

DIOCESE OF TOLEDO

**LANGUAGE ARTS
COURSE OF STUDY**



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INTRODUCTION

The Language Arts Course of Study is based on the Ohio Academic Content Standards, English/Language Arts. Elements of the Diocesan Course of Study deemed essential to our identity as Catholic schools were built-in. It contains the diocesan philosophy, a “Language Arts Program Philosophy” written by the 2003 Language Arts Course of Study committee and a listing of grade level indicators for English and Language Arts.

Philosophy

The diocesan philosophy articulates the foundation underlying our educational efforts. The language arts program belief statements, consistent with the diocesan philosophy, provide the rationale upon which language arts instruction is built.

Grade Level Indicators

Grade level indicators provide a guide for specific instruction at each grade level. The Language Arts Course of Study has been designed to build on skill levels that progress yearly. It is essential that attention be given to every objective at each grade level.

Benchmarks

Benchmarks are a specific statement of what a student should know and be able to do at a specified time in their schooling. Benchmarks were included for grades 8-10 to support the needs of students preparing for the Ohio Graduation Test.

Other

The following teacher resources are included in this Course of Study:

- Instructional Commentary
- Writing Rubric
- Assessment including Terra Nova 2 Language
- Interventions
- Glossary
- Recommended Reading List
- Grade 8-10 Benchmarks

REVIEW PROCESS

Under the direction of the superintendent, one central office staff member facilitated the Language Arts Course of Study process. The review, in June 2003, included alignment of the 1999 Language Arts Course of Study and the 2003 Ohio Academic content Standards, English/Language Arts. Elements of the 1999 Language Arts Course of Study deemed essential by the committee were retained in this Course of Study.

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**DIOCESE OF TOLEDO
SCHOOL PHILOSOPHY**

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”

(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo Diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for His evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo Diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities which foster community. Students explore ways to meet the challenges of tensions and conflicts which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to a special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the Diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

LANGUAGE ARTS PROGRAM PHILOSOPHY

As Language Arts Educators in a Catholic School we believe that:

Reading is the learned process of understanding the written word. Reading is essential for self-directed learning, life-long intellectual and spiritual growth, and overall literacy. It is an integral part of all courses of study across all curriculums.

Writing is a learned process for logical and meaningful communication that requires basic skills, structure, purpose, practice for fluency, and opportunities for creativity.

Listening is the ability to receive information and make sense of it. A good listener is respectful of the speaker, is open to varying points of view, understands the meaning being conveyed and perceives beyond the stated message.

Speaking is the ability to orally present the thoughts and insights of the speaker. It involves risk-taking. Students will reflect and apply the gospel values in word choice, tone and demeanor. Educators provide students with opportunities and tools to take these risks confidently and proficiently.

Thinking, the moral foundation of all learning, includes the ability to remember, understand, apply, analyze, evaluate, and create. Thinking is the skill used to process, organize, make connections, reason, reflect and solve problems.

Viewing is receiving information visually through verbal or non-verbal images, text, and graphic organizers. It is a tool to infuse our Catholic faith and may lead to affective learning.

Study Skills are needed to become more effective readers, writers, thinkers, listeners and viewers. Study skills, including organizing time and priorities, should be applied across the curriculum.

PART II

Overview

The English language arts academic content standards provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. The standards represent a research-based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.

The eleven standards that follow define high standards of literacy for students:

1. Phonemic Awareness, Word Recognition and Fluency Standard
2. Acquisition of Vocabulary Standard
3. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard
4. Reading Applications: Informational, Technical and Persuasive Text Standard
5. Reading Applications: Literary Text Standard
6. Writing Process Standard
7. Writing Applications Standard
8. Writing Conventions Standard
9. Research Standard
10. Communication: Oral and Visual Standard
11. Study Skills

The first standard requires primary students to learn to identify and decode words and to develop the skills that become the foundation for independent reading. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with peers and adults. The standards reflect the belief that reading and learning to read are problem-solving strategies that require the reader to apply strategies to make sense of written language and remain engaged with texts.

One of the important goals of reading is to gain information for the purposes of learning new information, researching a project, making decisions or accomplishing a task. The standards also reflect the philosophy that by reading literary texts which represent a variety of authors, cultures and eras, students come to understand the human story.

