

**Language Arts / Communications Standards  
with  
Performance Indicators**

Revised Fall, 1995; Amended Fall, 1997

**Modified by the Diocese of St. Cloud**

**Fall 2001**

**Revised by St. Augustine and St. Mary's Cathedral School – Spring 2004**

**Revised by St. Katharine Drexel School – Fall 2011**

**Program Standards**

- Be able to use the quality process to communicate clearly, precisely, and briefly.
- Be able to read fluently, efficiently, and with understanding for a wide variety of purposes, including technical reading.
- Be able to speak with skill for a wide variety of purposes, including technical presentations, and to a wide variety of audiences.
- Be able to write with skill for a wide variety of purposes, including technical writing, and to a wide variety of audiences.
- Be able to listen/view with skill for a wide variety of purposes, including technical.
- Be able to apply higher order thinking and technical process skills to the communications process.
- Be able to relate literature to oneself and appreciate literature which represents many viewpoints (gender, culture, race, ethnic background).
- Be able to conduct media and technology-based research to support writing and speaking.

**Please note:** Standards related to media research will be found in Media Standards, and standards related to word processing will be found in the Computer Standards.

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# Language Arts Standards Kindergarten

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**Course Abilities** [Apply the following to each content standard.]

## **1. Apply abilities to language arts.**

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk and begin to write about language (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, journal, analyze and revise) when producing products.

## **2. Be able to read, write, speak, and listen for many purposes.**

- A. Be able to listen to and enjoy literature (rhyme, fairy tale, story).
- B. Know that info/research can come from computers, newspapers and various media sources (i.e. dictionaries, resource books).
- C. Be able to research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - Listen/dictate/write/present: instructions, chart, thank you letter, utilize and use computer skills.
  - Technology: educational programs- exploring keyboard.

**Course Content** (Read, write, speak, and listen skillfully)

## **1. Be ready to read.**

- A. Be able to name the capital letters in alphabetical and random order.
- B. Be able to name the lower case letters in alphabetical and random order.
- C. Know the consonant sounds.
- D. Be able to name a word which rhymes with a clue word.
- E. Be able to name words which start with a specific sound.
- F. Know to read from left to right, top to bottom, and from front to back.
- G. Identify the front cover, back cover, and title page of a book.
- H. Be able to tell what the author and illustrator of a book does.

## **2. Be able to listen to, tell, and talk about rhymes, fairy tales, and stories.**

- A. Be able to listen to and recall important details in stories and rhymes.
- B. Know when a story is over.
- C. Be able to recite a rhyme with a group and by yourself.
- D. Be able to talk about rhymes and stories.
- E. Be able to identify what parts of a story could not really happen.
- F. Be able to tell a story from a picture.
- G. Be able to predict events in a story.

## **3. Be able to read emergent readers.**

- A. Know and apply grade level phonics and word analysis skills to decode words.
- B. Read common high frequency words by sight.

**4. Be able to print the alphabet, your name, and numbers.**

- A. Be able to print from left to right and from top to bottom.
- B. Be able to print capital letters.
- C. Be able to print lower-case letters.
- D. Be able to write numbers 0 to 20.
- E. Be able to print your name clearly using correct letter formation.

**5. Be able to draw and tell about your pictures to show your ideas and to show sequence.**

- A. Know what sequence is.
- B. Be able to tell a story or an idea in sequence by drawing.
- C. Be able to tell about your drawings.
- D. Be able to contribute to writing.
- E. Use a combination of drawing, dictating, and writing to compose stories or share information.

**5. Be able to listen for information.**

- A. Be able to look at the speaker.
- B. Be able to be quiet when someone is speaking.
- C. Be able to tell about your drawings.
- D. Be able to avoid interrupting.
- E. Be able to ask and answer questions about important details in complete thoughts.

**6. Be able to tell your thoughts in a group discussion.**

- A. Share ideas, feelings, and information.
- B. Answer and ask questions in complete thoughts.
- C. Tell ideas in sequence and know when you are finished.
- D. Use a normal tone when speaking.
- E. Wait your turn to talk, not distract others, and look at others when they are talking.

