

## **St. John's Lutheran School Language Arts Curriculum**

### **1. Applies reading strategies to gain information and understanding.**

#### K Benchmarks:

- a) Uses knowledge of language structure (syntax) as an aid to comprehension.
- b) Uses knowledge of semantic (meaning) cues as an aid to comprehension.
- c) Uses phonic knowledge as an aid to comprehension.
- d) Uses concepts of print as an aid to understanding.

#### 1<sup>st</sup> Benchmarks:

- a) Uses knowledge of language structure (syntax) as an aid to comprehension.
- b) Uses knowledge of semantic (meaning) cues as an aid to comprehension.
- c) Uses phonic knowledge as an aid to comprehension.
- d) Uses concepts of print as an aid to comprehension.
- e) Uses reference materials (e.g., knows alphabetical order by first letter, uses a picture dictionary, words lists, charts, graphs, and a table of contents).
- f) Is beginning to read with fluency.

#### 2<sup>nd</sup> Benchmarks:

- a) Uses knowledge of language structure (syntax) as an aid to comprehension.
- b) Uses knowledge of semantic (meaning) cues as an aid to comprehension.
- c) Uses phonic knowledge as an aid to comprehension.
- d) Uses knowledge of print concepts as an aid to understanding.
- e) Uses reference materials (e.g., dictionary, encyclopedia and thesaurus).
- f) Reads with fluency.
- g) Feels comfortable reading Bible stories.

#### 3<sup>rd</sup> Benchmarks:

- a) Knows that different parts of books can be used to gain information.
- b) Uses arrangement of text and graphics to gain meaning (e.g., titles, headings, captions, etc.).
- c) Knows strategies to access prior knowledge to understand the reading selection.
- d) Uses print and/or electronic resources as reference tools, including thesaurus, encyclopedia, dictionary, almanac, and atlas.
- e) Uses multiple strategies to understand unfamiliar words in reading a selection (e.g., rereads, uses context clues, uses knowledge of word parts, uses a dictionary).
- f) Makes predictions and inferences and reflects on them, with teacher support.
- g) Summarizes the story in their own words to show understanding.
- h) Uses multiple strategies to clarify and monitor a reading selection (e.g., rereads, reads ahead, looks at illustrations, uses prior knowledge).
- i) Reads with fluency.
- j) Takes action to understand the text by questioning and evaluating the text.
- k) Feels comfortable reading Scripture.

#### 4<sup>th</sup> Benchmarks:

- a) Knows how to use features of books to gain information (e.g., table of contents, index, and glossary)

- b) Uses the arrangement of text and graphics to gain meaning (e.g., titles, headings, captions, directions, and paragraphing)
- c) Knows strategies to access prior knowledge to understand the reading selection.
- d) Uses print and/or electronic resources as reference tools, including thesaurus, encyclopedia, dictionary, almanac, and atlas.
- e) Uses multiple strategies to understand unfamiliar words in reading a selection (e.g., rereads, uses context clues, uses knowledge of word parts, uses a dictionary).
- f) Makes predictions and inferences.
- g) Summarizes, evaluates, and retells to show understanding (e.g., oral restating, story mapping, webbing).
- h) Uses multiple strategies to clarify and monitor a reading selection (e.g., rereads, reads ahead, looks at illustrations, uses prior knowledge).
- i) Reads with fluency.
- j) Adds newly learned words from reading to personal vocabulary.
- k) Adjusts reading pace as needed for understanding, including scanning to locate specific facts and rereading.
- l) Identifies main points and details in expository text.
- m) Reflects on what has been read by checking predictions and drawing conclusions, with teacher support.
- n) Provides evidence from text to back up opinion, with teacher support.
- o) Reads and gains information from charts and graphs in grade appropriate materials.
- p) Feels comfortable reading Scripture.

