

English Language Arts Curriculum

Strand: Meaning and Communication

Grade: 3-5

Standard 1: All students will read and comprehend general and technical material.

Benchmarks:

- 1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.
- 1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, periodicals, and reference materials.
- 1.3 Employ multiple strategies to construct meaning.
- 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.
- 1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.

Activity/Assessment Tasks. *Tasks with asterisks are Grade Level Content Expectations (GLCE).*

Benchmark 1: Use reading for multiple purposes.

- * Be enthusiastic about reading and learning to read. (3, 4, 5)
- * Apply significant knowledge from what is read in grade level appropriate science and social studies texts. (3, 4, 5)
- * Analyze elements and style of information genres, as advertising, experiments, atlases, and editorials. (4, 5)
- * Do substantial reading and writing on their own. (3, 4, 5)
- Participate in such reading activities as literature circle discussions, book clubs, Accelerated Reader, and Book-It.
- Use reference materials of atlas, almanac, and thesaurus to access information.
- Read religious magazines such as *Maryknoll* magazine to understand more about the missions or our faith.
- Explain meaning of songs sung at Mass.

Benchmark 2 Read with developing fluency a variety of texts.

- * Recognize the 220 Dolch basic sight words and 95 common nouns (3).
- * Know the meanings of words encountered frequently in grade level reading and oral language contexts. (3)
- * Automatically recognize frequently encountered words in print, with the number of words that are read fluently increasing steadily across the school year. (4, 5)
- * Fluently read beginning grade level text and increasingly demanding text as the year proceeds. (4, 5)
- * Progress in recognizing the 1000 word Dolch list (3, 4) for mastery in grade 5.
- Apply these fluency aspects while reading aloud: pauses and emphasis, punctuation cues, and intonation.
- Share poetry by oral reading.
- Record and critique one's own oral reading strategies.

Benchmark 3 Employ multiple strategies to construct meaning.

- * Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., predict and self-correct) in knowledge of language, sound/symbol structural relationships, and in context. (3)
- * Acquire and apply strategies to construct meaning and identify unknown words or word parts (i.e., affixes, derivatives, word origins). (4, 5)
- * Know the meanings of words encountered frequently in grade level reading and oral language contexts. (4, 5)
- * Independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature reader to increase comprehension, as predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing. (3, 4, 5)
- Map or design webs to show understanding of story line, character traits, setting, plots, themes, etc.
- Generate questions before, during, and after reading text. (3, 4, 5)
- Diagram sentences. (5)
- Expand vocabulary skills with word of the day. (3, 4, 5)

Benchmark 4 Employ multiple strategies to recognize words as they construct meaning.

- * Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are out of context. (3)
- * Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words. (3, 4, 5)
- * Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meaning of words encountered in text. (4, 5)
- Analyze meaning of words or word parts using derivatives, prefixes and suffixes, and word origins. (4, 5)
- Employ the dictionary, glossaries, electronic resources to show root words, syllabication, and meanings.
- Create a list of unusual/unfamiliar words to be discussed in a group.
- Write meanings/guesses of meaning to later verify using dictionary or small group discussion.
- Seek “root” words for church (religious) words.

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

- * Listen to or view in a variety of genres and compare responses to those of peers. (3, 4, 5)
- Use graphic organizers to compare characters to those in other novels and share organizers with partners/small groups and justify entries with evidence from text.
- Dramatize Gospels and parables of Jesus and discuss and compare responses with peers on the spiritual message from the readings for Mass of the Day.
- Use Children’s Daily Prayer for reflections and discussion on Bible stories.
- Participate in a ‘Wax Museum’ after researching a historical figure, reading a biography, summarizing the person’s life and memorizing the information to share it in costume and orally with other classes and parents.

Resources:

Little House Series by Laura Ingalls Wilder

Molly's Pilgrims by Barbara Cohen

My Side of the Mountain by Jean Craighead George

Weekly Reader, Scholastic, KIND News

Charlotte's Web by E.B. White

Dear Mr. Henshaw by Beverly Cleary

Maniac Magee by Jerry Spinelli

Children's Bible

English Language Arts Curriculum

Strand: Meaning and Communication

Grade: 3-5

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

Benchmarks:

- II.1 Write fluently for multiple purposes to produce compositions.
- II.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts.
- II.3 Plan and draft texts, and revise and edit in response to suggestion expressed by others.
- II.4 Identify multiple language conventions and use them when editing text.

Activity/Assessment Tasks:

Benchmark 1: Write fluently for multiple purposes to produce compositions.