# Language Arts Standards

## First Grade

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### **Course Abilities (Apply the following to each content standard):**

#### **1. Apply abilities to Language Arts**

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk and write clearly about language (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, analyze, and revise when producing products.)

#### **2. Be able to read, write, speak, and listen for many purposes.**

- A. Be able to read, listen to, and enjoy literature (fiction, non-fiction)
- B. Be able to use mass media (newspapers, radio, television, Internet, CD-ROM)
- C. Be able to conduct research (locate, observe, gather, analyze, conclude).
- D. Possess technical skills:
  - Listen, read, dictate, write, present: instructions, chart, thank you letter, letter of request, proposal, report, summary
  - Technology, word processing, Internet, AV production

### **Course Content (Read, write, speak, and listen skillfully)**

#### **1. Be able to read and understand the meaning of simple words.**

- A. Be able to apply basic phonetic analysis (initial, medial, and final consonants, digraphs, and two and three letter blends; word patterns containing CVC, CVVC, and CVCe, recognize and make both short and long vowel sounds).
- B. Be able to read and understand correct use of word endings (-ed, -ing, -s, -y, -er, -est, and -possessives).
- C. Be able to read (high frequency) sight words (+150)
- D. Be able to name words with opposite meanings, words that rhyme, and compound words.
- E. Be able to make contractions.
- F. Be able to identify and break apart words by syllables.
- G. Be able to distinguish between naming words, action words, and describing words (nouns, verbs, and adjectives).

#### **2. Be able to read for meaning and be able to read aloud smoothly.**

- A. Be able to read with sufficient accuracy and fluency to support comprehension.
- B. Be able to read from left-to-right, top-to-bottom, and front-to-back.
- C. Be able to distinguish fiction from non-fiction.
- D. Be able to tell title, author, and illustrator of a book.
- E. Be able to identify the main idea and sequence of a story.
- F. Be able to describe the setting and the plot of a book.
- G. Be able to describe the main characters and suggest their feelings in a story.
- H. Be able to recall and re-tell the events of a story.
- I. Be able to predict what will happen next and draw conclusions.
- J. Be able to answer comprehension questions about a story.
- K. Be able to identify the point-of-view of a story.
- L. Be able to choose and read books which are a good fit.

#### **3. Be able to communicate with legible and complete sentences.**

- A. Know when a group of words is a sentence.
- B. Be able to print legibly.
- C. Be able to write sentences which start with a capital letter.
- D. Be able to distinguish between a question and a telling sentence. Be able to write them and end them correctly with a period or a question mark.
- E. Be able to write a command and end it with an exclamation point.

- F. Be able to apply spelling strategies in your writing.
- G. Be able to use sight words in your writing.
- H. Be able to write and illustrate a story with a beginning, middle, and end.
- I. Be able to share your writing with others.

**4. Be able to discuss what you read and listen to and be able to give a brief sequenced speech about one thing or one idea.**

- A. Be able to tell the main idea and show something (photograph, object, drawing) to make your idea clearer.
- B. Be able to use a sequence when you speak.
- C. Be able to make eye contact and use appropriate volume when you speak.
- D. Be able to share ideas about what you read or heard in a discussion or to a large group.
- E. Be able to wait your turn to talk, listen to others, and stay on topic when in a discussion.

**5. Be able to listen attentively and politely.**

- A. Be able to sit quietly without distracting others and show the speaker you are listening.
- B. Be able to listen for main ideas and sequences.
- C. Be able to ask appropriate questions.
- D. Be able to follow directions with one and two steps.

# Language Arts Standards

## Second Grade

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**Course Abilities** [Apply the following to each content standard.]

**1. Apply abilities to language arts.**

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk and write clearly about language (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, analyze, and revise when producing products).

