration	I	D	M						
3.1.5	Identify sounds that are similar/different, loud/soft	I	D	M						
3.1.6	Recognize new words	I	D	D	D	D	D	D	D	D
3.1.7	Develop enunciation	I	D	D	D	D	D	D	D	D
3.1.8	Expand word usage	I	D	D	D	D	D	D	D	D
3.1.9	Identify picture words	I	D	M						
3.1.10	Identify sounds and sound words: onomatopoeia	I	D	D	M					

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
3.1.11	Expand skills through talks and stories	I	D	D	D	D	D	D	D	D
3.1.12	Listen attentively to stories, poems and other forms of literature	I	D	D	D	D	M			
3.1.13	Develop an appreciation of oral language through prose and poetry	I	D	D	D	D	D	D	D	D
3.1.14	Listens without interrupting	I	D	D	D	D	D	D	D	D
3.1.15	Tune out distracting sounds	I	D	D	D	D	M			
3.1.16	Learn the importance of good listening	I	D	D	D	D	M			
3.1.17	Give conscious attention to the speaker	I	D	D	D	D	M			
3.1.18	Recognize word clues	I	D	D	D	D	M			
3.1.19	Select important ideas and facts	I	D	D	D	D	D	D	D	D
3.1.20	Reconstruct what was heard, i.e. homilies, scriptural readings, personal conversations.	I	D	D	D	D	M			
3.1.21	Listen to and take directions, assignments and notes	I	D	D	D	D	D	D	D	D
3.1.22	Listen to and write from dictation		I	D	D	D	D	D	D	D
3.1.23	Identify specific sounds (phonemic awareness)	I	D	D	M					
3.1.24	Listen for the specific purpose of rhyming words in prose and poetry	I	D	D	M					
3.1.25	Develop listening skills for the purpose of gathering information and answering questions.	I	D	D	D	D	D	D	D	D
3.1.26	Distinguishes between questions, statements, exclamations, and commands	I	D	D	D	M				

Code	Objective: the student will...	K	1	2	3	4	5	6	7	8
3.1.27	Listen purposefully to hear syllables	I	D	D	D	M				
3.1.28	Listen to retell information	I	D	D	D	D	D	M		
3.1.29	Interpret information through listening, evaluating and correcting	I	D	D	D	D	D	D	D	D
3.1.30	Distinguish between fact and opinion	I	D	D	D	D	D	D	D	M
3.1.31	Detect misleading statements			I	D	D	D	D	D	M
3.1.32	Appraise information			I	D	D	D	D	D	D

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**

2. Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response.

**Benchmark Later Elementary**

2. Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar on the receiver.

**Benchmark Middle School**

2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.

Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
3.2.1	Develop personal listening skills	I	D	D	D	D	D	D	M	
3.2.2	Incorporate charts, graphs, sounds, photos/graphics, animations etc. to enhance presentations.	I	D	D	D	D	D	D	D	D
3.2.3	Extract information from visual presentations	I	D	D	D	D	D	D	M	
3.2.4	Think critically, evaluate and make personal responses as a Christian.	I	D	D	D	D	D	D	D	D

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, views, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**  
 3. Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.

**Benchmark Later Elementary**  
 3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.

**Benchmark Middle School**  
 3. Read and writing fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues and interviewing members of the public.

Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
3.3.1	Draw conclusion(s), predict outcome(s), and explain their rationale.	I	D	D	D	D	D	D	D	M
3.3.2	Understand inferred meaning by identifying cause and effect	I	D	D	D	D	D	D	D	M
3.3.3	Share writing with an audience, publishing/sharing	I	D	D	D	D	D	D	D	M
3.3.4	Compare and contrast relationships among characters, events, and key ideas as presented by author and/or speaker.	I	D	D	D	D	D	D	D	D
3.3.5	Identify conflict and resolution within text.	I	D	D	D	D	D	D	D	D
3.3.6	Read and listen to poetry interpretively and notice word play	I	D	D	D	D	D	D	D	D
3.3.7	Think critically, evaluate and make personal responses as a Christian.	I	D	D	D	D	D	D	D	D

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**  
 4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.