**5<sup>th</sup> Benchmarks:**

- a) Uses decoding skills to attack new words.
- b) Uses multiple strategies to clarify and monitor a reading selection (e.g., rereads, reads ahead, looks at illustrations, uses prior knowledge).
- c) Identifies elements of fiction (e.g., characters, setting, plot, theme)
- d) Adds newly learned words from reading to personal vocabulary.
- e) Reads with expression and fluency.
- f) Recognizes the different genres of writing (e.g., fiction, nonfiction, folk tales, poetry, expository, plays)
- g) Uses reading skills with other subject material.
- h) Classifies information into categories.
- i) Summarizes, evaluates, and retells to show understanding (e.g., oral restating, story mapping, webbing).
- j) Makes predictions and inferences.
- k) Feels comfortable reading Scripture.

**6<sup>th</sup> Benchmarks:**

- a) Makes predictions and inferences about a text prior to and during reading.
- b) Uses multiple strategies to clarify and monitor a reading selection (e.g., rereads, reads ahead, looks at illustrations, uses prior knowledge).
- c) Asks questions about important ideas in the text.
- d) Summarizes, evaluates, and retells to show understanding (e.g., oral restating, story mapping, webbing).
- e) Knows a variety of ways to extract significant ideas from narrative and expository text (e.g., takes notes, retells, outlines, charts).

- f) Understands how a reader's and an author's different background experiences affect the interpretation of a text.
- g) Uses decoding skills and knowledge of phonics to attack new words.
- h) Uses vocabulary words in daily conversation.
- i) Reads with expression and fluency.
- j) Feels comfortable reading Scripture.

7<sup>th</sup> Benchmarks:

- a) Understands how a reader's and an author's different background experiences affect the interpretation of a text.
- b) Uses specific strategies when confused by text (e.g., rereads, refers to other sources, asks questions, creates webs, or visualizes).
- c) Builds vocabulary from reading.
- d) Skims or scans to find specific information.
- e) Extracts significant ideas from narrative and expository text (e.g., takes notes, retells, outlines, or charts).
- f) Reads and applies information from charts, tables, outlines, etc.
- g) Knows how to use the library and reference materials, including electronic resources, to obtain information.
- h) Demonstrates an understanding of how an author's purpose and point of view affect a reading selection.
- i) Feels comfortable reading Scripture.

8<sup>th</sup> Benchmarks:

- a) Understands how a reader's and an author's different backgrounds affect the interpretation of the text.
- b) Builds vocabulary from reading.
- c) Demonstrates an ability to paraphrase information from research.
- d) Uses the library and reference materials to obtain information.
- e) Demonstrates an understanding of how an author's purpose and point of view affect a reading selection.
- f) Is able to summarize a novel.
- g) Becomes acquainted with some of Shakespeare's famous stories and displays a basic understanding of them.
- h) Can evaluate a 'classic' of literature.
- i) Can evaluate a Christian fiction story.
- j) Feels comfortable reading Scripture.

**2. Reads, interprets, and analyzes a variety of literature.**

K Benchmarks:

- a) Knows that print can be found in a variety of materials (e.g., lists, magazines, books).
- b) Knows that there are different types of literature (e.g., poems, stories, fairy tales).
- c) Understands the difference between real and imaginary.
- d) Identifies elements of a story (e.g., who, what, where).
- e) Follows simple oral directions.

1<sup>st</sup> Benchmarks:

- a) Knows that there are different types of literature (e.g., poems, fairy tales).
- b) Understands the difference between fiction and non-fiction.

- c) Identifies elements of narrative fiction: characters, settings, events in sequence.
- d) Reads and follows simple written directions.
- e) Listens to and reads literature from diverse cultures.
- f) Demonstrates some enjoyment of literature.
- g) Comprehends written material.

2<sup>nd</sup> Benchmarks:

- a) Knows the difference between fiction and non-fiction.
- b) Identifies elements of narrative fiction: character, setting, problem, resolution.
- c) Reads and follows simple written directions.
- d) Listens to and reads literature from diverse cultures.
- e) Selects literature based on personal interest.
- f) Comprehends written material.
- g) Identifies the main idea of an expository paragraph.