The writing standards require students to become proficient in writing for different purposes and to recognize that writing is a process that includes the phases of prewriting, drafting, revising, editing and publication. Though the writing conventions standard is listed separately, it is assessed through written or oral contexts. In turn, students learn to use the grammatical structures of English to effectively communicate ideas in writing to express themselves.

In addition to mastering skills in reading and writing, students are expected to become effective communicators by speaking, listening and viewing. They learn to apply communication skills in increasingly sophisticated ways to deliver presentations and to respond to oral and visual presentations. This set of ten standards does not neatly separate the curriculum into separate or discrete topics, as the content and processes described by the standards, benchmarks and indicators are interrelated. The following terms and definitions are used in this document.

Standard: A general statement of what all students should know and be able to do.

Grade-level Indicators: A specific statement of knowledge that all students demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

English Language Arts Standards

Phonemic Awareness, Word Recognition and Fluency Standard:

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Acquisition of Vocabulary Standard:

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard:

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

Reading Applications: Informational, Technical and Persuasive Text Standard:

Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instructional manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

Reading Applications: Literary Text Standard:

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

Writing Process Standard:

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Writing Applications Standard:

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

Writing Conventions Standard:

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

Research Standard:

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Communication: Oral and Visual Standard:

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Study Skills Standard:

Students become responsible for their own learning by using skills to organize and prioritize their work. Students complete assignments in a timely fashion and implement expected procedures. The skills used to complete tests with or without time limits are developed and applied. As students grow they learn note-taking strategies and organize their materials and themselves to maximize time and learning.

Structure and Format

Principles

Guiding Assumptions

Ohio's English language arts content standards serve as a basis for what all students should know and be able to do by the time they have graduated from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio educators with a set of common expectations from which to base English language arts curriculum.

The intent of English Language Arts Content Standards is to:

- prepare students to be literate members of a diverse society with the ability to communicate effectively in daily life;
- prepare students to adapt to the ever-changing literacy demands of a highly technological society; and
- equip students with the skills needed to participate in the public sphere as students, workers, citizens and life-long learners.

Assumptions for English Language Arts Academic Content Standards

Ohio's Academic Content Standards:

- Set high expectations and strong support for English language arts achievement by ALL students.
- Represent literacy skills needed to make a successful transition to post-secondary education, the workplace and daily life.
- Reflect sound application of research on how students learn English language arts.
- Focus on important English language arts topics that are articulated through benchmarks and grade-level indicators.
- Represent a rigorous progression across grades and an in-depth study within each grade.
- Incorporate the use of technology for ALL students learning English language arts.
- Assume an integrated approach to language learning that is interactive and engaging.
- Serve as the basis for classroom, district and state assessments.

K-12 English Language Arts

Grade-Level Indicators

Grade One

1.0 Phonemic Awareness, Word Recognition and Fluency

- 1.1 Identify and distinguish between letters, words and sentences.
- 1.2 Identify and say the beginning and ending sounds in words.
- 1.3 Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.
- 1.4 Decode by using letter-sound matches.
- 1.5 Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
- 1.6 Blend two to four phonemes (sounds) into words.
- 1.7 Add, delete or change sounds in a given word to create new or rhyming words.
- 1.8 Demonstrate a growing stock of sight words.
- 1.9 Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.
- 1.10 Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.
- 1.11 Repeat reading of same text to promote fluency.

2.0 Acquisition of Vocabulary

*Contextual
Understanding*

- 2.1 Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

*Conceptual
Understanding*

- 2.2 Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
- 2.3 Classify words into categories (e.g., colors, fruits, vegetables).
- 2.4 Recognize common sight words.
- 2.5 Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).
- 2.6 Differentiate between singular and plural.

*Structural
Understanding*

- 2.7 Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).
- 2.8 Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).

- 2.9 Read root words and their inflectional endings (e.g., walk, walked, walking).
2.10 Determine the meaning of unknown words using a beginner's dictionary.

*Tools and
Resources*

**3.0 Reading Process: Concepts of Print, Comprehension Strategies
and Self-Monitoring Strategies**

Concepts of Print

- 3.1 Describe the role of authors and illustrators.
3.2 Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
3.3 Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
3.4 Paraphrase.
3.5 Summarize.
3.6 Experience various genres.
3.7 Experience and enjoy quality literature.
3.8 Experience work of various authors, illustrators, and speakers.