**Benchmark Later Elementary**  
 4. Distinguish between verbal and nonverbal communication and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.

**Benchmark Middle School**  
 4. Practice verbal and non-verbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume and rate, using evidence and reasoning.

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
3.4.1	Adapt reading rate to purpose and content		I	D	D	D	D	D	D	M
3.4.2	Listen actively and courteously in a variety of settings	I	D	D	D	D	D	D	D	D
3.4.3	Develop speaking skills including appropriate eye contact, posture, volume, and body position etc.	I	D	D	D	D	D	D	D	M
3.4.4	Develop skills for active participation in liturgy	I	D	D	D	D	M			
3.4.5	Use dramatizations to explore ideas to enhance learning.	I	D	D	D	D	D	D	D	D

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**  
5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.

**Benchmark Later Elementary**  
5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.

**Benchmark Middle School**  
5. Select appropriate strategies to construct meaning while reading, listening to, viewing or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information and matching form to content.

Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
3.5.1	Follow written directions		I	D	D	D	D	D	D	D
3.5.2	Predict the outcome of a story	I	D	D	D	D	D	D	D	M
3.5.3	Arrange information in sequence	I	D	D	D	D	M			
3.5.4	Skim for information to find facts, dates, places, etc.			I	D	D	D	M		
3.5.5	Construct meaning from a variety of topics presented orally, in text, in electronic formats or visually.	I	D	D	D	D	D	D	D	D
3.5.6	Present personal views using a variety of presentation methods including writing, speaking, acting, using technology,	I	D	D	D	D	D	D	D	D
3.5.7	Connect new learning to prior knowledge	I	D	D	D	D	D	D	D	D

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**

6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.

**Benchmark Later Elementary**

6. Determine the meaning of unfamiliar words and concepts in oral, visual and written texts by using a variety of resources, such as prior knowledge, context glossaries, and electronic sources.

**Benchmark Middle School**

6. Determine the meaning of unfamiliar words and concepts in oral, visual and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
3.6.1	Locate multiple meanings of one word		I	D	D	M				
3.6.2	Locate current use of a word			I	D	D	D	D	D	D
3.6.3	Locate the parts of speech and variable uses			I	D	D	M			
3.6.4	Find synonyms, homonyms and antonyms			I	D	M				
3.6.5	Analyze words by recognizing silent letters	I	D	D	D	D	M			
3.6.6	Analyze words by understanding the meaning of prefixes and suffixes	I	D	D	D	D	D	M		
3.6.7	Analyze words by understanding the meaning of word base		I	D	D	D	D	D	M	
3.6.8	Analyze words by understanding compound words		I	D	D	M				
3.6.9	Use the context clues of synonym and antonym	I	D	D	D	D	M			
3.6.10	Master the Dolch Sight Word list	I	D	D	M					



3.6.11	Recognize vocabulary by using structural clue of word histories	I	D	D	D	D	D	D	D	D	D	D	D	D
<b>Code</b>	<b>Diocesan Objective</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>				
3.6.12	Develop vocabulary by studying double meanings–homographs	I	D	D	D	D	D	D	D	D	D	D	D	M
3.6.13	Develop vocabulary by using the dictionary to check meaning, pronunciation, and syllabication		I	D	D	D	M							
3.6.14	Expand vocabulary by learning basic vocabulary of modern technology, and all content areas.	I	D	D	D	D	D	D	D	D	D	D	D	D
3.6.15	Develop vocabulary by using pronunciation key		I	D	D	D	D	D	D	D	D	D	D	D
3.6.16	Develop vocabulary by differentiating between connotation and denotation			I	D	D	D	D	D	D	D	D	D	M
3.6.17	Locate words by correctly using guide words		I	D	D	D	M							
3.6.18	Locate words by alphabetizing	I	D	D	D	D	M							
3.6.19	Understand syllabication of words with regard to dividing a word at the end of a line			I	D	D	D	M						
3.6.20	Interpret and use abbreviations		I	D	D	D	D	D	D	D	D	D	D	M
3.6.21	Know long and short sounds	I	D	M										
3.6.22	Understand and interpret diacritical marks		I	D	D	D	D	M						
3.6.23	Identify and interpret multiple pronunciation		I	D	D	D	M							