**2. Be able to read, write, speak, and listen for many purposes.**

- A. Be able to read and enjoy literature (realistic fiction, fantasy, nonfiction).
- B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - **Listen/read/write/present:** instructions, chart, thank you letter, letter of request, proposal, report, summary
  - **Technology:** educational programs, Internet, exploring keyboard

**Course Content** (Read, write, speak, and listen skillfully)

**1. Be able to read and understand the meaning of simple words.**

- A. Be able to read and write consonants, blends digraphs, long and short vowels, r-controlled vowels, vowel digraphs and diphthongs.
- B. Be able to identify and know meanings of compound words, contractions, prefixes, suffixes (-ly, -ful) and word endings (-er, -est, ed, ing) plurals and possessives.
- C. Be able to read and use sight words through 200 (High Frequency Word List).
- D. Be able to use nouns, verbs, and descriptive words.
- E. Be able to identify and use antonyms, rhyming words, and synonyms.
- F. Be able to alphabetize to the second letter.

**2. Be able to read for meaning (main idea, sequences, details) and be able to read aloud smoothly.**

- A. Be able to choose books which interest you and which you can read.
- B. Be able to distinguish between and talk about realistic fiction, fantasy, and nonfiction.
- C. Be able to tell the main idea, sequence, and important details.
- D. Be able to predict outcomes and draw conclusions.
- E. Be able to tell about setting, plot, and characters.
- F. Be able to read aloud smoothly and expressively with proper phrasing.

**3. Be able to communicate with a sequence of legible and complete sentences.**

- A. Be able to print correctly and neatly so that others can read your printing.
- B. Be able to use proper spelling, capitalization and punctuation in writing.
- C. Be able to write a paragraph with main idea and supporting details.
- D. Be able to write with imagination.
- E. Be able to use vocabulary words in your sentences and to share your writing.
- F. Be able to keep a journal using proper sentences focusing on one idea.

**4. Be able to discuss and give a brief speech using description and stating facts and opinions about one thing or idea.**

- A. Be able to enunciate clearly, and speak with appropriate volume in various group settings.
- B. Be able to express oneself using sequence when speaking.
- C. Be able to tell a personal experience and retell stories in sequence.
- D. Be able to tell facts from opinions.
- E. Be able to use description when speaking.
- F. Be able to wait your turn, listen to others and stay on topic in a discussion.
- G. Be able to answer questions briefly and clearly.

**5. Be able to listen to gain information and follow multi-step directions.**

- A. Be able to sit quietly without distracting others and show the speaker you are listening.
- B. Be able to listen and distinguish between realistic fiction, fantasy and nonfiction.
- C. Be able to listen for main ideas and to recall important details and sequences.
- D. Be able to ask appropriate questions.
- E. Be able to follow multi-step directions.

# Language Arts Standards

## Third Grade

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**Course Abilities** [Apply the following to each content standard.]

**1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, compare, simplify).
- B. Communications (present, persuade, collaborate, explain).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

**2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read and enjoy literature (realistic fiction, fantasy, fables, nonfiction).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - Read/write/present: instructions, chart, thank you letter, letter of request, letter of response, lab report, research report, summary
  - Technology: word processing, Internet

**Course Content** (Read, write, speak, and listen skillfully)

**1. Be able to understand, use, pronounce, and spell vocabulary from all subjects.**

- A. Be able to break words into syllables.
- B. Be able to use opposites, rhyming words, synonyms, compound words, and common homonyms.
- C. Be able to identify, understand, and use more prefixes and suffixes.
- D. Be able to alphabetize to the third letter and find words in a dictionary.
- E. Be able to speak, write, and use vocabulary from all subject areas.
- F. Be able to identify and use parts of speech (noun, verb, adjective).
- G. Be able to read and use sight words through 300 (High Frequency Word List).

**2. Be able to read for meaning (main idea, sequences, details, summarization) and aloud in groups.**

- A. Be able to choose reading selections for a particular purpose (pleasure, information, research).
- B. Be able to distinguish between fiction and nonfiction both verbally and in writing.
- C. Be able to identify topic, events in sequence, and important details and be able to identify/speak/write summaries.
- D. Be able to follow directions, predict next step and outcome, and draw conclusions.
- E. Be able to tell about setting, plot, characters, and resolution and relate stories to yourself.
- F. Be able to read aloud fluently and expressively with proper phrasing.
- G. Be able to participate in group oral reading of descriptions, poetry, and summaries.

