

# **KINDERGARTEN LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

## **STANDARD 1: LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

### **The student will:**

1. Listen attentively at Mass/liturgies.
2. Respond and ask clarifying questions about what was heard in Religion class, homilies and scripture passages, as well as across the curriculum.
3. Listen attentively without interrupting or distracting others when someone is speaking.
4. Predict various outcomes and draw appropriate conclusions.
5. Be able to follow simple three step oral directions given by the teacher.
6. Attend to a variety of listening activities, such as: scripture stories, literature, music, media presentations, and resource people.

## **STANDARD 2: SPEAKING**

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

### **The student will:**

1. Take part in appropriate liturgies, prayer services, and programs with teacher assistance.
2. Express own feelings, needs, and opinions with a complete thought.
3. Participate appropriately in class discussions.
4. Participate appropriately in small groups.
5. Speak with appropriate volume and expression to share information acquired through verbal and nonverbal activities.
6. Be able to introduce self and others.
7. Speak about faith experiences.

## **STANDARD 3: WRITING**

The student will write effectively in spiritual, academic, and social situations. The student will use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

### **The student will:**

1. Create class book about God's earth, make a Creation book, Creation story: make an alphabet book with the animals in alphabetical order.

2. Apply standard writing conventions:
  - a. Write upper and lower case letters correctly and legibly.
  - b. Write numbers correctly and legibly.
  - c. Recognize simple punctuation, (periods and question marks).
  - d. Recognize and use capitalization at the beginning of a sentence and the first letter of their first and last name. God has made you special and he called you by name.
3. Generate ideas for writing through teacher directed pre-writing activities: (brainstorming, asking questions, talking, drawing, experiencing an event, listening to stories).
4. Use pictures and words to communicate for different purposes. (voice)
5. Communicate feelings through drawings with details.
6. Write legibly, left to right and top to bottom. Space words correctly in a sentence.
7. Recognize the difference between nouns and verbs (word choice).
8. Communicate complete thoughts by writing simple sentences.
9. Write for a specific purpose and audience.
10. Use effective research practices.
  - a. Discuss curriculum or topics of interest.
  - b. Find information, with guidance, appropriate to task.
  - c. Share information.

#### **STANDARD 4: VIEWING**

The student will demonstrate viewing skills in spiritual, academic, and social situations.

**The student will:**

1. Make sign of the cross at Mass and in homeroom.
2. Focus on a designated image/subject when given a readiness cue.
3. Maintain age-appropriate focus for short periods.
4. Identify and generalize defining characteristics and viewing cues such as cats having whiskers, fur, tails, and meowing sounds.
5. Use context cues to determine the meaning of unfamiliar visual cues.
6. Answer simple-idea questions related to the message.
7. Recall significant details from visual messages. Show pictures from the Bible and Saints' pictures and have students recall the details.
8. Distinguish among types of visual messages, such as photographs, computer images, actual objects, and artists' depictions.
9. Support personal evaluation of messages, such as likes or dislikes.

## **FIRST GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### **STANDARD 1: LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

**The student will:**

1. Listen attentively at Mass/liturgies.
2. Attend and respond to a variety of listening activities, such as: scripture stories, literature, music, media presentations, and resource people.
3. Sit quietly without distracting others, while maintaining eye contact with the speaker.
4. Be able to follow simple three step oral directions given by the teacher.
5. Predict various outcomes and draw appropriate conclusions.
6. Listen attentively for main ideas and to recall sequences.

### ***STANDARD 2: SPEAKING***

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

**The student will:**

1. Participate in and carry out liturgies, prayer services, and programs with teacher assistance.
2. Speak formally and informally about the Catholic faith and own experiences.
3. Participate in group prayers such as saying the rosary, Benediction, and Stations of the Cross.
4. Participate appropriately in class discussions.
5. Participate appropriately in small groups.
6. Tell related thoughts in a logical sequence when sharing personal experiences.
7. Be able to introduce self and others.
8. Speak with appropriate volume, clarity, and fluency, using correct body language (eye contact, posture, and gestures).

### **STANDARD 3: WRITING**

The student will write effectively in spiritual, academic, and social situations. The student will use a writing process that includes preparing, drafting, revising, editing, and publishing to produce a written text.