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**  
7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings and influence an audience. Examples include word selection, sentence length and use of illustrations.

**Benchmark Later Elementary**  
7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.

**Benchmark Middle School**  
7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
3.7.1	Tell simple stories from personal experiences	I	D	D	D	D	M			
3.7.2	Describe simple objects	I	D	M						
3.7.3	Describe and interpret simple events in a picture	I	D	M						
3.7.4	Choose an appropriate topic	I	D	D	D	D	M			
3.7.5	Unify theme and purpose			I	D	D	M			
3.7.6	Recognize prejudice, propaganda in research			I	D	D	D	D	D	M
3.7.7	Recognize emotional appeal in research			I	D	D	D	D	D	M
3.7.8	Organize an effective introduction to establish rapport				I	D	D	D	D	M
3.7.9	Organize a body that illustrates adequate use of materials				I	D	D	D	D	M
3.7.10	Organize a body that has unity and coherence				I	D	D	D	D	M
3.7.11	Organize a body that is logically arranged				I	D	D	D	D	M

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
3.7.12	Organize a body that has clear and relevant transitional devices and effective repetition				I	D	D	D	D	M
3.7.13	Develop an ending that summarizes				I	D	D	D	D	M
3.7.14	Recognize audience appeal				I	D	D	D	D	M
3.7.15	Plan carefully for time element				I	D	D	D	D	M
3.7.16	Recognize strengths and weaknesses of a speech				I	D	D	D	D	M
3.7.17	Develop vocabulary by differentiating between connotation and denotation			I	D	D	D	D	D	M
3.7.18	Recall meaning of main idea and supporting data	I	D	D	D	D	D	D	D	M
3.7.19	Understand inferred meaning by drawing conclusions and predicting outcomes	I	D	D	D	D	D	D	D	M
3.7.20	Evaluate generalization			I	D	D	D	D	M	
3.7.21	Recognize the author's purpose and point of view including authors of religious writings.			I	D	D	D	D	D	M
3.7.22	Determine the purpose for writing	I	D	D	D	D	D	M		

**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts**

**Benchmark Early Elementary**

8. Respond to the ideas or feelings generated by texts and listen to the responses of others.

**Benchmark Later Elementary**

8. Express their responses to oral, visual, written and electronic texts, and compare their responses to those of others.

**Benchmark Middle School**

8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
3.8.1	Use journal writing to explore classroom topics and personal ideas	I	D	D	D	D	D	D	D	M
3.8.2	Develop a personal style in writing	I	D	D	D	D	D	D	D	D
3.8.3	Use a variety of journal responses including artistic expression, poetry, drama,	I	D	D	D	D	D	D	D	D
3.8.4	Respond in a variety of ways to fiction and non-fiction writing through poetry, drama, oral presentation, artistic works, music and electronic media.	I	D	D	D	D	D	D	D	D
3.8.5	Thinks critically and makes personal responses as a Christian.	I	D	D	D	D	D	D	D	D