**3. Be able to write a sequence of several proper and legible sentences organized around a theme.**

- A. Be able to print and use cursive writing correctly and neatly so that others can read it.
- B. Be able in the final draft to use correct usage, spelling, capital letters, end punctuation, and words which communicate clearly.
- C. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.



- D. Be able to clearly communicate a main idea, proper details, and a correct sequence.
- E. Be able to write a story including a beginning, middle and end.
- F. Be able to write clear, organized, and brief summaries.
- G. Be able to write complete descriptions with sensory details.

**4. Be able to organize thoughts before speaking or discussing, use visual supports, and speak in complete sentences.**

- A. Be able to stand straight, face group, keep feet still, make eye contact, enunciate clearly, and speak with proper volume.
- B. Be able to organize thoughts before speaking.
- C. Be able to use complete sentences to explain the main idea and fully explain it with a prepared sequence.
- D. Be able to add ideas in small and large group discussion when it is your turn.
- E. Be able to briefly and clearly answer questions.
- F. Be able to speak in complete sentences.
- G. Be able to select, develop, and use visual aids when speaking in a non distracting manner.

**5. Be able to gain information by listening to and viewing descriptions, stories, and informational presentations.**

- A. Be able to show social courtesies for listening (pay attention, no distractions, look at speaker, respond to speaker).
- B. Be able to summarize verbally and/or in writing descriptions, stories, and informational presentations.
- C. Be able to follow multi-step directions.

## Language Arts Standards Fourth Grade

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### **1. Be able to apply reading skills in all subject areas.**

- A. Be able to use context to determine word meaning.
- B. Be able to identify the meaning that applies to the context when a word has multiple meanings.
- C. Be able to identify, understand, and use more prefixes and suffixes.
- D. Be able to identify, understand, and use synonyms, antonyms, and homonyms.
- E. Be able to alphabetize to the fourth letter.
- F. Be able to use reference sources.
- G. Be able to pronounce, use, spell and write vocabulary from all subject areas.
- H. Be able to identify and use parts of speech (noun, verb, adjective)

### **2. Be able to read for meaning (main idea, cause and effects, details, summarization) and aloud.**

- A. Be able to choose reading selections for a particular purpose (pleasure, information, research).
- B. Be able to distinguish between fiction and nonfiction literature and poetry both verbally and in writing.
- C. Be able to identify topic, events in sequence and specific details and be able to identify/speak/write summaries.
- D. Be able to identify and explain cause, effect, and comparison/contrast patterns and use them to explain stories and predict outcomes.
- E. Be able to follow written and oral directions, predict next step and outcome, and draw conclusions.
- F. Be able to distinguish between fact and opinion.
- G. Be able to read aloud fluently and expressively with proper phrasing.

### **3. Be able to write quality paragraphs and expressive poems.**

- A. Be able to state the main idea of the paragraph in one sentence.
- B. Be able to fully explain the main idea with a logical sequence and supporting details.
- C. Be able to write organized, one paragraph summaries, descriptions and narratives.
- D. Be able to communicate ideas and feelings in poems which use sensory or imaginative details and have poetic form.
- E. Be able in the final draft to use correct usage, spelling, capital letters, end punctuation, format (indentation, heading, margins), sentences and words which communicate clearly.
- F. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.
- G. Be able to write a story by using the writing process by: planning, drafting, revising, editing and rewriting and using the five W's.
- H. Be able to print and use cursive writing correctly and neatly so that others can read it.
- I. Be able to use cause and effect as an organizational pattern and write fact and opinion papers.

### **4. Be able to orally ask and answer questions and present organized reports using note cards.**

- A. Be able to prepare and use brief notes which guide the presentation but which are not read to the class.
- B. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, gestures, handling of notes, handling of visual aids).

- C. Be able to state the main idea and fully explain it in an organized manner.
- D. Be able to select, develop, and use visual aids.
- E. Be able to answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- F. Be able to give an organized oral report (i.e. book report, current event, research reports, demonstration).
- G. Be able to add ideas in small and large group discussion when it is your turn.