- * Be enthusiastic about writing and learning to write. (3)
- * Write a narrative piece (fable, folktale, or realistic fiction) using personification, setting, and actions and thought that reveal important character traits (3) and myth/legend, fantasy, adventure creating relationships among setting, characters, theme, and plot. (4, 5)
- * Write a narrative piece (e.g., mystery, tall tale, historical fiction) using time period and setting to enhance the plot, demonstrating roles and functions of heroes and villains and narrator, and depicting conflicts and resolutions. (5)
- * Write poetry based on reading a wide variety of grade level appropriate published poetry. (3, 4, 5)
- * Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents. (3)
- * Use the writing process to produce and present a research project beginning with a teacher-selected topic, --narrowed to a focus question and hypothesis (4, 5) initiating research questions from content area text, using a variety of resources to gather and organize information. (3, 4, 5)
- * Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern as compare /contrast and a boldface and or italicized print. (4)
- Quick-write from memory what the teacher read aloud and self-evaluate looking for fluency, sense, staying on topic, and details.
- Write a letter to God or a saint, an original prayer, or paraphrase a parable or Biblical story.
- Focus writing by identifying occasion, audience, and purpose. (3)
- Write expository text, such as a cross text comparison and a research project, and organize content in paragraph structure, include an introduction, topic/main idea sentence, details and a conclusion. (Use for 'Wax Museum' project.) (4)
- Write a summary of the day's events in class so an absent classmate will find it useful.

Benchmark 2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts.

- * Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text. (3, 4, 5)
- * Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, surprise, style and in informational text: emotional appeal, strong opinion, credible support. (3, 4, 5)
- * Spell frequently encountered words correctly. For less frequently encountered words, use structural clues, and environment sources as dictionaries, word lists, and spell checkers. (3, 4, 5)
- Rewrite a Bible story from a different point of view.

Benchmark 3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about ideas, organization, style, and word choice.

- * Apply a wide variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (beginning, middle, and end; problem/solution; compare/contrast. (3, 4)
- * Apply a wide variety drafting strategies for both narrative and informational text (e.g., graphic organizers as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, setting, ideas; relationship of theory and evidence, compare/contrast. (4, 5)
- * Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs. (4, 5)
- Participate in author's circle for pre-conferencing in small groups using a secretary to write suggestions for the author.
- Document changes in writing, including draft, revision, and explanation of change.

Benchmark 4 Identify multiple language conventions and use them when editing text.

- * Use the compare/contrast, cause and effect, or problem/solution organizational pattern in informational writing. (3) Embellish writing sample by adding adjectives, adverbs, or more interesting nouns and verbs.
- * Constructively and specifically respond orally to writing of others by identifying sections of the text to improve sequence, as arranging paragraphs, connecting main and supporting ideas, and transitions. (3) and position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs. (4, 5)
- * Write the cursive alphabet (3) and write legibly and neatly. (4, 5)
- * Independently and collaboratively edit and proofread writing using grade level checklists. (5)
- Revise work based on suggestions from author's circle or other pre-conferencing activities.
- Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story. (3, 4, 5)

Resources:

Reference materials

Biographies and autobiographies of famous people in history

Bible

English Language Arts Curriculum

Strand: Meaning and Communication

Grade: 3-5

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.

Benchmarks:

- 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.
- 3.2 Analyze the impact of variables on components of the communication process.
- 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.
- 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking.
- 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts.
- 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources.
- 3.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience.
- 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.

Activity/Assessment Tasks:

Benchmark 1: Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.

- * Respond to multiple texts listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings. (3, 4, 5)
- Prepare and present a project on your city (3), Michigan (4), or the United States. (5)
- Create an oral and written presentation about a famous person from history or religion using a variety of researched information and incorporating multi-media presentation.

Benchmark 2: Analyze the impact of variables on components of the communication process.

- * Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors. (3)
- * Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g. mistakes, misspeaks) in the media. (3)
- * Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations. (4, 5)
- * Recognize and analyze the various roles of the communication process, e.g., to persuade, critically analyze, flatter, explain, dare in focusing attention on events and shaping opinions. (4, 5)
- Discuss errors found in rough draft samples, concentrating on how errors affect meaning.
- Peer edit for errors that could affect meaning.
- Journal about errors found in writing and explain how errors affected meaning.
- Analyze the impact of music in the text of liturgical song.

Benchmark 3: Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.