# LANGUAGE

<b>Standard 4: All students will use the English Language effectively.</b>															
<b>Benchmark Early Elementary</b> 1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom and storybooks.				<b>Benchmark Later Elementary</b> 1. Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children’s periodicals and hobbies.				<b>Benchmark Middle School</b> 1. Compare and contrast spoken, written and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes and the workplace.							
<b>Code</b>	<b>Diocesan Objective: the student will</b>					<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
4.1.1	Use appropriate language style to inform					I	D	D	D	D	D	D	D	D	M
4.1.2	Use appropriate language style to entertain					I	D	D	D	D	D	D	D	D	M
4.1.3	Use appropriate language style to convince					I	D	D	D	D	D	D	D	D	M
4.1.4	Choose appropriate vocabulary and usage					I	D	D	D	D	D	D	D	D	M

# LANGUAGE

<b>Content Standard 4: All students will use the English Language effectively.</b>													
<b>Benchmark Early Elementary</b> 2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.				<b>Benchmark Later Elementary</b> 2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.				<b>Benchmark Middle School</b> 2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.					
Code	Diocesan Objective: the student will			K	1	2	3	4	5	6	7	8	
4.2.1	Use figures of speech, personification, alliteration etc.					I	D	D	D	D	D	D	D
4.2.2	Recognize there are different languages			I	D	D	D	M					
4.2.3	Understand cues that aid inter-cultural communications (i.e. hand gestures, facial expressions, tone of voice)			I	D	D	D	D	D	D	D	D	D

# LANGUAGE

<b>Content Standard 4: All students will use the English Language effectively.</b>														
<b>Benchmark Early Elementary</b> 3. Demonstrate awareness of words that have entered the English language from many cultures.			<b>Benchmark Later Elementary</b> 3. Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.				<b>Benchmark Middle School</b> 3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.							
<b>Code</b>	<b>Diocesan Objective: the student will</b>					<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
4.3.1	Locate and understand word origins and histories including those found in the bible.							I	D	D	D	D	D	D

# LANGUAGE

<b>Content Standard 4: All students will use the English Language effectively.</b>																				
<b>Benchmark Early Elementary</b> 4. Become aware of and begin to experiment with different ways to express the same idea.		<b>Benchmark Later Elementary</b> 4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.				<b>Benchmark Middle School</b> 4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.														
<b>Code</b>	<b>Diocesan Objective: the student will</b>	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		
4.4.1	Use appropriate language style to inform	I		D		D		D		D		D		D		D		D		D
4.4.2	Use appropriate language style to entertain	I		D		D		D		D		D		D		D		D		D
4.4.3	Use appropriate vocabulary and usage	I		D		D		D		D		D		D		D		D		D
4.4.4	Use appropriate language style to convince	I		D		D		D		D		D		D		D		D		D
4.4.5	Expand vividness of vocabulary	I		D		D		D		D		D		D		D		D		D
4.4.6	Develop vocabulary by differentiating between connotation and denotation.							I		D		D		D		D		D		M



# LANGUAGE

**Content Standard 4: All students will use the English Language effectively.**

<b>Benchmark Early Elementary</b> 5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.		<b>Benchmark Later Elementary</b> 5. Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.		<b>Benchmark Middle School</b> 5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.														
<b>Code</b>	<b>Diocesan Objective: the student will</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>								
4.5.1	Use appropriate format for writing, i.e. letter writing, e-mail, instant messaging,		I	D	D	D	M											
4.5.2	Write letters in correct format, i.e. friendly letters, notes, business letters, etc.		I	D	D	D	M											
4.5.3	Analyze the needs of the audience and situation to adjust language.	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
4.5.4	Select language that is respectful of others' feelings and rights	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

***Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.***

**Benchmark Early Elementary**  
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**Benchmark Later Elementary**  
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**Benchmark Middle School**  
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
5.1.1	Read forms of fiction: short story, novel, drama	I	D	D	D	D	D	D	D	M
5.1.2	Read forms of non-fiction: autobiography, biography, history, essay, scripture	I	D	D	D	D	D	D	D	M

**Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society**

**Benchmark Early Elementary**  
2. Describe and discuss the similarities of plot and character in literature and other texts from around the world.