**5. Be able to listen and view to summarize various types of information and to form opinions.**

- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, responsive).
- B. Be able to use active listening to summarize, to respond, and to recall main ideas, sequences, and important details.
- C. Be able to use listening as a basis of writing and speaking.
- D. Be able to express and to support an opinion about what you hear and view.

# Language Arts Standards

## Fifth Grade

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**Course Abilities** [Apply the following to each content standard.]

**1. Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

**2. Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read and enjoy literature of different genres.
- B. Be able to use mass media (i.e. newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - Read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, checklist, research report, summary
  - Technology: word processing, Internet

**Course Content** (Read, write, speak, and listen skillfully)

**1. Be able to advance your vocabulary and reading rate with recreational reading and study of all subjects.**

- A. Be able to use visual clues, word form, and context to determine word meaning.
- B. Be able to identify the meaning that applies to the context when a word has multiple meanings.
- C. Be able to identify, understand, and use synonyms, antonyms, and homonyms.
- D. Be able to alphabetize quickly and readily and use reference sources.
- E. Be able to pronounce, use, and spell vocabulary from all subject areas.
- F. Be able to identify and use parts of speech.
- G. Be able to identify the following parts of a sentence: subject, predicate, direct object.

**2. Be able to skim and scan and read for meaning and for inference.**

- A. Be able to locate and choose reading selections for a particular purpose (pleasure, information, research).
- B. Be able to distinguish, talk, and write about poetry and fiction and nonfiction literature and relate them to your life.
- C. Be able to explain and summarize setting, plot, characters, problem, main event, resolution of problem and point of view.
- D. Be able to skim and scan and identify topic, events in sequence, and specific details.
- E. Be able to identify and explain cause/effect and comparison/contrast patterns and use them to explain poetry and literature and justify predictions.
- F. Be able to draw and justify inferences.
- G. Be able to take notes on nonfiction reading, summarize reading, and use reading as a basis for speaking and writing.
- H. Be able to identify and use figurative language .

**3. Be able to write a variety of letters, poetry, and multiple paragraph essays about a single topic.**

- A. Be able to state the main idea of the paragraph in one sentence and fully develop the idea in a logical sequence.
- B. Be able to use cause/effect and comparison/contrast as organizational patterns.
- C. Be able to use introduction and conclusion paragraphs in letters and other multi-paragraph writing.
- D. Be able in the final draft to use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- E. Know the parts of business and personal letters and be able to write letters in proper form.
- F. Be able to write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.
- G. Be able to write structured multi-paragraph narratives with descriptive elements (biographies, original stories).
- H. Be able to write meaningful responses to poetry and literature.
- I. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.

**4. Be able to deliver complete and structured presentations spoken only from notes.**

- A. Be able to use correct voice (volume, pace, clarity), body language (eye contact, erect and still stance, gesture, handling of notes and visual aids), and correct usage, vocabulary, and sentence structure.
- B. Be able to present using appropriate sequence and a basic three-part format (introduction, body, conclusion).
- C. Be able to select or develop and use visual aids of different types (charts, maps, props, graphs, photos).
- D. Be able to answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- E. Be able to present or read, summarize, and respond to poems and literature.
- F. Be able to add ideas in small and large group discussion when it is your turn.

**5. Be able to listen and view to summarize, to ask clarifying questions, and to learn.**

- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- B. Be able to paraphrase accurately and ask meaningful questions in a variety of listening situations.
- C. Be able to summarize, gain information, and ask clarifying questions by listening and viewing.
- D. Be able to listen and view to answer questions and express likes and dislikes about literature.
- E. Be able to use listening as the basis for writing, speaking, and learning by taking brief notes.

## Language Arts Standards Sixth Grade

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### Course Abilities:

#### 1. **Develop abilities in language arts.**

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### 2. **Be able to read, write, speak, and listen for a variety of purposes.**

- A. Be able to read, compare and contrast, and comprehend literature of different genres (including literature of Minnesota American Indians).
- B. Be able to use library skills and mass media.
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - **Read/write/present:** instructions, reports (progress, research, lab) specifications, letters (complaint, request, response), manual, form, checklist, pamphlet, technical research, summary, advertisement.
  - **Technology:** word processing, Internet, search tools present using varied formats.

