

**St. Agnes School
Language Arts/
Communications
Outcomes**

with

Performance Indicators

Revised 2010

Program Outcomes

- 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.

Language Arts Outcomes

Pre - K

Abilities Outcomes

- 1. Apply abilities to Language Arts (Illinois Early Learning Standards - 1C, 4A)**
 - A. Think clearly and solve problems about language (classify, decide, solve, compare).
 - B. Talk clearly about language (present, explain, recommend).
- 2. Be able to speak and listen for many purposes (Illinois Early Learning Standards - 1C, 4A)**
 - A. Be able to listen to and enjoy literature (rhyme, fairy tale, story).
 - B. Be able to use mass media (music/ radio, television, CD-ROM) (if possible).

Content Outcomes

- 3. Reading Readiness (Illinois Early Learning Standards - 1A)**
 - A. Know that pictures and symbols have meaning and that prints carry a message
 - B. Know that reading progresses from left to right and top to bottom
 - C. Be able to identify labels and signs in the environment
 - D. Be able to identify all letters
 - E. Be able to make some letter-sounds match
- 4. Be able to ask questions about a story and predict what might happen (Illinois Early Learning Standards - 1B)**
 - A. Be able to predict what will happen next using pictures and content for guides
 - B. Be able to participate in rhyming activities
 - C. Be able to recognize repeating sounds in spoken language (4's)
- 5. Be able to comprehend many forms of literature (Illinois Early Learning Standards - 1C)**
 - A. Be able to retell a story
 - B. Be able to answer questions about a story
 - C. Be able to comment on meaning of a story (4's)
- 6. Be able to demonstrate growing knowledge of writing (Illinois Early Learning Standards - 3A, 3B, 3C)**
 - A. Be able to use scribbles, and or letters to represent written language
 - B. Be able to dictate simple stories and experiences
 - C. Use drawings and writing skills to tell a story and or convey meaning (4's)
- 7. Be able to listen and speak effectively (Illinois Early Learning Standards - 4A, 4B, 4C)**
 - A. Be able to listen in formal and informal situations
 - B. Be able to listen and respond to directions
 - C. Be able to communicate needs, ideas and thoughts

Language Arts Outcomes

Pre - K

continued

8. Use Language Arts to communicate (Illinois Early Learning Standards - 5A, 5B, 5C)
 - A. Be able to seek answers to questions through exploration
 - B. Be able to apply prior knowledge to new information
 - C. Communicate information with others

Language Arts Outcomes

Kindergarten

Abilities Outcomes [Apply the following to each content outcome.]

- 1. Apply abilities to language arts (Illinois Early Learning Standards - 2, 3, 5)**
 - A. Think clearly and solve problems about language
 - B. Talk and write clearly about language
 - C. Ask questions about written word
 - D. Can read, or be read to, many different kinds of books

- 2. Be able to read, write, speak, and listen for many purposes (Illinois Early Learning Standards - 1C)**
 - A. Be able to listen to and enjoy literature
 - B. Be able to tell the main idea of the story and where and when the story happened
 - C. Be able to tell whether the story really happened or is made-up
 - D. Be able to write or dictate a story

Content Outcomes (Read, write, speak, and listen skillfully)

- 3. Be ready to read with understanding and fluency (Illinois Early Learning Standards - 1A)**
 - 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 letter sounds of each letter of the alphabet.
 - 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. Be able to read color words.
 - H. Be able to read sight words.
 - I. Know that pictures and symbols have meaning and that print carries a message
 - J. Identify labels and signs in the environment

- 4. Be able to listen to, tell, and talk about rhymes, fairy tales, and stories (Illinois Early Learning Standards - 1B)**
 - A. Be able to listen to nursery rhymes, fairy tales, and short stories
 - B. Be able to develop phonological awareness by participating in rhyming activities
 - C. Be able to tell a story from a picture
 - D. Be able to predict what will happen next using pictures and content for guides

- 5. Be able to print the alphabet, your name, and simple stories (Illinois Early Learning Standards - 3A)**
 - 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.