**Benchmark Later Elementary**  
2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism and love.

**Benchmark Middle School**  
2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
5.2.1	Understand story elements: characters, setting, plot, conflict, theme	I	D	D	D	D	M			
5.2.2	Understand different perspectives of family, friendship, culture, and traditions found in literature	I	D	D	D	D	D	D	D	D
5.2.3	Analyze a variety of literature representing different cultures and traditions.					I	D	D	D	D
5.2.4	Analyze literature from a variety of cultures or historical periods for relationships or recurring themes (marriage customs, family vs community responsibilities)					I	D	D	D	D

**Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society**

**Benchmark Early Elementary**  
3. Describe how characters in literature and other texts can represent members of several different communities.

**Benchmark Later Elementary**  
3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.

**Benchmark Middle School**  
3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
5.3.1	Read forms of non-fiction: autobiography, biography, history, essay	I	D	D	D	D	D	D	D	M
5.3.2	Read forms of fiction: short story, novel, drama	I	D	D	D	D	D	D	D	M
5.3.3	Relate literature by finding guidance and solutions to problems in personal experiences	I	D	D	D	D	D	D	D	D
5.3.4	Identify Christian philosophy and values in literature.	I	D	D	D	D	D	D	D	D
5.3.5	Evaluate generalizations			I	D	D	D	D	M	

***Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society***

**Benchmark Early Elementary**

4. Recognize the representation of various cultures as well as our common heritage in literature and other texts.

**Benchmark Later Elementary**

4. Describe how various cultures and our common heritage are represented in literature and other texts.

**Benchmark Middle School**

4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues and our common heritage as depicted in literature and other texts.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
5.4.1	Identify Christian philosophy and values in literature	I	D	D	D	D	D	D	D	D
5.4.2	Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, and the world.					I	D	D	D	D

***Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society***

**Benchmark Early Elementary**  
5. Explain how characters in literature and other texts express attitudes about one another.

**Benchmark Later Elementary**  
5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.

**Benchmark Middle School**  
5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
5.5.1	Understand main idea, events, and details of the theme	I	D	D	D	D	M			
5.5.2	Understand story elements: characters, setting, plot, conflict, and theme	I	D	D	D	D	M			
5.5.3	Recall the meaning of main idea and supporting data	I	D	D	D	D	D	D	M	
5.5.4	Understand that individuals may have differing opinions, cultural practices, and ways to communicate	I	D	D	D	D	D	D	D	D
5.5.5	Discuss how culture may influence the expression of thoughts and feelings.	I	D	D	D	D	D	D	D	D

## VOICE

**Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.**

### Benchmark Early Elementary

1. Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice and articulation.

### Benchmark Later Elementary

1. Practice using elements of effective communication to enhance their relationships in their schools and communities. Examples include enunciation of terms, use of humor, and use of emphasis.

### Benchmark Middle School

1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
6.1.1	Use complete sentences	I	D	M						
6.1.2.	Display agreeable tone of voice	I	D	D	D	D	D	M		
6.1.3.	Display audible volume of pitch	I	D	D	D	D	D	M		
6.1.4.	Display variable pitch of voice	I	D	D	D	D	D	M		
6.1.5	Display breath control	I	D	D	D	D	D	M		
6.1.6	Enunciate clearly	I	D	D	D	D	D	M		
6.1.7	Pronounce words correctly	I	D	D	D	D	D	M		
6.1.8	Speak with appropriate tempo	I	D	D	D	D	D	M		
6.1.9	Speak with meaningful inflection	I	D	D	D	D	D	M		
6.1.10	Use accurate diction	I	D	D	D	D	D	M		
6.1.11	Phrase and emphasize effectively	I	D	D	D	D	D	M		
6.1.12	Exhibit correct posture	I	D	D	D	D	D	M		
6.1.13	Exhibit appropriate gestures	I	D	D	D	D	D	M		