**The student will:**

1. Write prayers and petitions for Religion classes, liturgies, and prayer

- services with teacher assistance.
2. Write thank you notes and create cards of support to the religious community – priests, seminarians, and sisters.
  3. Generate ideas for writing through teacher directed pre-writing activities (brainstorming, asking questions, talking, predicting, drawing, experiencing an event, and listening to stories).
  4. Use pictures, words and sentences to communicate for a variety of audiences, purposes and contexts. Ex: illustrate Bible stories
  5. Express predictable feeling through pictures and words. (voice)
  6. Write legibly, left to right, top to bottom, with correct spacing between words. Form letters and numbers correctly. Produce neat and legible work.
  7. Write statements and questions that convey a complete thought.
  8. Apply standard writing conventions:
    - a. Capitalization of sentences, proper names, months, days, and the word I. Use names of saints as examples of proper names, use Fr. and St. for abbreviations.
    - b. Ending punctuation (periods, questions marks, and exclamations).
    - c. Spelling of commonly used words.
  9. Write statements and questions that convey a complete thought.
  10. Use descriptive phrases and sentences to express ideas.
  11. Write high frequency spelling words and words of pattern correctly.
  12. Recognize parts of speech:
    - a. Nouns (naming words)
    - b. Verbs (action words)
  13. Organize a draft with a beginning, middle and end.
  14. Write for a specific purpose and audience. Write about how God made you special. Write a thank you note. Write a friendship story. Write a recipe for ingredients needed for a lasting friendship.
  15. Use effective research practices:
    - a. Discuss curriculum or topics of interest.
    - b. Find information, with guidance, appropriate to task. Find specific stories in the Old Testament and Jesus and Mary in the New Testament.
    - c. Share information.

#### **STANDARD 4: VIEWING**

The student will demonstrate viewing skills in spiritual, academic, and social situations.

##### **The student will:**

1. Focus on the crucifix in devotion for prayer.
2. Focus on a designated image/subject when given a readiness cue.
3. Support personal evaluation of messages, such as likes or dislikes. Make a list of things God likes and things God does not like.
4. Maintain age-appropriate focus for short periods. (In mass)
5. Focus attention on specific details when given directions.

6. Identify and generalize defining characteristics and viewing cues such as cats having whiskers, fur, tails, and meowing sounds.
7. Answer simple-idea questions related to the message. Use bible stories.
8. Recall significant details from visual messages.
9. Use knowledge from visual messages to create new visual messages, such as using information from a videotape or a bible story to create a picture of the story.
10. Distinguish among types of visual messages, such as photographs, computer images, actual objects, and artists' depictions.

## **SECOND GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### **STANDARD 1. LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

**The student will:**

1. Listen attentively at Mass/liturgies.
2. Respond and ask clarifying questions about what was heard in Religion class, homilies and scripture passages, as well as across the curriculum.
3. Sit quietly without distracting others while maintaining eye contact with the speaker. (during mass)
4. Predict various outcomes and draw appropriate conclusions. (Bible stories)
5. Listen and complete multi-step directions.
6. Listen attentively for main ideas; recall sequences and important details. (Bible stories)
7. Attend and respond to a variety of listening activities, such as: literature, music, media presentations, and resource people. Use liturgical music, children's Bible songs, religious videos

### **STANDARD 2: SPEAKING**

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

**The student will:**

1. Speak formally and informally about the Ten Commandments and Seven Sacraments.
2. Participate in and carry out liturgies, prayer services, and programs.
3. Speak formally and informally about the Catholic faith and own experiences.
4. Participate appropriately in class discussions.
5. Participate appropriately in small groups.
6. Tell a story in logical sequence and maintain a topic in a conversation or presentation. Retell Bible stories.
7. Ask relevant questions briefly and clearly.
8. Speak with appropriate grammar, volume, clarity and fluency, using correct body language (eye contact, posture and gestures).
9. Speak appropriately in a variety of social situations: (introductions, telephone conversations and cooperative group work).

### **STANDARD 3: WRITING**

The student will write effectively in spiritual, academic, and social situations.

**The student will:**

1. Write prayers and petitions for Religion classes, liturgies, and prayer services, with teacher assistance.
2. Generate ideas for writing through teacher directed pre-writing activities (brainstorming, asking questions, talking, predicting, drawing, experiencing an event, listening to stories). Write a thank you note to the priest. Write a thank you note to someone who helps at mass. Write reports about your favorite saint.
3. Write for a specific purpose and audience. Write a reflection of First Reconciliation and First Communion—Jesus coming to them.
4. Use pictures, words and sentences to communicate for a variety of audiences, purposes and contexts throughout the curriculum.
5. Write complete sentences, using the following sentence types: statement, question, command, and exclamation.
6. Combine sentences to produce a paragraph with main idea and supporting details.
7. Use basic story elements to compose a story with a logical sequence of ideas; beginning, middle, and ending.
8. Use the writing process of: pre-write, draft, revise, edit and publish to produce descriptive, narrative, and expository pieces.
9. Demonstrate spelling accuracy.
9. Apply standard writing conventions of:
  - a. Capitalization: beginning of a sentence; proper nouns (names, titles, days, month, holidays, city, state, street, titles of books, the word I).
  - b. Punctuation: end marks (. ? !); commas (month, year, city, state, items in a series); apostrophes (contractions, possessives).
  - c. Write complete sentences
  - d. Use correct grammar
  - e. Paragraph structure: organize around one idea with a beginning, middle, and ending.
10. Recognize and use parts of speech: nouns, verbs, adjectives, and pronouns.
11. Use strong verbs, precise nouns and descriptive imagery that give the writer a unique, engaging style.
12. Write legibly, left to right, top to bottom, using correct spacing and size.
13. Practice lower and upper case cursive letter formation and joining of cursive letters.
14. Use effective research practices:
  - a. Discuss curriculum or topics of interest.
  - b. Locate, with guidance, appropriate information. Research the process of wine making and bread making and relate to the sacrament of Holy Eucharist.
  - c. Organize and share information Share information learned about the sacraments of Reconciliation and Holy Eucharist.