3<sup>rd</sup> Benchmarks:

- a) Identifies differences between fantasy and reality.
- b) Knows basic elements of different genres (e.g., fiction, non-fiction, biography, legends).
- c) Reads and follows written directions.
- d) Selects literature based upon personal interests that would be age appropriate.
- e) Relates personal experiences to ideas in selections.
- f) Comprehends written material.
- g) Identifies topic, main ideas, and supporting details.
- h) Understands sequence of events.
- i) Forms and supports opinions about printed materials.
- j) Understands how culture and history affect a piece of literature.
- k) Knows the difference between fact and opinion.
- l) Demonstrates cause and effect.
- m) Is able to compare and contrast.
- n) Demonstrates an understanding of similes, generalizations, problem solving, making judgments, character's perspective, and drawing conclusions.

4<sup>th</sup> Benchmarks:

- a) Understands the basic characteristics of factual articles, folk tales, tall tales, and mystery.
- b) Selects literature based upon personal interest and need.
- c) Analyzes personal experiences with regards to ideas in the selection.
- d) Comprehends written material.
- e) Knows basic elements of non-fiction: main topics and details.
- f) Knows basic elements of fiction: character, setting, plot including problem or goal, sequence of events and resolution.
- g) Forms and supports opinions about printed materials: supports opinions regarding expressed likes and dislikes of printed materials.
- h) Understands the difference between fact and opinion.
- i) Demonstrates cause and effect.
- j) Is able to compare and contrast.
- k) Identifies and interprets similes, metaphors, personification, hyperbole, sensory words, and words chosen to create a mood.

- l) Identifies the difference between fantasy and reality.
- m) Understands basic expository text patterns: listing, sequential order, compare and contrast.
- n) Understands that poetry may or may not rhyme and is intended to convey emotion as well as meaning.
- o) Reads and develops a plan for following multi-step directions with teacher support.

5<sup>th</sup> Benchmarks:

- a) Knows basic elements of fiction: character, setting, plot including problem or goal, sequence of events and resolution.
- b) Understands the basic characteristics of various types of literature including historical fiction, personal narrative (biography and autobiography), fantasy, photo essays, factual articles, tall tales, and poetry.
- c) Reads, develops a plan, and follows multi-step directions.
- d) Analyzes personal experiences with regards to ideas in the selection.
- e) Makes and supports personal choices of what to read based upon needs, opinions, likes, and dislikes.
- f) Applies knowledge of basic elements and patterns of non-fiction to understand expository text: main topics, subtopics, details, listing pattern, sequential pattern, and compare and contrast.
- g) Understands how cultures, times and events affect a piece of literature (e.g., word choice and language, family relationships, setting).
- h) Understands the difference between fact and opinion.
- i) Demonstrates cause and effect.
- j) Identifies and interprets similes, metaphors, idioms, sensory words, and words chosen to create a mood.
- k) Makes inferences about a selection.

6<sup>th</sup> Benchmarks:

- a) Knows that an author uses elements of fiction (e.g., characters, setting, events) to achieve a desired effect.
- b) Identifies plot, setting, character elements, climax, and resolution in a fiction or non-fiction story.
- c) Identifies and reads a variety of genres (e.g., fantasy, mystery, non-fiction, realistic fiction, historical fiction, drama, poetry, and magazine or newspaper articles).
- d) Reads and follows directions.
- e) Selects literature based on personal interest and ability.
- f) Applies knowledge of basic elements and patterns of non-fiction to understand expository text: main topics, subtopics, details, listing pattern, sequential pattern, and compare and contrast.
- g) Identifies the main idea, subtopics, cause and effect in expository texts.
- h) Identifies and interprets similes, metaphors, idioms, sensory words, and words chosen to create a mood.
- i) Puts events in chronological order.