6.1.14	Exhibit appropriate facial expressions	I		D	D	D	D	D	D	M				
<b>Code</b>	<b>Diocesan Objective: the student will...</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>				
6.1.15	Expand vividness of vocabulary	I		D	D	D	D	D	D	D	D	D	D	
6.1.16	Use dramatization effectively	I		D	D	D	D	D	D	D	D	D	D	
6.1.17	Use simple figures of speech effectively	I		D	D	D	D	D	D	D	D	D	D	
6.1.18	Use relative grammatical accuracies	I		D	D	D	D	D	D	D	D	D	D	
6.1.19	Proclaim the Word of God in an effective and appropriate manner, e.g. lectoring.				I	D	D	D	D	D	D	D	M	
6.1.20	Uses available technology and resources to support or enhance a presentation.			I	D	D	D	D	D	D	D	D	D	



**Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.**

<b>Benchmark Early Elementary</b> 2. Experiment with the various voices they use when they speak and write for different purposes and audiences.		<b>Benchmark Later Elementary</b> 2. Explain the importance of developing confidence and a unique presence or choice in their own oral and written communication.				<b>Benchmark Middle School</b> 2. Demonstrate their ability to use different voices in oral and written communications to persuade, inform, entertain, and inspire their audience.							
<b>Code</b>	<b>Diocesan Objective</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>			
6.2.1	Use appropriate language style to inform	I	D	D	D	D	D	D	D	M			
6.2.2	Use appropriate language style to entertain	I	D	D	D	D	D	D	D	M			
6.2.3	Use appropriate language style to convince	I	D	D	D	D	D	D	D	M			
6.2.4	Choose appropriate vocabulary and usage	I	D	D	D	D	D	D	D	M			
6.2.5	Select language that is respectful of others' feelings and rights.	I	D	D	D	D	D	D	D	D			

**Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.**

**Benchmark Early Elementary**  
 3. Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.

**Benchmark Later Elementary**  
 3. Identify the style and characteristics of individual authors, speakers and illustrators and how they shape text and influence their audiences' expectations.

**Benchmark Middle School**  
 3. Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.

Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
6.3.1	Experience reading at the liturgy		I	D	D	D	D	D	D	M
6.3.2	Analyze works from authors of different cultural backgrounds.					I	D	D	D	D

**Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.**

**Benchmark Early Elementary**

4. Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.

**Benchmark Later Elementary**

4. Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.

**Benchmark Middle School**

4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submission for publications.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
6.4.1	Tell simple stories from personal experience	I	D	D	D	D	D			
6.4.2	Describe simple objects	I	D	M						
6.4.3	Describe and interpret simple events in a picture	I	D	M						
6.4.4	Choose an appropriate topic	I	D	D	D	D	M			
6.4.5	Distinguish between make-believe and true-to-life stories	I	D	D	D	D	M			
6.4.6	Recall events of a story in sequence	I	D	D	D	D	M			
6.4.7	Use appropriate gesture to add interest and audience appeal when telling a story	I	D	D	D	D	D	M		
6.4.8	Unify theme and purpose			I	D	D	D	M		
6.4.9	Research for authenticity of material					I	D	D	D	M
6.4.10	Analyze purpose and context in which standards are used in order to assess their own work and the work of others.			I	D	D	D	D	D	D









## GENRE AND CRAFT OF LANGUAGE

**Content Standard: 8 All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.**

### Benchmark Early Elementary

1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling as well as approximations of conventional spelling, and restating key ideas in oral messages.

### Benchmark Later Elementary

1. Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.