### Course Content:

#### I. **Be able to increase your vocabulary and reading skills in all subject areas.**

- A. Be able to determine meanings of a word (figurative, connotative/denotative, and technical) by context and be able to readily use textbooks, dictionary, atlas, encyclopedia, and thesaurus to understand unknown words.
- B. Be able to identify, understand, and use synonyms, antonyms, homonyms, and all common suffixes and prefixes.
- C. Be able to pronounce, use, and spell vocabulary from all subject areas.
- D. Be able to skim, scan, study, take notes, and summarize and use reading as a basis for learning and personal enjoyment.
- E. Be able to identify parts of a sentence.
- F. Be able to use and identify parts of speech, especially concentrating on pronouns.
- G. Be able to understand multiple perspective and viewpoints.

#### B. **Be able to read for meaning and to evaluate, interpret, and draw conclusions in novels, other fiction, in textbooks, reference materials, and other nonfiction.**

- A. Be able to identify, summarize, evaluate, and analyze literary elements in novels (character, setting, plot, conflict, theme/central idea, concrete summary).
- B. Be able to define, identify, and explain the impact of examples of imagery.
- C. Be able to justify evaluations of novels, other fiction, textbooks, reference materials, and other nonfiction.
- D. Be able to explain author's attitude, purpose, theme, and other beliefs incorporated in fiction and nonfiction, including Minnesota American Indian point of view.
- E. Be able to draw and justify conclusions and inferences in fiction and nonfiction.
- F. Be able to cite textual evidence to support analysis of text and distinguish between claims supported by evidence and those not supported.

#### 3. **Be able to write quality stories, descriptions, a three-part essay, and reports.**

- A. Be able to follow a writing process: planning, drafting, revising, editing, rewriting.
- B. Be able to write an introduction which includes a statement of the main idea and write a summarizing conclusion.

- C. Be able to write a body which fully develops the main idea in more than one proper paragraph.
- D. Be able to develop the main idea with appropriate and accurate examples and other supports.
- E. Be able, in the final drafts, to use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- F. Be able to use technology to produce and publish.
- G. Be able to write clear, justified responses of novels, other fiction, and nonfiction.
- H. Be able to write clear, accurate, and entertaining descriptions and stories using creative imagery, dialogue, and story elements.
- I. Be able to introduce a claim and write arguments to support claims.
- J. Be able to research, paraphrase, and cite several sources.

**H. Be able to present interpretations and evaluations in groups and alone and be able to use imagery to entertain and/or inform.**

- A. Be able to use correct voice (volume, pace, clarity), body language (eye contact, stance, gestures, handling of notes and visual aids), usage, vocabulary, and sentence structure.
- B. Be able to present using appropriate sequence and a basic three-part format (introduction, body, review).
- C. Be able to select, develop, and use a variety of visual aids.
- D. Be able to support the ideas of the speech with proper research and justified conclusions.
- E. Be able to present justified evaluations and interpretations of novels, other fiction, and nonfiction.
- F. Be able to present using creative imagery and also dramatic impact.

**B. Be able to listen and view to process verbal information and to critically analyze speeches.**

- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- B. Be able to respond to, evaluate, and analyze speeches and other presentations.
- C. Be able to summarize, take notes on key points, and ask clarifying questions by listening and viewing.
- D. Be able to use listening and viewing as a basis for learning and enjoyment.
- E. Be able to have discussions: one-on-one, groups, and teacher led on diverse topics.
- F. Be able to cooperate, mediate, and problem solve to make decisions.
- G. Be able to present knowledge of ideas sequentially, logically, using pertinent information, and at times to do so using multimedia components.

**4. Be able to use varied media literacy skills.**

- A. Be able to evaluate mass media.
- B. Be able to recognize ethical standards and safe practices in social and personal media communications.
- C. Be able to create an informative multimedia work alone, with a group, or through online collaboration.
- D. Be able to understand copyright, fair use, and licenses.