Language Arts Outcomes

Kindergarten continued

- E. Be able to communicate simple ideas in writing
- 6. **Be able to draw and tell about your pictures and show sequence (Illinois Early Learning Standards - 3B)**
 - A. Be able to draw a picture which shows the sequence of a story
 - B. Be able to use drawing and writing skills to convey meaning and information
- 7. **Be able to listen for information and speak effectively in a variety of situations (Illinois Early Learning Standards - 3B, 5C)**
 - A. Be able to listen with understanding and respond to directions and conversations
 - B. Be able to communicate needs, ideas and thoughts
 - C. Be able to dictate stories and experiences

Language Arts Outcomes

First Grade

Abilities Outcomes [Apply the following to each content outcome.]

1. Apply abilities to language arts.

- A. Talk and write clearly about language
- B. Make careful plans and use them (brainstorm, research and organize)
- C. Use the quality process (plan, draft, and edit/revise when producing a published copy)

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

- A. Be able to read, listen to, and enjoy literature (fiction, nonfiction).
- B. Be able to use mass media (newspapers, radio, television, Internet, (if available))

Content Outcomes (Read, write, speak, and listen skillfully).

3. Be able to read and understand the meaning of simple words (Illinois Early Learning Standards - 1A)

- A. Be able to apply basic phonetic analysis (initial and final consonants, initial diagraphs, two-letter blends, CVC word patterns).
- B. Be able to read and comprehend word endings (-possessives, -ed, -ing, plurals).
- C. Be able to read and use the sight words.
- D. Be able to name words with opposite meanings, words that rhyme, and simple compound words.
- E. Be able to distinguish between naming parts of speech (Noun, Verb, Adverb, Adjective and Article Adjective)
- F. Be able to use picture clues to read and understand words.

4. Be able to read for meaning (main idea, sequence) and be able to read aloud smoothly (Illinois Early Learning Standards - 1B, 1C, 2A)

- A. Be able to read from left to right, top to bottom, and front to back.
- B. Be able to choose books which interest you and which you can read.
- C. Be able to tell fiction from nonfiction
- D. Be able to tell the main idea and sequence.
- E. Be able to predict what will happen next.
- F. Be able to tell about setting and plot.
- G. Be able to read aloud smoothly.

5. Be able to communicate with legible and complete sentences (Illinois Early Learning Standards - 3A, 3B, 3C)

- A. Know when a group of words is a sentence.
- B. Be able to print correctly and neatly so that others can read your printing.
- C. Be able to write sentences which start with a capital letter and end with a period.

Language Arts Outcomes

First Grade

continued

- D. Be able keep a journal using words, sentences, drawings, and invented spelling.
 - E. Be able to write about personal experiences using proper sentences.
 - F. Be able to the use sight words in your sentences and to talk about your writing.
- 6. 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 (Illinois Early Learning Standards - 4B, 5A)**
- 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. Know and be able to use correct loudness when speaking.
 - D. Be able to tell ideas about what you read or heard in a discussion or to the large group.
 - E. Be able to tell a personal experience and retell stories in sequence and know when what you tell is complete.
 - F. Be able in a discussion to wait your turn to talk, listen to others while you wait, and stay on the topic.
- 7. Be able to listen attentively and politely for main ideas and sequences (Illinois Early Learning Standards - 4A)**
- 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 to recall sequences.
 - C. Be able to ask appropriate questions.
 - D. Be able to follow directions with one and two steps.

Language Arts Outcomes

Second Grade

Abilities Outcomes [Apply the following to each content outcome.]