### Benchmark Middle School

1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
8.1.1	Write autobiographical pieces: narratives, essays, journal writing	I	D	D	D	D	D	D	D	D
8.1.2	Follow written directions		I	D	D	D	D	D	D	D
8.1.3	Derive meaning from text	I	D	D	D	D	M			
8.1.4	Use a variety of sentence styles and patterns		I	D	D	D	D	D	D	D
8.1.5	Write in complete sentences		I	D	D	M				
8.1.6	Use correct ending punctuation		I	D	D	M				
8.1.7	Correctly use nouns and verbs, adjectives, adverbs and other parts of speech.		I	D	D	D	D	D	D	M
8.1.8	Correctly uses commas, apostrophes, quotation marks		I	D	D	D	D	D	D	M
8.1.9	Correctly uses inflectional endings.		I	D	D	D	M			
8.1.10	Use correct capitalization		I	D	D	D	M			
8.1.11	Engages in the steps of the writing process		I	D	D	D	D	D	D	D







## GENRE AND CRAFT OF LANGUAGE

**Content Standard: 8 All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.**

### Benchmark Early Elementary

4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterizations, conflict, organization, diction, and color and shape

### Benchmark Later Elementary

4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, uses, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

### Benchmark Middle School

4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires and effective leads.

Code	Diocesan Objective	K	1	2	3	4	5	6	7	8
8.4.1	Relate details to atmosphere and mood	I	D	D	D	D	D	D	D	D
8.4.2	Distinguish between fact and opinion	I	D	D	D	D	D	M		
8.4.3	Identify the structural devices of the author: paragraph, chapter, section, organization, key words or phrases and topic sentence		I	D	D	D	D	M		
8.4.5	Recognize stylistic devices: flashback, conflict, suspense, dialogue, contrast, propaganda			I	D	D	D	D		
8.4.6	Recognize satire, irony, humor, mood, and literary devices			I	D	D	D	D	D	M
8.4.7	Recognize the author's purpose and point of view			I	D	D	D	D	D	M



**DEPTH OF UNDERSTANDING**

**Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.**

**Benchmark Early Elementary**  
 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.

**Benchmark Later Elementary**  
 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.

**Benchmark Middle School**  
 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity and resourcefulness.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
9.1.1	Identify Christian philosophy and values in literature	I	D	D	D	D	D	D	D	D
9.1.2	Use Christian family life materials to explore diverse issues of being a part of a family (i.e. school family, home, community, parish, etc.)	I	D	D	D	D	D	D	D	D
9.1.3	Apply the Beatitudes to address issues of social justice.	I	D	D	D	D	D	D	D	D
9.1.4	Demonstrate understanding of the historical events as they apply to current social issues					I	D	D	D	D
9.1.5	Predict how current and past social issues may effect the future.					I	D	D	D	D



**DEPTH OF UNDERSTANDING**

**Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.**

**Benchmark Early Elementary**  
3. Draw conclusions based on their understanding of differing views presented in text.

**Benchmark Later Elementary**  
3. Use conclusions based on their understanding of different views presented in text to support a position.

**Benchmark Middle School**  
3. Develop a thesis using key concepts, supporting evidence, and logical arguments.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
9.3.1	Detect and evaluate propaganda/advertising			I	D	D	D	D	M	
9.3.2	Evaluate ideas, ideals and opinions			I	D	D	D	D	D	D
9.3.3	Understand how authors use bold face, graphs, maps, diagrams, and charts to enhance understanding of supporting and key ideas	I	D	D	D	D	D	M		
9.3.4	Identify types of non-fiction text structure and know how to read them. i.e. description, sequence, comparison, cause and effect, problem and solution	I	D	D	D	D	D	D	M	
9.3.5	Identify and know how to read a variety of non-fiction materials including: concept books, essays, alphabet books, directions, question and answer books, biographies, autobiographies, journals, letters and speeches, reference books, and blended story/informational books	I	D	D	D	D	D	D	D	D
9.3.6	Understand the difference between fiction and non-fiction	I	D	D	M					





**IDEAS IN ACTION**

**Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.**

**Benchmark Early Elementary**

2. Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience and creating a visual representation of an important idea.

**Benchmark Later Elementary**

2. Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.