## **STANDARD 4: VIEWING**

The student will demonstrate viewing skills in spiritual, academic, and social situations.

### **The student will:**

1. Apply knowledge from visual message in new visual contexts and products, such as maps, dioramas, models, and computer-generated poster. Make a model of the altar including the chalice, paten with bread, and filled cruets. Create a Powerpoint of parts of mass, the Sacrament of Reconciliation, the Sacrament of Communion and the priest's vestments.
2. Focus attention on visual messages for a sustained periods. (Attending mass)
3. Recognize the appropriate meaning of visual messages.
4. Answer increasingly complex questions related to visual messages.
5. Describe visual messages in detail.
6. Use context cues to determine meaning of complex or unfamiliar visual messages.
7. Seek clarification.
8. Use components of visual messages to complete tasks.

## **THIRD GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### **STANDARD 1. LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

**The student will:**

1. Listen attentively at Mass/liturgies.
2. Respond and ask clarifying questions about what was heard in Religion class, homilies and scripture passages, as well as across the curriculum.
3. Show social courtesies and respond to speaker.
4. Listen and complete multi-step directions independently.
5. Predict various outcomes and draw appropriate conclusions.
6. Demonstrate active listening by recalling and summarizing what was heard.
7. Attend to a variety of listening activities such as: scripture stories, literature, music, media presentations, and resource people.

### **STANDARD 2: SPEAKING**

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

**The student will:**

1. Speaking formally and informally about the Image of God in others.
2. Speak formally and informally about the Catholic faith and their own experiences.
3. Read aloud prayers, readings and petitions at Mass/liturgies, using appropriate volume, rate, articulation and body language.
4. Deliver an oral presentation in an organized and understandable format, using appropriate volume, rate, articulation, body language and grammar. Have students compare and relate the principles of peace and justice showing appreciation of diversity in today's world.
5. Demonstrate effective oral communication by questioning, taking turns, sharing ideas, and clarifying points.
6. Participate appropriately in class and small group discussions.
7. Speak appropriately for a variety of purposes and audiences.
8. Ask relevant questions to gain or clarify information.

### **STANDARD 3: WRITING**

The student will write effectively in spiritual, academic, and social situations.

**The student will:**

1. Write prayers, essays, and petitions for Religion classes, liturgies, prayer services and assemblies.
2. Generate ideas for writing by engaging in various pre-writing activities (brainstorming, asking questions, talking, predicting, drawing, experiencing an event, listening to stories). Explain in writing how the Church is One, Holy, Catholic and Apostolic. Reflect and write about personal God—given talents.
3. Use the writing process of: pre-write, draft, revise, edit and publish to produce descriptive, narrative, expository, and persuasive pieces. Have students describe the vocations of single, married, religious life and priesthood as ways to follow in Jesus’ footsteps.
4. Have students find people in the newspaper, magazines, internet, parish, etc. who are living the spiritual and corporal works of mercy. Write a report about these people and tell which works of mercy they are living.
5. Write for a variety of purposes, audiences and contexts throughout the curriculum.
6. Write a cohesive paragraph of at least three sentences with a main idea and supporting details.
7. Use basic story elements to compose a story with a logical sequence of ideas; beginning, middle, and ending.
8. Apply standard writing conventions of:
  - a. Capitalization – beginning of complete sentences; proper nouns (names, days, months, places, holidays, titles of books and poems, streets); proper adjectives; titles before proper names.
  - b. Punctuation – end mark (all); period (after initials, abbreviations, titles); commas (month, year, city, state, items in a series, before conjunction which joins two main clauses, after introductory words, to separate the person spoken to from the rest of the sentence); apostrophes (contractions, possessives); quotation marks (direct quotations, poems); underlining; hyphen.
  - c. Use correct grammar.
  - d. Use spelling generalizations with consistency.
  - e. Paragraph structure – organize around one idea with a beginning, middle and ending.
9. Recognize and use parts of speech: nouns, verbs, adverbs, adjectives, articles, and pronouns.
10. Use strong verbs, precise nouns and descriptive imagery that give the writer a unique, engaging style.
11. Gather and use relevant information from multiple sources to produce a written product.
12. Write legibly, using cursive letters.
13. Use effective and ethical research practices:
  - a. Discuss curriculum topics or topics of interest.

- b. Locate and record appropriate information.
- c. Organizes and shares information.

#### **STANDARD 4: VIEWING**

The student will demonstrate viewing skills in spiritual, academic, and situations.