**7<sup>th</sup> Benchmarks:**

- a) Identifies the characteristics of different forms of literature including but not limited to short story, novel, informative writing, persuasive writing, and poetry.
- b) Applies knowledge of basic elements and patterns of non-fiction to understand expository text: main topics, subtopics, details, listing, sequential, and compare and contrast, cause and effect, opinion and reason.
- c) Knows that an author uses elements of fiction (e.g., characters, setting, events) to achieve a desired effect.
- d) Recognizes and interprets literary devices and figurative language including imagery and hyperbole.
- e) Understands how an author's word choice has an effect on the selection (e.g., descriptive detail, persuasive language, verb choice).
- f) Makes and supports inferences about a selection.
- g) Forms and supports opinions about literature.
- h) Recognizes bias used in text.
- i) Questions and reflects on issues found in text.
- j) Experiences literature personally (e.g., experiences feelings similar to those of a character, feels moved by story, applies facts to daily life).
- k) Selects literature based on personal interest and ability.
- l) Reads and follows complex directions.
- m) Comprehends grade appropriate technical materials (e.g., computer program manuals, manufacturers' pamphlets).
- n) Understands how global culture, times and events affect a piece of literature.

**8<sup>th</sup> Benchmarks:**

- a) Can identify some of the basic forms of literature (e.g., fiction, non-fiction, poetry, and drama).
- b) Demonstrates an understanding of the theme of a work of fiction.
- c) Is able to point out the following elements in a story of fiction: type of conflict, examples of irony, use of characterization, setting, and plot.
- d) Understands how an author's word choice affects the story.
- e) From those opinions, will be able to progress and find novels that would most likely prove interesting.
- f) Can analyze and dissect a story from a Christian point of view.
- g) Can analyze and critique a movie based on a classic novel.

**3. Applies knowledge of grammar, usage, and other writing conventions to ensure reader's understanding.**

**K Benchmarks:**

- a) Demonstrates knowledge of penmanship guidelines.
- b) Uses knowledge of spelling.
- c) Uses knowledge of capitalization.
- d) Uses knowledge of punctuation.
- e) Demonstrates knowledge of English grammar.

**1<sup>st</sup> Benchmarks:**

- a) Writes complete sentences.
- b) Demonstrates knowledge of penmanship guidelines.

- c) Uses knowledge of spelling.
- d) Uses knowledge of capitalization.
- e) Uses knowledge of punctuation.
- f) Demonstrates knowledge of English grammar.

2<sup>nd</sup> Benchmarks:

- a) Writes complete sentences.
- b) Identifies parts of speech (e.g., nouns, pronouns, verbs, and adjectives).
- c) Demonstrates knowledge of penmanship guidelines.
- d) Uses knowledge of spelling.
- e) Uses knowledge of capitalization to begin sentences and when using proper nouns.
- f) Uses knowledge of punctuation.
- g) Demonstrates knowledge of English grammar.

3<sup>rd</sup> Benchmarks:

- a) Writes complete sentences.
- b) Distinguishes between parts of a sentence.
- c) Can identify and use the four types of sentences (declarative, interrogative, imperative, and exclamatory).
- d) Is able to correct run-on sentences and fragments.
- e) Identifies different parts of speech (e.g., noun, verb, adverb, adjective, and pronoun).
- f) Uses subject-verb agreement in written and oral expression.
- g) Writes in cursive.
- h) Uses knowledge of spelling.
- i) Capitalizes words appropriately (e.g., first word in sentence, I, proper nouns, titles).
- j) Uses knowledge of punctuation.
- k) Demonstrates knowledge of English grammar.
- l) Uses proofreading and revising strategies.
- m) Uses abbreviations correctly.
- n) Identifies and uses contractions correctly.

4<sup>th</sup> Benchmarks:

- a) Is able to correct run-on sentences and fragments.
- b) Can identify and use the four types of sentences (declarative, interrogative, imperative, and exclamatory).
- c) Identifies simple and complete subjects and predicates.
- d) Can identify and use the parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections).
- e) Maintains verb tense within a paragraph.
- f) Employs principles of agreement related to number, gender, and case.
- g) Creates a neat final product.
- h) Spells frequently used words correctly.
- i) Uses proper capitalization and punctuation.
- j) Uses abbreviations correctly.
- k) Identifies and uses contractions correctly.

5<sup>th</sup> Benchmarks:

- a) Can identify and use the parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections).
- b) Maintains verb tense within a paragraph.

- c) Creates a neat final product.
- d) Writes extended products in cursive and/or with word processor.
- e) Spells frequently used words correctly.
- f) Uses proper capitalization and punctuation.
- g) Uses apostrophes in contractions and singular or plural possessive nouns.

