

Language Arts

Language Arts is included in the curriculum of St. John's Lutheran School because Language Arts equips students with the tools necessary to nurture and share their faith through written and spoken communication. The study of Language Arts helps young people acquire the knowledge necessary to make informed and reasoned decisions as well as effectively communicate ideas to those around them. Students will use the skills gained in Language Arts such as reading, writing, listening, and speaking to enhance their learning in all other academic subject areas.

Exit Goals

- A. Use the general skills and strategies of the reading process to understand and interpret a variety of literary and informational texts.
- B. Use the general skills and strategies of the writing process to communicate ideas effectively.
- C. Implement listening and speaking techniques in a variety of contexts.
- D. Analyze, interpret, and evaluate a variety of media.

Kindergarten

Students in Kindergarten will by the end of Kindergarten show, demonstrate, and understand:

A.1 Alphabetic, phonological, and phonemic awareness.

A.2. Recognize and recall elements of story structure such as sequence of events, character, plot, and setting in order to reflect meaning.

A.3 Show an appreciation of books, understand how print works, and that it conveys meaning.

B.1 Basic mechanics and conventions of writing including orientation to convey thoughts or ideas.

C.1 Ability to listen and respond to communication with others using questions or providing relevant information.

C.2 Ability to follow directions of increasing complexity.

C.3 Ability to use vocalizations and spoken language to communicate and demonstrate language form, content, and function.

D.1 Ability to gather information and communication skills through different forms of media such as videos and books on tape.

D.2 Ability to operate common computer hardware and software.

Grade 1

Students will at 85% efficiency by the end of Grade One be able to:

A.1 Identify long and short vowel sounds and use these patterns in decoding and spelling.

A.2 Understand level-appropriate sight words and reading vocabulary.

A.3 Identify initial, medial, and final consonant sounds in written words.

A.4 Apply knowledge of phonics to decode, understand, and spell words.

A.5 Identify main ideas, plot, main character, setting, and sequence in literature.

B.1 Understand the use of nouns, verbs, and adjectives in written communication.

B.2 Use general writing skills to write a sentence using correct spelling, punctuation, and grammar.

B.3 Use writing skills to create stories, poems, and a variety of forms of written communication.

C.1 Demonstrate fluency in oral reading.

C.2 Listen attentively to the ideas and opinions of others.

D.1 Use a variety of media/technology in understanding written and verbal communication.

Grade 2

Students will at 85% efficiency by the end of Grade Two be able to:

A.1 Read Bible accounts using age appropriate materials.

A.2 Use general skills and strategies of the reading process to decode and recognize spellings.

A.3 Understand the main idea of a variety of texts.

A.4 Infer a time sequence in a story.

B.1 Use capital letters and correct punctuation in written compositions.

B.2 Use simple and compound sentences.

B.3 Use a variety of strategies to draft and revise written work.

B.4 Use alphabetical order to locate information of varying kinds.

C.1 Retell stories in proper sequence.

D.1 Interpret visual media.

Grade 3

Students will at 85% efficiency by the end of Grade Three be able to:

A.1 Use phonics skills and strategies to understand and interpret a variety of literary and informational texts.

A.2 Understand that print can be read, is organized, and has meaning.

A.3 Identify a purpose for reading such as gaining information, learning about a viewpoint, and appreciating literature.

B.1 Incorporate grammatical, mechanical, and format conventions in written compositions.

B.2 Sequence sentences logically in a story they write.

B.3 Demonstrate clearly and effectively cursive writing.

C.1 Use appropriate vocabulary when speaking to others and stay on the topic being discussed.

- D.1 Discern how written texts and accompanying illustrations connect to convey meaning.
- D.2 Use critical thinking skills to analyze and discuss a variety of media.
- D.3 Understand and apply the characteristics and components of media using skills and strategies.

Grade 4

Students will at 85% efficiency by the end of Grade Four be able to:

- A.1 Distinguish between fact and opinion and provide evidence to support opinions.
- A.2 Reflect on what has been learned after reading and formulate ideas, opinions, and personal responses to texts.
- A.3 Read aloud with age-appropriate fluency, accuracy, and expression.
- A.4 Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures.
- B.1 Spell frequently used words correctly and use effective strategies for spelling unfamiliar words.
- B.2 Produce a well-developed, well-organized, and effective paragraph in correct English and appropriate voice.
- B.3 Incorporate grammatical and mechanical conventions in written compositions in many genres.
- C.1 Convey a clear main point when speaking to others and stay on topic.
- D.1 Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers.
- D.2 Access information using electronic reference resources such as a library catalogue, encyclopedia, almanacs, and indexes.

Grade 5

Students will at 85% efficiency by the end of Grade Five be able to:

A.1 Select, summarize, paraphrase, analyze, and evaluate orally and in writing passages of texts chosen for specific purposes.

A.2 Summarize key details of informational texts, connecting new information to prior knowledge.

A.3 Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life experiences.

A.4 Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty.

A.5 Follow sequence in plot and character development, predict outcomes, and draw conclusions.

B.1 Write expressive pieces in response to reading, viewing, and life experiences employing descriptive detail and a personal voice.

B.2 Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.

B.3 Write non-fiction and technical pieces that convey essential details and facts and provide accurate representations of events and sequences.

C.1 Identify and discuss criteria for effective oral presentation, including such factors as eye contact, projections, tone, volume, speaking rate, and articulation.

D.1 Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry including print, non-print, and electronic sources.

D.2 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.

Grade 6

Students will at 85% efficiency by the end of Grade Six be able to:

A.1 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

A.2 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.

A.3 Analyze how a particular sentence, chapter, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

A.4 Explain how an author develops the point of view of the narrator or speaker in a text.

B.1 Express ideas clearly and concisely.

B.2 Create an informative essay of at least one formal paragraph, which includes at least one properly cited credible source.

B.3 Demonstrate mastery in the identification and use of nouns, pronouns, and adjectives.

B.4 Use a variety of sentence types correctly.

C.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic or text.

C.2 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

C.3 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

C.4 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

D.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

D.2 Write arguments to support claims with clear reasons and relevant evidence.

D.3 Interpret information presented in diverse media and formats.

Grade 7

Students will at 85% efficiency by the end of Grade Seven be able to:

A.1 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

A.2 Analyze how particular elements of a story or drama interact.

A.3 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

A.4 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

B.1 Express ideas clearly and concisely using correct spelling and punctuation.

B.2 Create an informative three paragraph essay, which includes at least two properly cited credible sources.

B.3 Demonstrate mastery in the identification and use of adverbs, verbs, and prepositions.

B.4 Identify and use phrases and clauses correctly.

C.1 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

C.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

C.3 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

C.4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

D.1 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.

D.2 Write arguments to support claims with clear reasons and relevant evidence.

D.3 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

D.4 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

Grade 8

Students will at 85% efficiency by the end of Grade Eight be able to:

A.1 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

A.2 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

A.3 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

B.1 Express ideas clearly and concisely using proper conventions at all times.

B.2 Create an informative five paragraph essay, which includes at least three properly cited credible sources.

B.3 Demonstrate mastery in the identification and use of all parts of speech.

C.1 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

C.2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

C.3 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

C.4 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

D.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

D.2 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

D.3 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

D.4 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.