- 1. Apply abilities to language arts. (Illinois Early Learning Standards - 3B & C)**
 - A. Think clearly and solve problems about language (classify, summarize, decide, solve, compare).
 - B. Write for various purposes - narrative, expository, descriptive letter writing, poetry.
 - 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. (Illinois Early Learning Standards - 1A)**
 - 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). (Illinois Early Learning Standards - 5B, 5C)
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude). (Illinois Early Learning Standards - 5B, 5C)
 - D. Possess technical skills:
 - listen/read/write/present: instructions, chart, thank you letter, report, summary
 - technology: word processing, Internet (if available) (Illinois Early Learning Standards - 5B, 5C)

Content Outcomes (Read, write, speak, and listen skillfully)

- 3. Be able to read and understand the meaning of simple words. (Illinois Early Learning Standards - 1A)**
 - A. Be able to apply common non exceptional phonetic analysis (blends, medial consonants, final diagraphs, r-controlled vowels, silent e, and double vowels/diphthongs).
 - B. Be able to identify and know meanings of compound words, contractions, prefixes, suffixes (-ly, -ful) and word endings (-er, -est, ed, ing, s, es).
 - C. Be able to read and use the sight words.
 - D. Be able to use nouns, verbs, adjectives, adverbs, and pronouns, prepositions.
 - E. Be able to identify and use antonyms, rhyming words, synonyms, and homophones.
 - F. Be able to alphabetize.

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

Language Arts Outcomes Second Grade continued

- A. Be able to choose books which interest you and which you can read and understand various genres **(Illinois Early Learning Standards - 1C)**
 - 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. **(Illinois Early Learning Standards - 1B, 2A)**
 - D. Be able to predict outcomes and draw conclusions, make inferences and identify cause & effect relationships and compare and contrast. **(Illinois Early Learning Standards - 1B, 2A)**
 - E. Be able to tell about setting, characters, problems and solutions. **(Illinois Early Learning Standards - 1B, 2A)**
 - F. Be able to read aloud smoothly and expressively with proper phrasing. **(Illinois Early Learning Standards - 2B)**
- 5. Be able to communicate with a sequence of legible and complete sentences. (Illinois Early Learning Standards - 3A)**
- A. Be able to print correctly and neatly so that others can read your printing.
 - B. Be able in the final draft to use proper spelling, capital letters at the beginning, and periods, question marks, and exclamation points at the end.
 - C. Be able keep a journal which uses sequences of proper sentences.
 - D. Be able to write with imagination a sequence of proper sentences about what you read, imagine, and experience.
 - E. Be able to use sight words in your sentences and to talk about your writing.
- 6. Be able to discuss using description and stating facts and opinions about one thing or idea.**
- A. Be able to keep your feet still, enunciate clearly, and speak with correct loudness for both small and large groups. **(Illinois Early Learning Standards - 4B)**
 - B. Be able to tell the main idea and show something to make your idea clearer. **(Illinois Early Learning Standards - 4B)**
 - C. Be able to use a sequence when you speak. **(Illinois Early Learning Standards - 4B)**
 - D. Be able to tell a personal experience and retell something you have read and know when what you tell is complete **(Illinois Early Learning Standards - 4B)**
 - E. Be able to tell facts from opinions and tell facts and opinions in a clear and logical order. **(Illinois Early Learning Standards - 4B)**
 - F. Be able to use description when speaking.
 - G. Be able to add good ideas in small and large group discussion when it is your turn **(Illinois Early Learning Standards - 5A)**

Language Arts Outcomes Second Grade continued

- H. Be able to answer questions briefly and clearly (Illinois Early Learning Standards - 5A)

- 7. **Be able to listen to gain information and follow multi-step directions (Illinois Early Learning Standards - 4A)**
 - A. Be able to sit quietly without distracting others and show the speaker you are listening.
 - B. Be able to listen to distinguish realistic fiction from fantasy from nonfiction.
 - C. Be able to listen for main ideas, to recall sequences, and to recall important details.
 - D. Be able to ask appropriate questions.
 - E. Be able to follow multi-step directions.

Reading Outcomes

Third Grade

Abilities Outcomes [Apply the following to each content outcome.]