- * Plan and deliver presentations using an effective organizational pattern (descriptive, cause-effect, problem/solution) supportive facts, and details reflecting a variety of resources, and varying the pace for effect. (3)
- * Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern, supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language. (4)
- * Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (to persuade, describe, inform) that conveys the point they want to make and supports the point with evidence and examples while varying voice modulation, volume, and pace of speech to emphasize meaning. (5)
- Present information orally using visual aids.
- Present information on famous historical figure in “Wax Museum’ project. (4, 5)

Benchmark 4: Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking.

- * Emphasize key words and vary pace for effect when presenting spoken informational and narrative text. (3)
- * Respond to questions asked of them, providing an appropriate level of detail. (3, 4, 5)
- * Listen and interact appropriately and view knowledgeably in small and large group settings. (4, 5)
- * Listen and view critically how verbal and nonverbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations. (4, 5)
- * Ask substantive questions based upon the arguments presented by the speaker. (5)
- * Use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text. (5)
- * Discuss narratives (e.g., mystery, myths, and legends, tall tales, poetry) conveying the story grammar (various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language. (4)
- * Discuss narratives (e.g. mystery, fantasy, historical fiction) conveying the story grammar (traits of characters, relationship between setting and climax and anticlimax) while varying voice modulation, volume, and pace of speech to emphasize meaning. (5)
- * Distinguish between and explain how verbal and non-verbal strategies enhance understanding of speaking messages and promote effective listening behaviors. (4)
- * Make presentations or reports in standard American English if it is their first language. (Students whose language is not English will present their work in their developing version of standard American English. (4, 5).
- Observe teacher-presented examples of variations of verbal and non-verbal presentation styles and note how meaning is changed.
- Speak or read aloud with rhythm, tempo, and inflection while varying volume and pitch in liturgical celebrations.

Benchmark 5: Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts.

- * Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses. (3, 4, 5)
- Identify, list, explain, post, and use strategies in everyday reading in the classroom.
- * Employ a range of strategies while writing; e.g.
 - Organize ideas, clarify the message, edit for conventions (3)
 - Add or delete content, peer conference (3, 4)
 - Write more than one draft and be mindful of the audience.(3, 4, 5)

- Summarize the main ideas of oral and written narrative text and major ideas of expository text with relevant details. (4,5)

Benchmark 6: Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources.

- * Determine the meaning of unfamiliar words, phrases, and expressions using various strategies and/or resources; e.g.
 - Content clues, concept mapping, dictionary, glossary (3)
 - Thesaurus (4)
 - Electronic resources, analogies, analysis (5)
- * Engage in interactive extended discourse to socially construct meaning in book clubs, literature circles, or conversation protocols. (3, 4, 5)

Benchmark 7: Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience.

- * Explain how authors use literary devices across a variety of texts
 - prediction, point of view, personification to develop a story theme, depict the setting, and reveal how thoughts and actions convey important character traits. (3)
 - flash forward, flashback, simile to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense. (4)
 - exaggeration, metaphor to develop characters, themes, plots, and functions of heroes, villains, and narrator. (5)
- * Set a purpose, consider the audience, and replicate authors' styles and patterns when writing narrative or informational text. (5)
- Write expository text including an introduction, topic/main idea sentences, details, and a conclusion
- ----Write 3 paragraph texts.
- ----Compare/contrast, position/support, problem/solution essays. (4,5)
- ----Informative reports (4,5)

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

- *Respond to multiple texts by
 - reflecting, making connections, and taking a position and sharing understandings. (3, 4)
 - analyzing content, interpreting the message, and evaluating the purpose. (5)
- Write persuasive text, using descriptive language, such as a letter to the principal asking for more recess. (4,5)
- Develop and exhibit individual style and voice to enhance the written message in expository text using:
 - Examples, transitions, grammar usage (3)
 - Precision, established importance, and transitions (4)
 - Emotional appeal, strong opinion, credible support. (5)
- Journal response to text and share with small groups.
- Respond to oral and written texts by extending, elaborating, and creatively representing the author's ideas.

Resources:

English Language Arts Curriculum

Strand: Language

Grade: 3-5

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

Benchmarks:

- IV. 1 Describe language patterns used in their spoken, written, and visual communication contexts.
- IV. 2 Describe how features of English vary over time and from place to place and how they affect meaning in formal and informal situations.
- IV. 3 Begin to recognize how words and phrases relate to their origin.
- IV. 4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.
- IV. 5 Recognize and use language appropriate for varied contexts and purposes.

Activity/Assessment Tasks:

Benchmark 1: Describe language patterns used in their spoken, written, and visual communication contexts.

- * Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions (3), community-building, appreciation/invitations, cross curricular discussion (4), research, explanation, persuasion (5).
- Identify context and role play situations, such as sports, school, neighborhood)
- Distinguish between formal and informal forms of communication.