**Benchmark Middle School**

2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing and communicating it in various contexts.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
10.2.1	Use parliamentary procedure at the proper time							I	D	D
10.2.2	Select, read and discuss text with others	I	D	D	M					
10.2.3	Communicate in writing an experience or idea for a specific audience	I	D	D	M					
10.2.4	Create a visual representation of an idea	I	D	D	M					
10.2.5	Integrate multiple methods to respond to oral and written text, i.e.: images, multimedia production, drama and display for a wider audience				I	D	D	D	D	D
10.2.6	Synthesize information for ethical decision making and personal spiritual growth.					I	D	D	D	D





## INQUIRY AND RESEARCH

**Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts.**

### Benchmark Early Elementary

2. Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.

### Benchmark Later Elementary

2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/heading, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.

### Benchmark Middle School

2. Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/heading, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
11.2.1	Locate, identify and use the title page, author, illustrator, and table of contents	I	D	D	M					
11.2.2	Locate, identify and use the index		I	D	D	D	M			
11.2.3	Locate identify and use the introduction			I	D	D	M			
11.2.4	Locate identify and use the bibliography					I	D	D	D	M
11.2.5	Locate, identify and use the preface					I	D	D	D	M
11.2.6	Locate, identify and use the publisher		I	D	D	D	D	M		
11.2.7	Locate identify and use the glossary		I	D	D	D	M			





**Content Standard 11: all students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create materials.**

**Benchmark Early Elementary**  
4. Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.

**Benchmark Later Elementary**  
4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.

**Benchmark Middle School**  
4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets, including graphics.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
11.4.1	Transfer photos/graphics to a document	I	D	D	D	D	D	D	D	D
11.4.2	Locate information on a computer		I	D	D	D	D	D	D	D
11.4.3	Locate information and complete research using the Internet				I	D	D	D	D	D
11.4.4	Evaluate on-line resources for validity and reliability						I	D	D	D
11.4.5	Understand and avoid plagiarism			I	D	D	D	D	D	M
11.4.6	Cite sources correctly				I	D	D	D	D	M











## CRITICAL STANDARDS

**Content Standard 12: all students will develop and apply personal, shared, and academic criteria for the enjoyment appreciation, and evaluation of their own and others' oral, written and visual texts.**

**Benchmark Early Elementary**

4. Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.

**Benchmark Later Elementary**

4. Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.

**Benchmark Middle School**

4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
12.4.1	Express ideas clearly in writing	I	D	D	D	D	D	D	D	M
12.4.2	Organize ideas logically	I	D	D	D	D	D	D	D	M
12.4.3	Recognize and write proper instructions			I	D	D	D	D	D	M
12.4.4	Develop and support the thesis throughout the body of a composition							I	D	M
12.4.5	Develop and support the theme throughout the body of a composition			I	D	D	M			
12.4.6	Writes an effective thesis statement							I	D	M
12.4.7	Use transitions to connect ideas					I	D	D	D	D
12.4.8	Recognize and write proper conclusions			I	D	D	D	D	D	D
12.4.9	Use a variety of sentence styles and patterns		I	D	D	D	D			
12.4.10	Use a variety of words to create more descriptive, interesting writing.	I	D	D	D	D	D	D	D	D
12.4.11	Add interest to writing by using specific details	I	D	D	D	D	D	D	D	D
12.4.12	Use figures of speech, personification, alliteration etc.			I	D	D	D	D	D	D



# CRITICAL STANDARDS

**Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written and visual texts.**

**Benchmark Early Elementary**

5. Recognize that the style and substance of a message reflect the values of a communicator.

**Benchmark Later Elementary**

5. Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.

**Benchmark Middle School**

5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.

Code	Diocesan Objective: the student will	K	1	2	3	4	5	6	7	8
12.5.1	Deduce propaganda/advertising		I	D	D	D	D	D	D	M
12.5.2	Demonstrate appropriate telephone etiquette	I	D	D	D	D	M			
12.5.3	Make introductions					I	M			
12.5.4	Listen to or read the Bible for information and spiritual growth	I	D	D	D	D	D	D	D	D