6<sup>th</sup> Benchmarks:

- a) Can identify and use the four types of sentences (declarative, interrogative, imperative, and exclamatory).
- b) Can identify and use the parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections).
- c) Creates a neat final product.
- d) Spells frequently used words correctly.
- e) Uses proper capitalization and punctuation.
- f) Identifies and uses contractions correctly.
- g) Identifies and uses prepositional phrases correctly.

7<sup>th</sup> Benchmarks:

- a) Is able to correct run-on sentences and fragments.
- b) Can identify and use the parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections).
- c) Uses a diagram of the basics of a sentence: subject, verb, predicate noun, adjective, direct object, adverb, prepositional phrase.
- d) Creates a neat final product.
- e) Uses conventions of standard English grammar, usage, spelling, and punctuation in own writing.
- f) Uses reference materials and electronic resources as tools throughout the writing process.
- g) Revises to improve organization, develop detail, add sentence variety and enhance word choice.

8<sup>th</sup> Benchmarks:

- a) Is able to write complete sentences and thoughts.
- b) Is able to demonstrate an understanding of the four basic elements in a given sentence: subject, verb, adjective, adverb.
- c) Understands what direct objects, predicate nominatives, appositives, indirect objects, etc. are.
- d) Can recognize prepositions and their role in a sentence.
- e) Creates a neat final product (e.g., maintains proper margins, spaces between words, and writes legibly).

**4. Develops writing style using a variety of writing techniques.**

K Benchmarks:

1<sup>st</sup> Benchmarks:

2<sup>nd</sup> Benchmarks:

- a) Uses a variety of sentence types correctly (e.g. imperative, declarative, interrogative, exclamatory).

3<sup>rd</sup> Benchmarks:

- a) Writes from first and third person points of view.

- b) Uses revising skill to elaborate writing (e.g., word choice, details).

4<sup>th</sup> Benchmarks:

- a) Writes from first and third person points of view.
- b) Uses figurative language (similes and metaphors) to make writing more precise and interesting.
- c) Incorporates new vocabulary to make writing more precise and interesting.
- d) Writes in a variety of genres (comedy, drama, mystery, and science fiction).

5<sup>th</sup> Benchmarks:

- a) Writes from first and third person points of view.
- b) Uses figurative language (similes and metaphors, personification, alliteration) to make writing more precise and interesting.
- c) Incorporates new vocabulary to make writing more precise and interesting.
- d) Writes in a variety of genres (comedy, drama, mystery, and science fiction).

6<sup>th</sup> Benchmarks:

- a) Writes from various points of view with appropriate voice.
- b) Uses figurative language, including simile, metaphor, alliteration, and onomatopoeia.
- c) Writes in a variety of genres (comedy, drama, mystery, and science fiction).

7<sup>th</sup> Benchmarks:

- a) Writes from various points of view with appropriate voice.
- b) Uses figurative language and literary devices to illustrate and convey ideas including imagery and hyperbole.
- c) Experiments with language in order to improve writing style (e.g., word choice, rhythm, sentence order, sentence length, sentence variety).

8<sup>th</sup> Benchmarks:

- a) Selects and writes with a point of view appropriate to the purpose.
- b) Demonstrates a basic understanding of similes and metaphors.
- c) Writes effective and meaningful poetry.
- d) Correctly organizes and completes a research paper.
- e) Writes a rough draft and, after editing writes a final draft.

**5. Applies writing strategies to communicate with different audiences for a variety of purposes.**

K Benchmarks:

- a) Knows that anyone can be an author.
- b) Knows a picture can represent a story or part of a story.
- c) Dictates a message in own words.
- d) Composes a message from own ideas (e.g., scribble writing, random letters, approximate and/or standard spellings).
- e) Understands that there are purposes for writing (e.g., grocery list, phone messages, taking food orders).
- f) Uses newly learned words in writing.

1<sup>st</sup> Benchmarks:

- a) Composes a message to convey one's own ideas to others.
- b) Knows that writing conveys the author's message.
- c) Identifies a purpose for writing (e.g., friendly letter or greeting, personal narrative, informal writing).