**The student will:**

1. Apply knowledge from visual message in new visual contexts and products, such as maps, dioramas, models, and computer-generated poster. Make a map of places to which Jesus traveled. Timeline of personal faith journey beginning with sacramental life. Create a Powerpoint on vocations.
2. Focus attention on visual messages for a sustained period.
3. Recognize the appropriate meaning of visual messages.
4. Answer increasingly complex questions related to visual messages.
5. Describe visual messages in detail.
6. Use context cues to determine meaning of complex or unfamiliar visual messages.
7. Seek clarification.
8. Use components of visual messages to complete tasks.

## **FOURTH GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### **STANDARD 1. LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

**The student will:**

1. Listen to and interpret liturgical readings.
2. Attend to a variety of listening activities, such as: scripture stories, literature, music, media presentations, and resource people.
3. Respond and ask clarifying questions about what was heard in Religion class, homilies, and scripture passages, as well as across the curriculum.
4. Demonstrate proper social skills of audience behavior.
5. Predict various outcomes and draw appropriate conclusions.
6. Demonstrate active listening by restating, responding, summarizing, and asking clarifying questions about what was heard.
7. Listen critically as a basis for writing and speaking. (Bible stories)

### **STANDARD 2: SPEAKING**

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

**The student will:**

1. Present reports using brief notes and visual aides. Write reports on the Sacrament of the Sick, Holy Orders, Confirmation and Matrimony.
2. Speak formally and informally about the Catholic faith and own experiences. Share knowledge of the liturgical seasons.
3. Read aloud prayers, readings, and petitions at Mass/liturgies, using appropriate volume, rate, articulation, and body language.
4. Demonstrate effective oral communication by questioning, taking turns, sharing ideas, or clarifying points.
5. Participate appropriately in class and small group discussion.
6. Deliver an oral presentation in an organized and understandable format, using appropriate volume, rate, articulation, body language, and grammar.
7. Speak appropriately for a variety of purposes and audiences.

### **STANDARD 3: WRITING**

The student will write effectively in spiritual, academic, and social situations.

**The student will:**

1. Write prayers, essays, and petitions for Religion classes, liturgies, prayer services, and assemblies.
  2. Reflect and write on your responsibility and respect for the Human family.
  3. Use prewriting strategies independently to organize ideas on a topic or a prompt such as the organizational structure of the church.
  4. Write for a variety of purposes, audiences, and contexts throughout the curriculum.
  5. Compose quality paragraphs with a beginning, middle, and end. These should include main ideas and related details.
  6. Use the writing process of: pre-write, draft, revise, edit, and publish to produce descriptive, narrative, expository, persuasive, and technical pieces.
- Have students write on the organizational structure of the church.

7. Apply standard writing convention of:
  - a. Capitalization – beginning of complete sentences; proper nouns (names, days, months, places, holidays, titles of books and poems, streets); proper adjectives; titles before proper names.
  - b. Punctuation – end marks (all); period (after initials, abbreviations, titles); commas (month, year, city, state, items in a series, before conjunction which joins two main clauses, after introductory words, to separate the person spoken to from the rest of the sentence); apostrophes (contractions, possessives); quotation marks (direct quotations, poems); underlining; hyphen.
  - c. Use correct grammar.
  - d. Sentence structure – simple and compound sentences.
  - e. Use spelling generalizations with consistency.
  - f. Paragraph structure – organize around one idea with a beginning, middle and end.
8. Recognize and use parts of speech: nouns, verbs, adverbs, adjectives, articles, and pronouns. Copy a paragraph from the Bible and identify the parts of speech found in the paragraph.
9. Use strong verbs, precise nouns, descriptive imagery and fluent language that gives the writer a unique and engaging style.
10. Gather and use relevant information from multiple sources to produce a written product.
11. Write legibly, using cursive correctly. Copy the Ten Commandments and the Beatitudes.
12. Use effective and ethical research practices:
  - a. Discuss curriculum topics or topics of interest. For example, research the Pope's latest encyclical or letter on the Ten Commandments and Beatitudes.
  - b. Locate and record appropriate information.
  - c. Organize and share information.

## ***STANDARD 4: VIEWING***

The student will demonstrate viewing skills in spiritual, academic, and social situations.

### **The student will:**

1. Apply knowledge from visual message in new visual contexts and products, such as maps, dioramas (make a diorama of a Bible story that has been studied), models, and computer-generated posters. Create a Powerpoint of the Ten Commandments or Beatitudes in action in the community.
2. Focus attention on visual message for a sustained period.
3. Recognize the appropriate meaning of the visual message.
4. Answer increasingly complex questions related to visual messages.
5. Describe visual messages in detail.
6. Use context cues to determine meaning of complex or unfamiliar visual messages.
7. Seek clarification.
8. Demonstrate awareness of elements of visual messages, such as material and equipment used in a science experiment.
9. Use components of visual messages to complete tasks.