1. Develop abilities in language arts.

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, compare, simplify) (**Illinois Early Learning Standards - 1.B.2a, 1.B.1c, 1.C.2a**)
- 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 fluently and enjoy literature (realistic fiction, fantasy, fables, nonfiction, biography and how-to (**Illinois Early Learning Standards - 1.B.2d, 1.B.1b**).
- 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: (**Illinois Early Learning Standards - 1.C.2f**)
 - read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary
 - technology: word processing, database, Internet, AV production (if available)

Content Outcomes (Read, write, speak, and listen skillfully)

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

- A. Apply word analysis skills to recognize new words (**Illinois Early Learning Standards - 1.A.1a**)
- B. Be able to use rhyming words, synonyms, antonyms, compound words, root words, similes, metaphors and common homonyms (**Illinois Early Learning Standards - 1.A.2a**)
- 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 using guide words.
- E. Be able to speak, write, and use vocabulary from all subject areas.
- F. Comprehend unfamiliar words using context clues, prior knowledge and resource materials (dictionary, glossary, thesaurus) (**Illinois Early Learning Standards - 1.A.2b**)

4. Comprehend range of reading materials.

- A. Use information to form questions and verify predictions.
- B. Identify important themes and topics.
- C. Make comparisons across reading selections. (**Illinois Early Learning Standards - 1.C.2c**)

Reading Outcomes Third Grade continued

- D. Be able to follow directions, predict next step and outcome, draw conclusions and link text to previous experience and knowledge.
- E. Summarize and make generalizations from content and relate to purpose of material and the author's point of view. **(Illinois Early Learning Standards - 1.C.2d, 1.C. 2e)**
- F. Be able to tell about setting, plot, characters, theme and conflict/resolution and relate stories to yourself.
- G. Make and support inferences and form interpretations about main themes **(Illinois Early Learning Standards - 1.C,2b)**

Language Arts Outcomes

Third Grade

Abilities Outcomes (Apply the following to each content outcome.)

- 1. 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. Use graphic organizers to generate and organize ideas. **(Illinois Early Learning Standards - 3.B.2a)**
 - C. Be able in the final draft to use correct usage, spelling, capital letters, end punctuation, and words which communicate clearly. **(Illinois Early Learning Standards - 3.B.2d)**
 - D. Write three paragraph essays with beginning, middle and end. **(Illinois Early Learning Standards - 3.B.1a)**
 - E. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.
 - F. Be able to clearly communicate a main idea, proper details, and a correct sequence. **(Illinois Early Learning Standards - 3.A.2)**
 - G. Be able to write an imaginative story, explanation, persuasion and narration. **(Illinois Early Learning Standards - 3.C.1a)**
 - H. Be able to write clear, correct, organized, and brief summaries. **(Illinois Early Learning Standards - 3.A.1)**
 - I. Be able to write complete and correct descriptions with sensory details. **(Illinois Early Learning Standards - 3.B.1a)**

- 2. 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. **(Illinois Early Learning Standards - 4.B.1a)**
 - B. Be able to organize thoughts before speaking. **(Illinois Early Learning Standards - 4.B.1a)**
 - C. Be able to use complete sentences to explain the main idea and fully explain it with a prepared sequence. **(Illinois Early Learning Standards - 4.B.1a)**
 - D. Be able to add good ideas in small and large group discussion when it is your turn. **(Illinois Early Learning Standards - 4.B.1b)**
 - E. Be able to briefly and clearly answer questions. **(Illinois Early Learning Standards - 4.B.1b)**
 - F. Be able to speak in complete sentences. **(Illinois Early Learning Standards - 4.B.1a)**

- G. Be able to select, develop, and use technology when speaking in a non distracting manner to clarify your ideas. (Illinois Early Learning Standards - 3.C.2b, 3.C.1b)

Language Arts Outcomes Third Grade continued

- H. Give and listen to oral book reports and presentations. (Illinois Early Learning Standards - 4.B.1a)
- 3. 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). (Illinois Early Learning Standards - 4.A.1a)
 - B. Be able to restate what was heard and answer questions about descriptions, stories, and informational presentations. (Illinois Early Learning Standards - 4.A.1b, 4.A.2c)
 - C. Be able to use a plan to gain information from descriptions, stories, and informational presentations. (Illinois Early Learning Standards - 5.A.2a)
 - D. Be able to summarize verbally and in writing descriptions, stories, and informational presentations.
 - E. Be able to follow multi-step directions. (Illinois Early Learning Standards - 4.A.1c)
 - F. Utilize technology to gather information for research. (Illinois Early Learning Standards - 5.A.1b)
 - G. Use gathered research to produce a written report. (Illinois Early Learning Standards - 5.B.1a, 5.C.1a)
 - H. Cite sources for book reports. (Illinois Early Learning Standards - 5.B.1b)

Language Arts Outcomes

Fourth Grade

Abilities Outcomes [Apply the following to each content outcome.]