- d) Uses newly learned words in writing.
- e) Writes expository pieces using simple facts.
- f) Writes using a logical sequence of events (e.g., first, next, then, last).
- g) Writes expressive pieces (e.g., personal narrative, friendly letter or greeting).

2<sup>nd</sup> Benchmarks:

- a) Composes a message to convey one's own ideas to others.
- b) Identifies a purpose for writing (e.g., personal narrative, informational writing, to tell a story, friendly letter, invitation, thank you note, addressing mail, description, and book report).
- c) Uses newly learned words in writing.
- d) Writes reports (e.g., using simple facts).
- e) Writes using a logical sequence of events (e.g., first, next, then, last).
- f) Uses a variety of pre-writing activities to generate and plan ideas (e.g., brainstorming, webbing/clustering, and graphic organizers).
- g) Uses basic story structure (e.g., beginning, middle, and end).
- h) Writes descriptive pieces (e.g., personal narrative, friendly letter or greeting, and description).
- i) Writes imaginative pieces.
- j) Revises to improve content.
- k) Edits personal writing and classmates' writing for capital letters and end marks.
- l) Uses technology as a tool to develop writing.

3<sup>rd</sup> Benchmarks:

- a) Understands and uses the writing process: prewriting, drafting, revising, proofreading, editing, and publishing, with teacher support.
- b) Writes a research report that develops a topic with some facts.
- c) Uses reference materials and technology as tools to gain information for writing.
- d) Writes in a variety of genres (e.g., personal narratives, stories, instructions, opinion and persuasion, research report).
- e) Writes to entertain, inform, and persuade.
- f) Writes using sequence of events and time order words.

4<sup>th</sup> Benchmarks:

- a) Understands and uses the writing process: prewriting, drafting, revising, proofreading, editing, and publishing, with teacher support.
- b) Writes in a variety of genres (e.g., personal narratives, stories, instructions, opinion and persuasion, research report).
- c) Uses reference materials and technology as tools to develop writing (e.g., composing, using thesaurus, electronic dictionary, cutting and pasting).

5<sup>th</sup> Benchmarks:

- a) Understands and uses the writing process: prewriting, drafting, revising, proofreading, editing, and publishing, with teacher support.
- b) Writes in a variety of genres (e.g., personal narratives, stories, instructions, opinion and persuasion, research report).
- c) Identifies personal writing strengths and weaknesses (e.g., through portfolios, individual conferencing).
- d) Uses reference materials and technology as tools to develop writing (e.g., composing, using thesaurus, electronic dictionary, cutting and pasting).

**6<sup>th</sup> Benchmarks:**

- a) Uses the basics of writing (pre-writing, proofreading, editing, and publishing).
- b) Writes essays for a variety of purposes (e.g., to express an opinion, to persuade, to compare and contrast, and to give information).
- c) Writes a personal narrative.
- d) Writes various types of poetry.
- e) Writes a paper based upon personal research.
- f) Writes in a variety of genres (e.g., personal narratives, stories, instructions, opinion and persuasion, research report).
- g) Uses transitions to enhance the flow of writing.

**7<sup>th</sup> Benchmarks:**

- a) Uses a variety of pre-writing strategies to generate and plan ideas (e.g., brainstorming, webbing, clustering, graphic organizers).
- b) Writes informative pieces (e.g., how-to instructions, simple research reports).
- c) Writes narratives (e.g., biographical, autobiographical, fictional).
- d) Writes expressive pieces in response to reading, viewing, life experiences (e.g., reflections, letters employing descriptive detail and personal voice).
- e) Writes persuasive pieces supporting an opinion with reasons and elaboration (e.g., essays, advertisements, letters).
- f) Writes imaginative pieces incorporating characteristics of the genre (e.g., myths).
- g) Edits writing to correct errors (e.g., spelling, capitalization, punctuation including sentence fragments and run-ons).
- h) Uses transitions to enhance the flow of ideas.

**8<sup>th</sup> Benchmarks:**

- a) Writes poetry that has meaning to the student.
- b) Can effectively write a letter expressing emotion.
- c) Uses transitions appropriately to enhance flow of ideas.
- d) Revises to improve writing.