## **FIFTH GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### **STANDARD 1: LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

#### **The student will:**

1. Demonstrate proper social skills of audience behavior such as at Mass and faith focused gatherings.
2. Listen to and interpret liturgical readings.
3. Attend to a variety of listening activities: such as, scripture stories, literature, music, media presentations, and resource people. Invite a religious person to your classroom to share information on their vocation.
4. Respond and ask clarifying questions about what was heard in Religion class, homilies, and scripture passages, as well as across the curriculum.
5. Predict various outcomes and draw appropriate conclusions.
6. Demonstrate active listening by restating, responding, summarizing, and asking clarifying questions about what was heard. (During mass)
7. Listen for fluency and richness of language.
8. Listen critically as a basis for forming opinions.

### ***STANDARD 2: SPEAKING***

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

#### **The student will:**

1. Present researched information using brief notes and a variety of visual aides. Have students research the Holy Days.
2. Speak formally and informally about the Catholic faith and own experiences.
3. Read aloud prayers, readings, and petitions at Mass/liturgies, using appropriate volume, rate, articulation and body language.
4. Students will speak and act out the Stations of the Cross while demonstrating reverence, and respect.
5. Demonstrate effective oral communication by questioning, taking turns, sharing ideas, and clarifying points.
6. Participate appropriately in class and small group discussions.
7. Deliver an oral presentation in an organized and understandable format, using appropriate volume, rate, articulation, body language, and grammar.
8. Paraphrase, evaluate, and ask relevant questions as a response to various presentations.

### ***STANDARD 3: WRITING***

The student will write effectively in spiritual, academic, and social situations.

#### **The student will:**

1. Write prayers, essays, and petitions for Religion classes, liturgies, prayer services, and assemblies.
2. Use prewriting strategies independently to organize ideas on a topic or a prompt.
3. Use the writing process of: pre-write, draft, revise, edit, and publish to produce descriptive, narrative, expository, persuasive, and technical pieces. Have students write a personal reflection about the Vocations Day presentation.
4. Write for a variety of purposes, audiences, and contexts throughout the curriculum.
5. Use paragraphs to allow ideas to flow smoothly within the writing piece.
6. Apply standard writing conventions of:
  - a. Capitalization – beginning of complete sentences; proper nouns (names, days, months, places, holidays, titles of books and poems, streets); proper adjectives; titles before proper names.
  - b. Punctuation – end marks (all); period (after initials, abbreviations, titles); commas (month, year, city, state, items in a series, before conjunction which joins two main clauses, after introductory words, to separate the person spoken to from the rest of the sentence); apostrophes (contractions, possessives); quotation marks (direct quotations, poems); underlining; hyphen.
  - c. Use spelling generalizations with consistency.
  - d. Use correct grammar.
  - e. Sentence structure – simple, compound, and complex.
  - f. Paragraph structure – organize around one idea with a beginning, middle and end.
7. Recognize and use parts of speech: nouns, verbs, adverbs, adjectives, articles, pronouns, prepositions, and conjunctions.
8. Use strong verbs, precise nouns, descriptive imagery, and fluent language that give the writer a unique and engaging style.
9. Gather and use relevant information from multiple sources to produce a research project.
10. Write legibly using cursive correctly.
11. Use effective and ethical research practices:
  - a. Discuss curriculum topics or topics of interest.
  - b. Locate and record appropriate information.
  - c. Organize and share information. Have students research the history of the rosary and share with the class.

## **STANDARD 4: VIEWING**

The student will demonstrate viewing skills in spiritual, academic, and social situations.

### **The student will:**

1. Use components of visual messages to complete tasks. Locate passages in the Bible when given a particular chapter and verse.
2. Apply knowledge from visual message in new visual contexts and products, such as maps, dioramas, models, and computer-generated posters. Make a computer generated poster to support vocations, moral values, Stations of the Cross.
3. Focus attention on visual message for a sustained period.
4. Recognize the appropriate meaning of the visual message.
5. Answer increasingly complex questions related to visual messages.
6. Describe visual messages in detail.
7. Use context cues to determine meaning of complex or unfamiliar visual messages.
8. Seek clarification.
9. Demonstrate awareness of elements of visual messages, such as material and equipment used in a science experiment.

## **SIXTH GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### **STANDARD 1: LISTENING**

The student will demonstrate effective listening skills in spiritual, academic, and social situations.

**The student will:**

1. Listen to and interpret liturgical readings such as mass and faith-focused gatherings.
2. Respond and ask clarifying questions about what was heard in Religion class, homilies, and scripture passages, as well as across the curriculum.
3. Demonstrate proper social skills of audience behavior.
4. Listen and process verbal information in order to critically analyze it.
5. Listen for fluency and richness of language.
6. Predict various outcomes and draw appropriate conclusions.

### **STANDARD 2: SPEAKING**

The student will demonstrate effective oral communication in spiritual, academic, and social situations.

**The student will:**

1. Speak formally and informally about the Catholic faith and own experiences.
2. Read aloud prayers, readings and petitions at Mass/liturgies, using appropriate volume, rate, articulation, and body language.
3. Give formal presentations in a thoughtful, organized manner, using conventional grammar, effective volume, rate, articulation, and body language for a variety of audiences. Have students identify the roots of Jewish spirituality in our Prayer, Sacraments and Liturgy.
4. Participate appropriately in class and small group discussions.
5. Demonstrate effective oral communication by questioning, taking turns, sharing ideas, and clarifying points.
6. Present researched information using notes and a variety of visual aids.
7. Support opinions in various speaking situations using logical reasoning appropriate to purpose and audience.