Benchmark 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.

- * Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors. (3, 4)
- * Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of cultural and linguistic membership (3, 4) . Provide examples.
- * Become aware of and appreciate that language differs from early American history to current day America as a function of cultural and linguistic membership (5) . Provide examples.
- Listen and highlight unusual language patterns.
- Translate unconventional language into conventional language.

Benchmark 3: Begin to recognize how words and phrases relate to their origin.

- * Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g. analyze derivatives, define meaning of affixes, and word origins. (5)
- Study meanings of common prefixes and root words .(3, 4)
- Study the names of the Great Lakes to recognize how they relate to their origin. (4)
- Discuss origin of social studies words and identify why those names were given and by whom.

Benchmark 4: Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.

- *Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources, as context clues, concept mapping, and dictionary. (3)
- *Know the meanings of words encountered frequently in grade level texts. (3, 4, 5)
- *Determine the meaning of words and phrases in context using strategies and resources as context clues, concept mapping, dictionary, glossary (3), Thesaurus (4) Electronic resources, analogies, analysis. (5)
- *Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning. (5)
- Generate synonyms for a given targeted word.
- Create T-graph to divide synonyms into categories of less or more descriptive of targeted word.
- Find meanings of biblical metaphors and idioms.

Benchmark 5: Recognize and use language appropriate for varied contexts and purposes.

- *Adjust their language to communicate effectively with a variety of audiences and for different purposes, as requests, discussion, presentation, playground, classroom interactions (3, 4) and research, explanation, persuasion. (5)
- Compare friendly and business letters.
- Write questions for an interview of a pastor or parish leader and use interview to write a report about the person, time periods, education, etc.
- Recognize specific uses of language in real world settings.

Resources:

Directions to follow to complete project

English Language Arts Curriculum

Strand: Literature

Grade: 3-5

Standard 5: All students will read and analyze a 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 of society.

Benchmarks:

- 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world.
- 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.
- 5.4 Describe how various cultures and our common heritage are represented in literature and other texts.
- 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.

Sample Activity/Assessment Tasks:

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

- *Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit. (3)
- * Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for literary merit. (4)
- Identify the characteristics of quality literature, such as colorful illustrations, rich flowing language, strong themes, connections to the real world and literary awards.
- Locate passages of the Bible and discuss their literary merit.
- Make a chart that shows thoughts, questions, and points of quality texts and share observations with group.

Benchmark 2: Describe and discuss the shared human experiences depicted in literature and other texts from around the world.

- *Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts--including narrative to informational text and historical event to current events. (3)
- *Explain oral and written relationships among themes, ideas, and characters within and across texts by categorizing, classifying, comparing and contrasting, drawing parallels across time and culture. (4)
- *Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, as through drawing conclusions, making inferences, and synthesizing. (5)
- Construct questions that focus on another culture and relate text to own experience. (4,5)
- Connect personal knowledge, experiences, and understanding of community to ideas in text.
- Retell Jesus' parables for understanding. (4,5)

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

- * Identify and describe characters' thoughts and motivations, story level themes (good vs. bad), and lesson/moral in (fable) narrative text. (3)
- *Analyze characters thoughts and emotions through dialogue and their character roles (4)
- * Know first person point of view and conflict resolution. (4)
- *Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of the plot. (5)
- Role play antagonist and protagonist of a given story and explain any opposite character traits.(4,5)
- Expand journal writing into a character study that displays an understanding of the positive and negative traits of the character. (4,5)
- Read parables and explain Jesus' interpretations of positive and negative traits. (3, 4)

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

- * Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts--including narrative to informational text and historical event to current events. (3)
- * Be aware that language differs from early American history to current day America as a function of linguistic and group membership by providing examples of language difference. Read a variety of books that describe characters from different cultures. (4, 5)
- Use graphic organizers to record observations about character's traditions. (4,5)
- Identify and articulate commonalities and differences among people and societies. (4,5)
- Create a Venn diagram that compares people from two or more cultures.

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

- *Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved , and the climax of the plot. (3)
- Read a play or another text that has a theme of prejudice and analyze how the prejudice is shown. (4,5)
- Role play various characters while the class questions them about their assumptions and how they were formed.
- Create journal entries describing and reacting to a character's thoughts and actions telling how they were fair or unfair.
- Choose two characters from a story and give an oral presentation that describes the characters' view of each other that may be fair or unfair. (4,5)

Resources:

Julie and My Side of the Mountain by Jean Craighead George
Jip: His Story by Katherine Paterson
Call It Courage by Armstrong Perry
Youn Hee and Me by C. S. Adler
Sarah, Plain and Tall by Patricia MacLachland
Little House Series by Laura Ingalls Wilder

English Language Arts Curriculum

Strand: Voice

Grade: 3-5

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.