*Comprehension
Strategies*

- 3.9 Make predictions while reading and support predictions with information from the text or prior experience.
3.10 Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
3.11 Recall the important ideas in fictional and non-fictional texts.
3.12 Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.
3.13 Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3.14 Monitor comprehension of independently- or group-read texts by asking and answering questions.

*Self-Monitoring
Strategies*

- 3.15 Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

*Independent
Reading*

- 3.16 Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

**4.0 Reading Applications: Informational, Technical and
Persuasive Text**

- 4.1 Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.

- 4.2 Identify the sequence of events in informational text.
- 4.3 Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).
- 4.4 Identify central ideas and supporting details of informational text with teacher assistance.
- 4.5 Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.
- 4.6 Follow multiple-step directions.

5.0 Reading Applications: Literary Text

- 5.1 Provide own interpretation of story, using information from the text.
- 5.2 Identify characters, setting and events in a story.
- 5.3 Retell the beginning, middle and ending of a story, including its important events.
- 5.4 Identify differences between stories, poems and plays.
- 5.5 Recognize predictable patterns in stories and poems.
- 5.6 Experience and enjoy quality literature.

6.0 Writing Processes

Prewriting

- 6.1 Generate writing ideas through discussions with others.
- 6.2 Develop a main idea for writing.
- 6.3 Determine purpose and audience.
- 6.4 Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

Drafting, Revising and Editing

- 6.5 Organize writing to include a beginning, middle and end.
- 6.6 Construct complete sentences with subjects and verbs.
- 6.7 Mimic language from literature when appropriate.
- 6.8 Use available technology to compose text.
- 6.9 Reread own writing for clarity.
- 6.10 Add descriptive words and details.
- 6.11 Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.
- 6.12 Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
- 6.13 Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.

Publishing

- 6.14 Rewrite and illustrate writing samples for display and for sharing with others.

7.0 Writing Applications

- 7.1 Write simple stories with a beginning, middle and end that include descriptive words and details.
- 7.2 Write responses to stories that include simple judgments about the text.
- 7.3 Write friendly letters or invitations that follow a simple letter format.
- 7.4 Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

8.0 Writing Conventions

Handwriting

- 8.1 Print legibly and space letters, words and sentences appropriately.

Spelling

- 8.2 Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).
- 8.3 Spell high-frequency words correctly.
- 8.4 Create phonetically spelled written work that can usually be read by the writer and others.
- 8.5 Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.

*Punctuation and
Capitalization*

- 8.6 Use end punctuation correctly, including question marks, exclamation points and periods.
- 8.7 Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).

*Grammar and
Usage*

- 8.8 Use nouns, verbs and adjectives (descriptive words).

9.0 Research

- 9.1 Discuss ideas for investigation about a topic or area of personal interest.
- 9.2 Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).
- 9.3 Use books or observations to gather information to explain a topic or unit of study with teacher assistance.
- 9.4 Recall important information about a topic with teacher assistance.
- 9.5 Report information to others.

10.0 Communication: Oral and Visual

*Listening and
Viewing*

- 10.1 Use active listening skills, such as making eye contact or asking questions.
- 10.2 Compare what is heard with prior knowledge and experience.
- 10.3 Follow simple oral directions.

- Speaking Skills
and Strategies
Speaking
Applications*
- 10.4 Be polite and respect opinions of group members.
 - 10.5 Speak clearly and understandably.
 - 10.6 Deliver brief informational presentations that:
 - A. demonstrate an understanding of the topic;
 - B. include and sort relevant information and details to develop topic;
 - C. organize information with a clear beginning and ending; and
 - D. express opinions.
 - 10.7 Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
 - 10.8 Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

11.0 Study Skills

- Remember*
- 11.1 Retrieve relevant knowledge from long-term memory
 - 11.2 Complete assignments.
- Understand*
- 11.3 Construct meaning from instructional messages, including oral, written and graphic communication.
- Apply*
- 11.4 Carry out or use a procedure in a given situation.
 - 11.5 Experience timed tests.
- Analyze*
- 11.6 Develop test-taking strategies.
- Evaluate*
- 11.7 Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.
- Create*
- 11.8 Make judgments based on criteria and standards
 - 11.9 Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.