### **STANDARD 3: WRITING**

The student will write effectively in spiritual, academic, and social situations.

**The student will:**

1. Write prayers, essays, and petitions for Religion classes, liturgies, prayer services, and assemblies.
2. Use prewriting strategies independently to organize ideas on a topic or a prompt. Have students spend time thinking about what kind of a peacemaker they are and how they can become even better. Have them put their reflections and thoughts in an 8-slide power point presentation.
3. Write for a variety of purposes, audiences, and contexts throughout the curriculum. Have students participate in the Vocations Essay Contest.
4. Write a cohesive piece with a clear introduction, body, and conclusion.
5. Use the writing process of: pre-write, draft, revise, edit, and publish to produce descriptive, narrative, expository, persuasive, and technical pieces.
6. Apply standard writing conventions of:
  - a. Capitalization – beginning of complete sentences; proper nouns (names, days, months, places, holidays, titles of books and poems, streets); proper adjectives; titles before proper names.
  - b. Punctuation – end marks (all); period (after initials, abbreviations, titles); commas (month, year, city, state, items in a series, before conjunction which joins two main clauses, after introductory words, to separate the person spoken to from the rest of the sentence); apostrophes (contractions, possessives); quotation marks (direct quotations, poems) underlining; hyphen.
  - c. Use spelling generalizations with consistency.
  - d. Use correct grammar.
  - e. Sentence structure – simple and compound sentences.
  - f. Paragraph structure
7. Recognize and use parts of speech: nouns, verbs, adverbs, adjectives, articles, pronouns, prepositions, conjunctions, and interjections. Copy a passage from the Bible and then identify the various parts of speech found in the passage.
8. Use strong verbs, precise nouns, descriptive imagery and fluent language that give the writer a unique and engaging style.
9. Gather and use relevant information from multiple sources to produce a research project. Research a favorite Saint.
10. Present everyday and published writing in a form which enhances readability.
11. Use effective research practices.
  - a. Discuss curriculum or topics of interest.
  - b. Find information appropriate to task. Take a part of the Apostles Creed and cite a Bible passage that illustrates that section of the Creed.
  - c. Share information. Create a prayer or poster using the Psalms as a guide.

**STANDARD 4: VIEWING**

The student will demonstrate skills in viewing in spiritual, academic, and social situations.

**The student will:**

1. Create a Powerpoint on the roots of Jewish Spirituality and/or on the Psalms as a guide.
2. Accept responsibility for focusing attention on visual messages.
3. Focus attention on individual elements, such as images, sound , dialogue, and perspective.
4. Recognize multiple meanings of visual messages.
5. Describe and discuss visual messages.
6. Generate questions related to visual messages.
7. Derive literal and abstract meanings from visual message.
8. Assimilate knowledge from viewing and use this knowledge in new contexts.
9. Predict various outcomes and draw appropriate conclusions with supporting details.
10. Identify and interpret multiple messages and intended purposes.
11. Support personal evaluation of visual messages.

## SEVENTH GRADE LANGUAGE ARTS STANDARDS

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

### Standard 1: Reading

The student demonstrates skills in reading a variety of materials for a variety of purposes.

#### The student will:

1. Produce writing pieces based on what he/she has read. Ex. Bible passages, religious magazines articles, and the homilies.
2. Engage in Sustained Silent Reading in class each week.
3. Practice the active reading skills of questioning, visualizing, predicting, connecting and responding.
4. Recognize the characteristics of the following: short story, novel, drama, poetry, ▲ non-fiction, and ▲ fiction.
5. Identify the following elements of fiction:
  - ▲ plot (including conflict, rising action, climax, falling action, resolution, subplots, major and minor, and parallel episodes.)
  - ▲ character (including major and minor)
  - ▲ setting
  - tone
  - point of view
  - ▲ theme (especially narrative text)
  - ▲ foreshadowing
  - ▲ flashback
6. ▲ Apply dictionary, thesaurus, and glossary skills to determine the appropriateness of word meaning.
7. ▲ Identify and use multiple meaning of words.
8. Improve the following reading skills:
  - ▲ follow directions explained in technical writing
  - ▲ determine meanings of words through structural analysis (root/prefix/suffix and origin)
  - ▲ identify concepts explained in technical writing
  - ▲ description
  - ▲ comparison-contrast
  - ▲ problem-solution
  - ▲ identify main idea and supporting detail
  - ▲ draw conclusions
  - ▲ make inferences from text
  - ▲ summarize and paraphrase † (Use Scripture)
  - ▲ sequence
  - ▲ using context clues
  - ▲ identify the topic in expository text

- ▲ identify and understand cause and effect
  - ▲ vocabulary acquisition
  - ▲ understand the purpose of text features (maps, tables, etc.)
  - ▲ distinguish between fact and opinion
  - ▲ identify and understand propaganda, bias and stereotype
9. ▲ Explain the relationship between elements of an author's style in a text (word choice, sentence structure) and his or her purpose for writing the text.
  10. ▲ Identify the author's position in a persuasive text and describe the technique used to support the position.
  11. ▲ Understand the types of texts (expository, narration, persuasive and technical)
  12. ▲ Identify and understand figures of speech and literary terms. (See the list for 7<sup>th</sup> and 8<sup>th</sup> grades.)