Benchmarks:

- 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities.
- 6.2 Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.
- 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.
- 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences.

Activity/Assessment Tasks:

Benchmark 1 Practice using elements of effective communication to enhance their relationships in school and community.

- *Make presentation or reports in standard American English if it is their first language. Students whose language is not English present their work in their developing version of standard American English. (3, 4, 5)
- *Emphasize key words and vary pace for effect when presenting spoken informational and narrative text. (3)
- Write and share intentions at Mass.
- Develop, write, and/or present a skit on a content topic being studied, such as planets, saints' lives, parables, historical events or people. (4,5)

Benchmark 2 Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.

- *Exhibit individual style and voice to enhance the written message. (3)
- Show how confidence can add interest to oral or written work. (Just the facts vs. excitement) (4,5)
- Explain how his/her contribution to a presentation was unique and reflected personal style. (4,5)
- Recite and write prayers.
- Recite spontaneous prayers that reflect one's personal concerns.
- Explain first the ideas to be dramatized from Bible stories, Stations of the Cross, etc.

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

- *Explain how authors use such things as titles, headings, graphs, timelines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas. (3, 4, 5)
- Listen to tapes of poets and/or other authors who have varying styles and describe the characteristics of their style.
- Discuss and identify author's style, use of poetic devices, delivery, and subject matter in whole group.
- Identify author's purpose as influenced by their manner of communicating. (3)
- Explain how authors use word choice, key phrases, and organization to communicate their message. (3)
- Explain how authors use literary devices to enhance their message. (4)

Benchmark 4: Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences.

- *Express ideas using more complex ideas. (3)
- Utilize personal portfolio to evaluate a variety of one's own writings for development of personal voice.
- Provide evidence of personal voice in one's writings. (4.5)

Resources:

English Language Arts Curriculum

Strand: Skills and Processes

Grade: 3-5

Standard 7: All students will demonstrate, analyze and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Benchmarks:

- 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning.
- 7.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.
- 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.
- 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes.

Activity/Assessment Tasks:

Benchmark 1: Use a combination of strategies when encountering unfamiliar texts while constructing meaning.

- *Determine the meaning of words and phrases in context, e.g. synonyms, homonyms, multiple meaning words, using strategies and resources as context clues, concept mapping and the dictionary. (3)
- *Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts, as analyze derivatives, define meaning of affixes, and check word origins. (4, 5)

Benchmark 2: Monitor their progress while using a variety of strategies to overcome difficulties when constructing meaning, and develop strategies to deal with new communication needs.

- *Plan, monitor, regulate and evaluate skills, strategies, processes to construct and convey meaning, using graphic organizers for organizational patterns. (3)
- *Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, as predicting, constructing mental images, representing ideas in texts, questioning, rereading, or listening again, inferring, summarizing. (3)
- *Adjust their language to communicate effectively with a variety of audiences and for different purposes. (3, 4)
- Create a personal revision checklist of strategies for revising writing.
- Revisit the checklist and add strategies as writing progresses. (4,5)
- Compare previous writing to recent writing and identify the new revision strategies that have caused the writing to improve. (4, 5)

Benchmark 3: Apply new learning by forming questions and setting learning goals.

- *Develop, discuss, and apply individual and shared standards, as student and class created rubrics, and begin to self-assess with teacher guidance the qualities of personal or other written work and the accuracy and quality of the text. (3, 4,5)
- *Independently self-monitor comprehension by automatically using predicting, constructing mental images, representing ideas in text, questioning, rereading, or listing again, inferring, and summarizing. (4, 5)
- *Plan, monitor, and evaluate skills, strategies, and processes to construct and convey meaning, as graphic organizers, morphemic and syntactical knowledge, and organizational patterns. (4)
- Generate a list of possible areas for improvement and set goals. (4,5)
- Conference with other students to share and compare goals. (4,5)
- Conference with teachers to evaluate, revise, and set new goals.

Benchmark 4: Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes.

- *Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story. (3)
- *Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs. (4, 5)
- Brainstorm a list of words or phrases that can be used to describe physical attributes or personality traits to describe a favorite character or develop a new character.
- Conference with peers to revise writing.
- Practice writing to different audiences using same pieces of writing, revising the voice needed to address the different audiences.
- Plan and develop a letter to the school principal persuading him/her to change something about school procedures (more recess, later starting time, lunch menu changes, etc. (4,5)
- Write communion meditations to inspire the congregation.
- Draft, revise, edit, and publish different forms of written expression.