**6. Uses listening and viewing strategies in a variety of situations. To gain information and understanding.**

**K Benchmarks:**

- a) Attends to oral/visual presentation.
- b) Recalls simple stories, poems, or songs that have been presented.
- c) Listens to classmates and adults without interrupting.
- d) Listens to stories from diverse cultures.
- e) Follows simple directions.

**1<sup>st</sup> Benchmarks:**

- a) Uses appropriate listening etiquette (e.g., posture, eye contact with speaker).
- b) Listens to classmates and adults without interrupting.
- c) Responds to oral presentations by asking questions related to the presenter's topic and making relevant comments.
- d) Knows speakers' main points.
- e) Follows simple oral directions.

**2<sup>nd</sup> Benchmarks:**

- a) Uses appropriate listening etiquette (e.g., posture and eye contact with speaker).
- b) Listens to classmates and adults without interrupting.
- c) Follows multiple-step oral directions.
- d) Responds to oral presentations by asking questions related to presenter's topic and making relevant comments.
- e) Knows speakers' main points.
- f) Demonstrates respect for cultural differences in language.

3<sup>rd</sup> Benchmarks:

- a) Follows multiple-step oral directions.
- b) Demonstrates appropriate listening skills.
- c) Responds to presentations by asking questions and making relevant comments.
- d) Identifies purpose of an oral presentation.
- e) Knows that a speaker's vocal intensity, intonation, and pitch can affect meaning.
- f) Knows that speakers express both fact and opinions.

4<sup>th</sup> Benchmarks:

- a) Follows multiple-step oral directions.
- b) Demonstrates appropriate listening skills.
- c) Responds to presentations by asking questions and making relevant comments.
- d) Identifies and summarizes key points of an oral presentation (e.g., retells, takes simple notes).
- e) Knows that a speaker's vocal intensity, intonation, and pitch can affect meaning.
- f) Knows that a speaker's statements of fact could be verified as true or false while opinions cannot be verified.

5<sup>th</sup> Benchmarks:

- a) Demonstrates appropriate listening skills.
- b) Follows multiple-step oral directions, seeking clarification when necessary.
- c) Obtains information by listening to a speaker's answers to questions (e.g., interview, oral survey).
- d) Knows that a speaker's statements of fact could be verified as true or false while opinions cannot be verified.
- e) Responds to presentations by asking questions and making relevant comments.
- f) Identifies and summarizes key points of an oral presentation (e.g., retells, takes simple notes).
- g) Knows that a speaker's vocal intensity, intonation, and pitch can affect meaning.
- h) Understands and demonstrates respect for cultural differences in language (e.g., regional dialects).
- i) Understands that visual information (e.g., body language, images, graphics) affects the verbal message and vice versa.

6<sup>th</sup> Benchmarks:

- a) Listens to and responds to questions about a text.
- b) Distinguishes between fact and opinion.
- c) Summarizes information by taking notes, retelling, or discussion.
- d) Obtains information by listening to a speaker's answers to questions (e.g., interview, oral survey).
- e) Responds to presentations by asking questions and making relevant comments.

7<sup>th</sup> Benchmarks:

- a) Demonstrates appropriate listening skills.
- b) Obtains information by listening to a speaker's answers to questions (e.g., interview, oral survey).
- c) Responds to presentations by asking questions and making relevant comments.
- d) Identifies and summarizes key points of an oral presentation (e.g., retells, takes simple notes).
- e) Understands and demonstrates respect for cultural differences in language (e.g., regional dialects).
- f) Knows that a speaker's vocal intensity, intonation, and pitch can affect meaning.

8<sup>th</sup> Benchmarks:

- a) Displays appropriate listening etiquette.
- b) Learns to evaluate the reliability of information presented using prior knowledge and research.
- c) Can respond to and ask thought-provoking questions in a positive, constructive manner.
- d) Demonstrates a respect for different cultures and languages.
- e) Realizes that videos can enhance or degrade written literature.
- f) Can acknowledge talents of specific authors.
- g) Uses previous experiences to assist lower grade readers.
- h) Uses the library and other possible resources to gather information.