## **Standard 2: Writing**

The student will write effectively for a variety of purposes and audiences.

### **The student will:**

1. Create various products with Catholic infusion.
2. Identify the following parts of a sentence: subject, predicate, modifiers, complements.
3. Correctly use internal punctuation (commas, colons, semicolons, quotations, underlining, and apostrophes) and end marks while constructing simple and compound sentences.
4. ▲ Use the writing process: pre-writing, drafting, editing, revising and publishing.
5. ▲ Evaluate writing based on the 6-Trait Analytical Model.
6. Produce writing pieces based on literature.
7. Write the following: (See the list for 7<sup>th</sup> and 8<sup>th</sup> grades.)
  - ▲ compositions that have one main idea and supporting details
  - narrative pieces
  - descriptive pieces
  - ▲ expository pieces
  - journal entries
8. Continue to apply spelling rules, acquire and effectively use new vocabulary.
9. Identify figures of speech and literary terms (See the list for 7<sup>th</sup> and 8<sup>th</sup> grades.)
10. Apply effective research practices.

## Standard 3: Speaking

**The student will demonstrate effective oral communication skills.**

**The student will:**

1. Participate in large and small group speaking experiences, including but not limited to:
  - Liturgical readings †( Participate at Mass)
  - Prayers † (Participate at Mass)
  - Oral readings
  - Class discussions
  - Interviews
  - Class meetings
  - Debates
  - Dramatic presentations † (Use Scripture)
  - Oral reports
  - Giving directions/instructions
  - Telling stories † (Use Scripture)
2. Strengthen verbal and nonverbal skills.
3. Demonstrate audience appropriate language.
4. Apply the following elements of an effective speech:  
introduction, organization in body with transitions and supporting details, conclusion
5. Gain confidence, poise, and control through various types of speaking experiences. †(Participate in Mass)
6. Apply the following speaking skills effectively: eye contact, articulation, rate, volume, and physical movement.

**Standard 4: Listening**

The student will demonstrate effective listening skills.

**The student will:**

1. Practice the active listening skills of:
  - Adjusting to the physical environment
  - Being attentive, receptive and focused
  - Questioning, visualizing, connecting, and responding
  - Using association and mnemonic devices to aid memory † (at Mass)
2. Practice the critical listening skills of:
  - Identifying the speaker's purpose
  - Identifying the main ideas, supporting details and the sequence
  - Using context clues
  - Responding to nonverbal cues including eye contact, voice
  - Variations, movements and gestures, facial expressions, and silence. (at Mass)
3. Participate in the following listening activities:
  - Within interpersonal, small and large group situations
  - For appreciation/pleasure
  - To take notes
  - For directions

To recognize fact and opinion  
To answer questions/interview

### **Standard 5: Thinking**

The student will demonstrate skills for accessing, processing, analyzing, synthesizing and evaluating data effectively.

#### **The student will:**

1. Recall relevant information. †(Use Scripture)
2. Interpret communicated material †(Use Scripture)
3. Use information in different situations.
4. Breakdown information into parts, make inferences and organize.
5. Combine elements, recognize interdependence, then design and compose new ideas.
6. Make moral judgments based on information according to relevant criteria. †(Use Scripture)
7. Reflect, write, think, and listen on what each word means—such as honesty, respect, integrity, forgiveness, compassion, restraint, and tolerance.

# **EIGHTH GRADE LANGUAGE ARTS STANDARDS**

The primary focus of the language arts curriculum in the Archdiocese of Kansas City in Kansas is to introduce students to language in God's world. Students share their life and faith experiences through listening, speaking, and writing. The students will demonstrate viewing skills in spiritual, academic, and social situations.

## **Standard 1: Reading**

The student will demonstrate skills in reading a variety of materials for a variety of purposes.