Resources:

English Language Arts Curriculum

Strand: Genre and Craft of Language

Grade: 3-5

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.

Benchmarks:

- 8.1 Identify and use mechanics that enhance and clarify understanding.
- 8.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.
- 8.3 Identify and use characteristics of various informational genre and elements of expository text structure to convey ideas.
- 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.
- 8.5 Describe and use the characteristics of various oral, visual, and written texts and the textual aids they employ to convey meaning.

Activity/Assessment Tasks:

Benchmark 1: Identify and use mechanics that enhance and clarify understanding.

- * Identify and use subjects and verbs that are in agreement; past verb tenses; nouns and possessives; commas in a series; and quotation marks and capitalization in dialogue. (3)
- * Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllable and apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names. (4)
- * Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses; to set off direct address, long phrases, clauses, colons. (5)
- Proofread and edit a sample piece of writing to correct use of punctuation and mechanics.
- Practice examples of sentence diagramming to clarify sentence structure. (4, 5)

Benchmark 2: Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.

- *Identify and describe a variety of narrative genre,
 - as folk tales, fables, realistic fiction. (3)
 - as poetry, myths, legends, fantasy, and adventure. (4)
- *Analyze elements and style of narrative genres ---as historical fiction, tall tales, science fiction, fantasy, and mystery. (5)
- Identify key parts of stories that authors use to share ideas and viewpoints. (4,5)
- Share family histories orally.
- Choose a historical figure and create your version of his/her life history.
- Chart and post selected story elements.
- Analyze elements and style of particular genre. (5)

Benchmark 3: Identify and use characteristics of various informational genres and elements of expository text structure to convey ideas.

- * Identify and describe a variety of informational genre, e.g., textbooks, encyclopedia, magazines. (3)
- * Identify and describe informational text patterns, e.g., theory and evidence, compare/contrast, position/support, and problem/solution. (4,5)
- * Identify and explain the defining characteristics of informational genres, e.g., autobiography/biography, personal essay, almanac, newspaper. (4)
- * Analyze elements and style of informational genres, e.g., advertising, experiments, editorials, atlases. (5)
- Explore the characteristics of periodicals, textbooks, and encyclopedias, including table of contents, index, glossary, and other navigational tools.
- Compare different organizational patterns, step by step—major idea with supporting details, chronological order, etc.
- Use step by step organization pattern to write science experiment outlines. (5)

Benchmark 4: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.

- * Explain how authors use literary devices, e.g., prediction, personification, point of view, to develop a story theme, depict the setting, and reveal how thoughts and actions convey important character traits. (3)
- * Explain how authors use literary devices, i.e., flash forward, flashback, simile, to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense. (4)
- * Explain how authors use literary devices, e.g., exaggeration, metaphor, to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts. (5)
- Present an oral book report including maintaining eye contact, speaking clearly, and projecting.
- Create a story from one character's point of view; then rewrite the story from a different character's point of view. (4,5)
- Practice writing metaphors and similes using spelling words, science experiences, and social studies discussions.

Benchmark 5: Describe and use the characteristics of various oral, visual and written texts and the textual aids they employ to convey meaning.

- * Explain how authors use literary devices, e.g., prediction, personification, point of view to develop a story theme, depict the setting, and reveal how thoughts and actions convey important character traits. (3)
- * Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern, e.g. problem/solution, with a title, subheading, and a table of contents (3) and a boldface and/or italicized print. (4)
- * Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas. (4)
- * Explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas. (5)
- * Write a position piece to demonstrate understanding of central ideas and supporting details, e.g. position/evidence organizational pattern, using multiple headings and subheadings. (5)
- Examine different age appropriate reading selections identifying different textual aids.
- Choose and appropriately use a textual aid that enhances a piece of one's writing.

Resources:

Write Traits Series by Great Source Education Group (800-289-4490)

English Language Arts Curriculum

Strand: Depth of Understanding

Grade: 3-5

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.

Benchmarks:

- 9.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- 9.3 Use conclusions based on their understanding of differing views presented in text to support a position.

Activity/Assessment Tasks:

Benchmark 1: Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.

- * Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses. (3, 4,5)
- Use a variety of texts to deepen understanding of lifelong challenges.
- Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.
- Compare/contrast different view, ideas, and topics from several texts. (3,4)
- Generalize global themes, universal truths, and principles within and across text to create a deeper understanding. (5)

Benchmark 2: Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.

- * Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions. (3, 4, 5)
- * Go beyond the information given by a speaker making inferences and drawing appropriate conclusions.
- Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. (3)
- Use graphic organizers to compare/contrast different views, ideas, themes and topics from several texts.(5)

Benchmark 3: Use conclusions based on their understanding of differing views presented in text to support a position.

- * Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions. (3, 4, 5)
- Take a stand on an issue before researching topic. Then revise the stand after reading information about it.
- Discuss how increased knowledge and experience changed the view on the opinion of an issue. (4,5)
- Identify author's purpose and style (3) and compare with own point of view. (4,5)

Resources:

Newspapers

Through Grandpa's Eyes by Patricia MacLachlan

Rainbow Fish by Marcus Pfisher

Tales of a Fourth Grade Nothing by Judith Blume

Charlotte's Web by E. B. White

The Whipping Boy by Sid Fleischman

Bully Trouble by Joann Cole

Ramona Quimby, Age 8 by Beverly Cleary

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English Language Arts Curriculum

Strand: Ideas in Action

Grade: 3-5

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

Benchmarks:

- 10.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts
- 10.2 Combine skills to reveal their strengthening literacy.
- 10.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation.

Activity/Assessment Tasks:

Benchmark 1: Identify how their own experiences influence their understanding of key ideas in literature and other texts

- *Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses. (3, 4, 5)
- * Engage in interactive, extended discourse to socially construct meaning, e.g. book clubs, literature circles, or other conversation protocols. (4)
- * Retell and summarize grade level appropriate narrative and informational text. (3, 4)
- Journal personal connection of prior experiences to text that is read, including how that connection helps them better understand the text. (4,5)
 - Share insights either in whole or small group or partners.
 - Discuss why it was chosen (3) and
 - Discuss how it relates to personal experiences. (5)

Benchmark 2: Combine skills to reveal their strengthening literacy.

- *Retell the story elements of grade level appropriate narrative text and major ideas of grade level appropriate informational text with relevant details. (3, 4, 5)
- *Combine skills to reveal strengthening literacy, e.g. viewing, then analyzing orally; listening, then summarizing orally (3) and giving an opinion orally. (4)
- *Retell what a speaker said, paraphrasing and explaining the gist of the main idea. Extend this by connecting and relating to personal Experiences. (3,)
- * Summarize the major ideas and evidence presented in spoken messages and formal presentations. (4)
- Read, view, or listen to a selection and create your reaction, e.g. Design a “canned” book report. Make a handle stating the name of selection, illustrate characters on paper glued outside the can, place four items inside the can that represent parts of the story, and make an oral report to the class.(4, 5)
- Write and illustrate a book or create a poster about the poor or the environment as they apply to Catholic Social Teaching.

Benchmark 3: Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation.

- * Begin to combine skills to reveal strengthening literacy, e.g., viewing and then analyzing in writing; listening and then paraphrasing in writing. (5)
- * Go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. (5)
- * Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding. (3, 4)
- Research a famous person, write a summary describing that person's impact on the community or world, dress up like that person, and present information to parents and class in a setting, such as "Wax Museum". (4)
- Write and act out a modern day version of a parable.(5)
- Research a saint for All Saints Day (one who has impacted the poor, environment, or sick) and give oral presentation. (4)
- Read a biography of Catholic Leaders who helped the poor, elderly, sick, or environment.
- Apply personal understanding of ideas and themes of texts to form opinion with supporting evidence, understand characters, and explore other cultures (3), to solve problems, comprehend other texts, and affect perspectives about the world (4) to empathize with characters, relate to author's viewpoint, and discuss real life applications. (5)

Resources:

Lives of the Saints by Catholic Publishing Company
Biographies and autobiographies of famous people.
Variety of books for book reports

English Language Arts Curriculum

Strand: Inquiry and Research

Grade: 3-5

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

Benchmarks:

- 11.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.
- 11.2 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.
- 11.3 Organize and analyze information to draw conclusions and implications based on their investigation of a problem.
- 11.4 Using multiple media, develop and present a short presentation to communicate conclusions, based on the investigation of an issue or problem.

Activity/Assessment Tasks:

Benchmark 1: Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.

- *Use the writing process to produce and present a research project using a teacher-selected topic, finding and narrowing research question using a variety of resources, taking notes, and organizing relevant information according to central ideas and supporting details to draw conclusions. (4, 5)
- *Independently and collaboratively edit and proofread writing using grade level checklists. (5)
- Generate questions that connect to the world beyond the classroom, such as the 4th graders and a trip to Lansing.
- Select question of interest or concern, research it, and report back to the class, such as historical people for the wax museum project.
- Tour the church to generate topics of interest to research for an explanation of religious liturgical and architectural symbolism.(4, 5)
- Participate in peer review to establish importance and relevance of research questions.
- Interview persons close at hand, such as the pastor, DRE, or principal about Catholic practices.