**7. Demonstrates speaking skills to communicate with different audiences for a variety of purposes.**

K Benchmarks:

- a) Speaks audibly in front of a group.
- b) Contributes to group and class discussions.
- c) Makes comments that connect meaning to personal experiences.
- d) Demonstrates the ability to speak for a variety of purposes (e.g., show and tell, storytelling, dramatization).
- e) Uses oral language to express complete thoughts.

1<sup>st</sup> Benchmarks:

- a) Uses oral language to express thoughts.
- b) Speaks audibly in front of a group.
- c) Contributes to group and class discussions.
- d) Asks questions to clarify meaning.
- e) Demonstrates ability to speak for a variety of purposes (e.g., show and tell, storytelling, dramatization).

2<sup>nd</sup> Benchmarks:

- a) Uses appropriate oral language to express thoughts.
- b) Speaks audibly in front of a group.
- c) Contributes to group and class discussions.
- d) Asks questions to clarify meaning and makes relevant comments.
- e) Demonstrates ability to speak for a variety of purposes (e.g., show and tell, interview, storytelling, and dramatization).

3<sup>rd</sup> Benchmarks:

- a) Establishes eye contact with the audience.
- b) Uses voice and body language to convey meaning.
- c) Uses questioning for clarification of ideas.
- d) Demonstrates ability to speak for a variety of purposes.
- e) Uses visual aids to enhance meaning.
- f) Contributes to group discussions.
- g) Uses appropriate language to convey meaning.
- h) Speaks loud enough for audience to hear.

4<sup>th</sup> Benchmarks:

- a) Uses eye contact, gestures, stance, and vocal variety properly.
- b) Identifies and self-corrects errors in standard English grammar and usage in speech when appropriate (e.g., double negatives, tense).
- c) Uses voice and body language to convey meaning.
- d) Contributes as a participant and leader in a group discussion.
- e) Uses questioning and logic for clarification of ideas.
- f) Retells main points and ideas.
- g) Uses visual aids to enhance meaning.

5<sup>th</sup> Benchmarks:

- a) Uses eye contact, gestures, stance, and vocal variety properly.
- b) Identifies and self-corrects errors in standard English grammar and usage in speech when appropriate (e.g., double negatives, tense).
- c) Uses voice and body language to convey meaning.
- d) Uses questioning, argument, and logic for clarification of ideas.
- e) Retells main points, ideas, stories, and experiences in sequence with some detail.
- f) Incorporates visual aids into an oral presentation to enhance meaning (e.g., graphic organizers, posters, overheads, drawings, maps, graphs).
- g) Uses clear and specific vocabulary to communicate ideas (e.g., content specific vocabulary).

6<sup>th</sup> Benchmarks:

- a) Uses eye contact, gestures, stance, and vocal variety properly.
- b) Is able to write and present a speech.
- c) Uses visual aids to enhance a presentation.
- d) Uses clear and specific vocabulary.
- e) Is able to speak formally and informally for a variety of purposes.
- f) Demonstrates skills used in debating.
- g) Participates effectively in a variety of roles in a group discussion.

7<sup>th</sup> Benchmarks:

- a) Uses eye contact, gestures, stance, and vocal variety properly.
- b) Uses conventions of oral language appropriately.
- c) Participates effectively in a variety of roles in a group discussion.
- d) Uses questioning, argument, and logic for clarification of ideas.
- e) Creates and uses visual aids to enhance an oral presentation (e.g., note cards, slide show, charts).
- f) Uses clear and specific vocabulary to communicate ideas.
- g) Demonstrates the ability to speak formally and informally for a variety of purposes (e.g., to inform, to persuade, to question).

8<sup>th</sup> Benchmarks:

- a) Uses conventions of oral language appropriately.
- b) Participates effectively in a variety of roles in a group discussion.
- c) Uses clear and specific vocabulary to communicate ideas.
- d) Demonstrates the ability to discuss topics and opinions with Christian respect.
- e) Exercises proper tone and inflection when speaking.
- f) Shares information effectively and clearly.

9 March 2005