### **The student will:**

6. Produce writing pieces based on what he/she has read. †(Use Scripture)
7. Engage in Sustained Silent Reading in class each week. †(Use the Bible)
8. Practice the active reading skills of questioning, visualizing, predicting, connecting and responding.
9. Recognize the characteristics of the following:
  - short story
  - novel
  - drama
  - poetry
  - ▲ non-fiction
  - ▲ fiction
  - ▲ genres: science fiction, autobiography, biography, mythology, high fantasy, information texts
10. Identify the following elements of fiction and how the relationship between how the author uses them in text with the purpose for writing:
  - ▲ plot (including conflict, rising action, climax, falling action, resolution, subplots, major and minor, and parallel episodes.)
  - ▲ character (including major and minor)
  - ▲ setting
  - ▲ tone
    - point of view
  - ▲ theme (especially narrative text)
  - ▲ foreshadowing
  - ▲ flashback
  - ▲ mood
11. ▲ Apply dictionary, thesaurus, and glossary skills to determine the appropriateness of word meaning.
7. ▲ Identify and use multiple meaning of words.
8. Improve the following reading skills:
  - ▲ follow directions explained in technical writing
  - ▲ determine meanings of words through structural analysis (root/prefix/suffix and origin)
  - ▲ identify concepts explained in technical writing

- ▲ description
  - ▲ comparison-contrast
  - ▲ problem-solution
  - ▲ identify main idea and supporting detail
  - ▲ draw conclusions
  - ▲ make inferences from text
  - ▲ summarize and paraphrase †(Use Scripture)
  - ▲ sequence
  - ▲ using context clues
  - ▲ identify the topic in expository text
  - ▲ identify and understand cause and effect
  - ▲ vocabulary acquisition
  - ▲ understand the purpose of text features (maps, tables, etc.)
  - ▲ distinguish between fact and opinion
  - ▲ identify and understand propaganda, bias and stereotype
9. ▲ Explain the relationship between elements of an author’s style in a text (word choice, sentence structure) and his or her purpose for writing the text.
  10. ▲ Identify the author’s position in a persuasive text and describe the technique used to support the position.
  11. ▲ Understand the types of texts (expository, narration, persuasive and technical)
  12. ▲ Identify and understand figures of speech and literary terms. (See the list for 7<sup>th</sup> and 8<sup>th</sup> grades.)

## ***Standard 2: Writing***

The student will write effectively for a variety of purposes and audiences.

### **The student will:**

4. Create various products with Catholic infusion.
5. Identify the following parts of a sentence: subject, predicate, modifiers, complements.
6. Correctly use internal punctuation (commas, colons, semicolons, quotations, underlining, and apostrophes) and end marks while constructing simple and compound sentences.
7. ▲ Use the writing process: pre-writing, drafting, editing, revising and publishing. †(Pro-Life Essay)
4. ▲ Evaluate writing based on the 6-Trait Analytical Model.
5. ▲ Produce writing pieces based on literature.
6. Write the following: (See the list for 7<sup>th</sup> and 8<sup>th</sup> grades.)
  - ▲ Compositions that have one main idea and supporting details
    - Narrative pieces
    - Descriptive pieces
  - ▲ Expository pieces

Journal entries

12. Continue to apply spelling rules, acquire and effectively use new vocabulary.
13. Identify figures of speech and literary terms (See the list for 7<sup>th</sup> and 8<sup>th</sup> grades.)
14. Apply effective research practices.

### **Standard 3: Speaking**

The student will demonstrate effective oral communication skills.

#### **The student will:**

7. Participate in large and small group speaking experiences, including but not limited to:
  - Liturgical readings †(Participate in Mass)
  - Prayers †(Participate in Mass)
  - Oral readings †(Participate in Mass)
  - Class discussions
  - Panel discussions
  - Interviews
  - Class meetings
  - Debates
  - Dramatic presentations †(Use Scripture)
  - Oral reports †(The Life of a Saint)
  - Giving directions/instructions
  - Telling stories †(Use Scripture)
8. Strengthen verbal and nonverbal skills.
9. Demonstrate audience appropriate language.
10. Apply the following elements of an effective speech:
  - Introduction
  - Organization in body with transitions and supporting details
  - Conclusion
11. Gain confidence, poise, and control through various types of speaking experiences. †(Participate in Mass)
12. Apply the following speaking skills effectively: eye contact, articulation, rate, volume, and physical movement.

### **Standard 4: Listening**

The student will demonstrate effective listening skills.

#### **The student will:**

4. Practice the active listening skills of:
  - Adjusting to the physical environment
  - Being attentive, receptive and focused
  - Questioning, visualizing, connecting, and responding

- Using association and mnemonic devices to aid memory †(At Mass)
5. Practice the critical listening skills of:
    - Identifying the speaker's purpose
    - Identifying the main ideas, supporting details and the sequence using context clues
    - Responding to nonverbal cues including eye contact, voice variations, movements and gestures, facial expressions, and silence. †(At Mass)
  6. Participate in the following listening activities:
    - Within interpersonal, small and large group situations
    - For appreciation/pleasure
    - To take notes
    - For directions
    - To recognize fact and opinion
    - To answer questions/interview

### ***Standard 5: Thinking***

The student will demonstrate skills for accessing, processing, analyzing, synthesizing and evaluating data effectively.

**he student will:**

8. Recall relevant information. †(After Mass)
9. Interpret communicated material †(After Mass)
10. Use information in different situations.
11. Break down information into parts, make inferences and organize.
12. Combine elements, recognize interdependence, then design and compose new ideas.
13. Make moral judgments based on information according to relevant criteria. †(After Mass)