Benchmark 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.

- *Identify and use the appropriate resources for the task, e.g. asking others for clarification, using dictionary for word meaning, using magazines for concept information (3), encyclopedia for concept information, internet for current information (4), learning new procedures, reporting information, and representing with graphics (5).
- *Edit and proofread their writing using appropriate resources, e.g., dictionary, spell check, writing references, and grade level appropriate checklists both individually and in groups. (3)
- *Use the writing process to produce and present a research report beginning with teacher selected topic. Generate research questions and use a variety of resources to gather and organize information. (3)

- Select topic, create a KWL chart, research with a partner keeping track of useful/not useful resources, and then discuss successful and unsuccessful attempts. (3, 4, 5)
- Locate and use the Catholic book section of the library for references, information, and inspiration.

Benchmark 3: Organize and analyze information to draw conclusions and implications based upon their investigation of a problem.

- *Organize, analyze, and summarize information through structured note-taking.
- Investigate an issue or problem in the community (3), state (4), or U.S. (5) that is important to them, draw conclusions, and propose a solution.
- Explore scientific research to investigate problems of today.

Benchmark 4: Using multiple media, develop and present a short presentation to communicate conclusions, based on the investigation of an issue or problem.

- *Apply significant knowledge from what is read in grade level appropriate narrative and informational text. (3, 4, 5)
- *Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern, e.g. (4) descriptive, problem/solution, cause and effect, (4) and persuasive (5) using supportive facts and details reflecting and emphasizing facial expressions, hand gestures, body language and voice modulation, volume, and pace of speech to emphasize meaning(5)
- Produce a Power Point presentation showing ways to resist peer pressure, such as “Say No to Drugs”. (5)
- Create and give a short presentation of investigation results about an issue or a problem using multiple media. (3, 4, 5)

Resources:

Catholic Encyclopedia
Saint Box

English Language Arts Curriculum

Strand: Critical Standards

Grade: 3-5

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.

Benchmarks:

- 12.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts.
- 12.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.
- 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.
- 12.4 Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.
- 12.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.

Activity/Assessment Tasks:

Benchmark 1: Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts.

- *Develop, discuss, and apply individual and shared standards, e.g. student and class-created rubrics, and begin to self-assess with teacher guidance the qualities of personal or other written text and accuracy and quality of text (3, 4) and to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide audiences. (5)
- Create rubrics for assignments, first as a class, then as individuals when comfortable doing so. (4,5)
- Critique whether or not a student's original prayers meet criteria for Prayer of Thanksgiving, Contrition, Praise, and Petition. (4,5)
- Explain how characteristics of quality enhance a piece of writing. (5)

Benchmark 2: Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.

- *Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence, e.g., arranging paragraphs, connecting main and supporting ideas, transitions. (3)
- *Edit and proofread their own writing using appropriate resources, e, g, dictionary, spell check, grammar check, grammar references, and checklist. (4)
- *Check for connected, coherent, and mechanically sound paragraphs. (5)
- *Generate a characteristic checklist that describes quality. (3, 4, 5)
- Discuss and use individual or established standards to judge accuracy, quality, and relevance of text. (4)

Benchmark 3: Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.

- *Identify features that appeal to the senses, such as rhythm, poetic form, and figurative language.
- *Respond to questions asked of them, providing an appropriate level of detail. (3)
- *Listen and act appropriately and view knowledgeably. (3)
- *Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings (3, 4,) and evaluating the purpose. (5)
- Explain their personal preferences.
- Collect and share passages they enjoy and explain why, (3, 4)
- Use collected passages as models for personal writing. (4, 5)
- Explore different gospel accounts and explain personal preferences. (5)
- Examine religious art to determine and justify preferences. (3, 4)

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

- Create a portfolio using collected writings from the year; sort and group into 3 categories: best, average, and below average work.
- Explain why certain pieces were included in the portfolio.

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

- *Set a purpose, consider the audience, and replicate authors' styles and patterns when writing narrative and informational text. (3, 4, 5)
- *Summarize the major ideas and evidence presented in spoken messages and formal presentations. (4, 5)
- *Apply established standards to judge accuracy and quality of text. (3, 4, 5)
- *Generate a characteristic checklist that describes quality. (3, 4, 5)

Resources: