DIOCESE OF TOLEDO

**LANGUAGE ARTS
COURSE OF STUDY**

Catholic Youth and School Services
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PART I:

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, <u>The Divine Milieu</u>)

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   A specific statement of knowledge that all students demonstrate at each
Indicators: 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.

<u>Study Skills Standard:</u>

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 Three

1.0   Phonemic Awareness, Word Recognition and Fluency

1.1   Identify rhyming words with the same or different spelling patterns.

1.2   Use letter-sound knowledge and structural analysis to decode words.

1.3   Use knowledge of common word families (e.g., –ite or –ate) and complex word families (e.g., -ould, –ight) to sound out unfamiliar words.

1.4   Demonstrate a growing stock of sight words.

1.5   Read text using fluid and automatic decoding skills.

1.6   Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.

2.0   Acquisition of Vocabulary

Contextual Understanding

2.1   Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.

2.2   Use context clues to determine the meaning of homophones, homonyms and homographs.

Conceptual Understanding

2.3   Apply the meaning of the terms synonyms and antonyms.

2.4   Read accurately high-frequency sight words.

2.5   Apply knowledge of individual words in unknown compound words to determine their meanings.

Structural Understanding

2.6   Use knowledge of contractions and common abbreviations to identify whole words.

2.7   Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.

2.8   Decode and determine the meaning of words by using knowledge of root words and their various inflections.

Tools and Resources

2.9   Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

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

Comprehension Strategies

3.1   Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).

3.2   Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.

3.3   Compare and contrast information between texts and across subject areas.

3.4   Summarize texts, sequencing information accurately and include main ideas and details as appropriate.

3.5   Make inferences regarding events and possible outcomes from information in text.

3.6   Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.

3.7   Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Self-Monitoring Strategies   3.8   Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.

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

Independent Reading   3.10   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 the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.

4.2   List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.

4.3   Identify and list the important central ideas and supporting details of informational text

4.4   Draw conclusions from information in maps, charts, graphs and diagrams.

4.5   Analyze a set of directions for proper sequencing, clarity and completeness.

5.0   Reading Applications: Literary Text

5.1   Recognize and describe similarities and differences of plot across literary works.

5.2   Use concrete details from the text to describe characters and setting.

5.3   Retell the plot sequence.

5.4   Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.

5.5   Explain how an author's choice of words appeals to the senses.

5.6   Identify stated and implied themes.

5.7   Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).

6.0   Writing Processes

Prewriting   6.1   Generate writing ideas through discussions with others and from printed material.

6.2   Develop a clear main idea for writing.

6.3   Develop a purpose and audience for writing.

6.4   Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

Drafting,   6.5   Organize writing by providing a simple introduction, body and a clear sense of closure.
Revising and
Editing   6.6   Use a wide range of simple, compound and complex sentences.

6.7   Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.

6.8   Use language for writing that is different from oral language, mimicking writing style of books when appropriate.

6.9   Use available technology to compose text.

6.10   Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).

6.11   Add descriptive words and details and delete extraneous information.

6.12   Rearrange words, sentences and paragraphs to clarify meaning.

6.13   Use resources and reference materials, including dictionaries, to select more effective vocabulary

6.14   Writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

6.15   Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Publishing   6.16   Rewrite and illustrate writing samples for display and for sharing with others.

7.0   Writing Applications

7.1   Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.

7.2   Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.

7.3   Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.

7.4   Write informational reports that include the main ideas and significant details from the text.

7.5   Produce informal writings (e.g., messages, journals, note and, poems) for various purposes.

8.0   Writing Conventions

Handwriting   8.1   Write legibly in cursive, spacing letters, words and sentences appropriately.

Spelling   8.2   Spell multi-syllabic words correctly.

8.3   Spell all familiar high-frequency words, words with short vowels and common endings correctly.

8.4   Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.

8.5   Use correct spelling of words with common suffixes such as –ion, -ment and -ly.

8.6   Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).

8.7   Use resources to check spelling (e.g., a dictionary, spell check).

Punctuation and   8.8   Use end punctuation marks correctly.
Capitalization

8.9   Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.

8.10   Use correct capitalization.

Grammar and   8.11   Use nouns, verbs and adjectives correctly.
Usage

8.12   Use subjects and verbs that are in agreement.

8.13   Use irregular plural nouns.

8.14   Use nouns and pronouns that are in agreement.

8.15   Use past, present and future verb tenses.

8.16   Use possessive nouns and pronouns.

8.17   Use conjunctions.

9.0   Research

9.1   Choose a topic for research from a list of questions, assigned topic or personal area of interest.

9.2   Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).

9.3   Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.

9.4   Identify important information found in the sources and summarize the important findings.

9.5   Sort relevant information into categories about the topic.

9.6   Understand the importance of citing sources.

9.7   Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

10.0   Communication: Oral and Visual

Listening and   10.1   Ask questions for clarification and explanation, and respond to others' ideas.
Viewing

10.2 Identify the main idea, supporting details and purpose of oral presentations and visual media.

10.3 Identify the difference between facts and opinions in presentations and visual media.

Speaking Skills and Strategies

10.4 Demonstrate an understanding of the rules of the English language.

10.5 Select language appropriate to purpose and audience.

10.6 Use clear diction and tone, and adjust volume and tempo to stress important ideas.

10.7 Adjust speaking content according to the needs of the audience.

Speaking Applications

10.8 Deliver informational presentations that:

A. present events or ideas in logical sequence and maintain a clear focus;

B. demonstrate an understanding of the topic;

C. include relevant facts and details from multiple sources to develop topic;

D. organize information, including a clear introduction, body and conclusion;

E. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and

F. identify sources.

10.9 Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

11.0   Study Skills

Remember

11.1 Retrieve relevant knowledge from long-term memory

11.2 Complete assignments.

11.3 Construct meaning from instructional messages, including oral, written and graphic

Understand

communicators

Apply

11.4 Carry out or use a procedure in a given situation.

11.5 Experience timed tests.

11.6 Develop test-taking strategies.

Analyze

11.7 Break material into its constituent parts and determine how the parts relate to one another and to and overall structure or purpose.

Evaluate

11.8 Make judgments based on criteria and standards

Create

11.9 Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.