- 1. Develop abilities in language arts. (Illinois Early Learning Standards - 3.A.2)**
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify). **(Illinois Early Learning Standards - 3.B.2a)**
 - B. Communications (present, persuade, collaborate, explain, recommend). **(Illinois Early Learning Standards - 3.B.2b)**
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist). **(Illinois Early Learning Standards - 3.B.2b)**
 - D. The quality process (plan, draft, analyze, and revise when producing products). **(Illinois Early Learning Standards - 3.B.2b)**

- 2. Be able to read, write, speak, and listen for a variety of purposes.**
 - A. Be able to read and enjoy literature (prose, poetry). **(Illinois Early Learning Standards - 1.B.2a)**
 - B. Read and comprehend unfamiliar words using root words, synonyms and antonyms. **(Illinois Early Learning Standards - 1.A.2a)**
 - C. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, (if available) CD-ROM). **(Illinois Early Learning Standards - 3.C.2b)**
 - D. Be able to conduct research (locate, observe/gather, analyze, conclude).
 - E. Possess technical skills:
 - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary, interviewing skills **(Illinois Early Learning Standards - 3.C.2a)**
 - technology: word processing, database, Internet, AV production **(Illinois Early Learning Standards - 3.C.2b)**

Content Outcomes (Read, write, speak, and listen skillfully)

- 3. Be able to write variety of quality sentences and paragraphs**
 - A. Identify and correctly use the eight parts of speech (noun, verb, adverbs, adjectives, pronouns, prepositions, interjections) **(Illinois Early Learning Standards - 3.A.2)**
 - B. Be able to accurately use spelling, capitalization, and punctuation in sentence. **(Illinois Early Learning Standards - 3.B.2d)**
 - C. Be able to organize ideas using a variety of planning strategies. **(Illinois Early Learning Standards - 3.B.2a)**
 - D. Be able to state the main idea of a paragraph in a topic sentence.
 - E. Be able to develop the main idea of a paragraph using logical sequence of ideas and details. **(Illinois Early Learning Standards - 3.B.2a)**
 - F. Be able to write clear, correct, organized and brief one paragraph summaries, descriptions and narratives using sensory details in relation to purpose and

Language Arts Outcomes

Fourth Grade

continued

audience (expository, persuasive, reports, essays). **(Illinois Early Learning Standards -3.B.2d)**

- G. Be able to edit documents for clarity, pronoun agreement, adverb ad adjective agreement, verb tense. **(Illinois Early Learning Standards - 3.A.2a)**
 - H. Be able to write a final draft using correct spelling, usage, capital letters, punctuation, format (indentation, heading, margin) sentences and words which communicate clearly. **(Illinois Early Learning Standards -3.B.2a)**
 - I. Be able to use vocabulary words from all subjects in your writing and to talk about your writing.
4. **Be able to locate, organize, and use information to answer questions and solve problems. (Illinois Early Learning Standards - 5.A.2a)**
- A. Be able to ask questions and create a plan for research. **(Illinois Early Learning Standards - 5.A.2a)**
 - B. Be able to use a variety of sources to gain information. **(Illinois Early Learning Standards -5.A.2b)**
 - C. Be able to evaluate sources to determine accuracy, currency, and reliability. **(Illinois Early Learning Standards -5.B.2a)**
 - D. Be able to accurately cite sources. **(Illinois Early Learning Standards - 5.B.2b)**
5. **Apply acquired information, concepts and ideas to communicate in a variety of formats. (Illinois Early Learning Standards - C)**
- A. Be able to create documents to communicate ideas. **(Illinois Early Learning Standards - 5.C.2a)**
 - B. Be able to create and deliver oral presentation based on research. **(Illinois Early Learning Standards - 5.C.2a)**

Language Arts Outcomes

Fifth Grade

Abilities Outcomes [Apply the following to each content outcome.]

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 (Illinois Early Learning Standards-individualized below)

- A. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM) **(3.C.2b/5.A.2b)**
- B. Be able to conduct research (locate, observe/gather, analyze, conclude) **(5.A.2a)**
- C. Possess technical skills: **(3.C.2a)**
Write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, checklist, research report, summary

Content Outcomes

3. Be able to write, speak, and listen skillfully (Illinois Early Learning Standards-individualized below)

- A. Be able to use visual clues, word form, and context to determine word meaning. **(1.A.2a)**
- B. Be able to identify the meaning that applies to the context when a word has multiple meanings **(1.A.2a)**
- C. Be able to identify, understand, relate and use synonyms, antonyms, and homonyms, analogies and all common suffixes and prefixes **(1.A.2a)**
- D. Be able to alphabetize quickly and readily and use reference materials with ease for a variety of purposes **(1.A.2b)**
- E. Be able to pronounce, use, and spell vocabulary from all subject areas **(1.A.2b)**

4. Be able to write a variety of letters, poetry, and multiple paragraph themes about a single topic. (Illinois Early Learning Standards-individualized below)

- A. Be able to state the main idea of the paragraph in one sentence and fully develop the idea in a logical sequence **(3.B.2b)**
- B. Be able to use cause/effect and comparison/contrast as organizational patterns **(1.B.2b)**

- C. Be able to use introduction and conclusion paragraphs in letters and other multi-paragraph writing

Language Arts Outcomes Fifth Grade continued

- D. Be able in the final draft to use correct usage, spelling, capitalization, punctuation, format, correct structure sentences, and word choice **(3.B.2c)**
 - E. Know the parts of business and personal letters and be able to write letters in proper form **(3.B.2c)**
 - 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) **(3.B.2c)**
 - H. Be able to write meaningful responses to poetry and narratives **(3.B.2c)**
- 5. Be able in the final draft to use correct usage, spelling, capitalization, punctuation, format, correct sentence structures and word choice (Illinois Early Learning Standards-individualized below)**
- A. Be able to use vocabulary words from all subjects in your writing **(3.B.2d)**
 - B. Be able to identify and use correctly nouns, verbs, pronouns, adjectives adverbs and prepositions **(3.B.2d)**
 - C. Be able to apply knowledge of sentence structure to help analyze, classify and write sentences **(3.A.2)**
 - D. Be able to apply rules and concepts of editing exercises to demonstrate mastery **(3.B.2d)**
- 6. Be able to speak effectively using language appropriate to the situation and audiences (Illinois Early Learning Standards-individualized below)**
- A. Use speaking skills and procedures to participate in group discussions **(4.B.2b)**
 - B. Identify methods to manage or overcome communication anxiety and apprehension **(4.B.2c)**

Language Arts (Reading) Outcomes

Sixth Grade

Abilities Outcomes [Apply the following to each content outcome.]

- 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. (Illinois Early Learning Standards-individualized below)**
 - A. Be able to read, enjoy, evaluate and discuss literature (of all genres). **(2.A.3c)**
 - B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet (if available), CD-ROM). **(2.A.3c)**
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
 - D. Possess technical skills: **(2.A.3c)**
 - read/write/present: instructions, reports, letters (complaint, request, application, response, recommendation), manual, form, checklist, brochure, pamphlet, summary, advertisement, announcement **(2.A.3c)**

Content Outcomes (Read, write, speak, and listen skillfully)

- 3. Be able to increase your vocabulary and reading rate with recreational reading, multiple reading techniques, and study skills. (Illinois Early Learning Standards-1.A.2b)**
 - A. Be able to determine meaning of a word by context and use of a dictionary.
 - B. Be able to readily use textbooks, dictionary, atlas, encyclopedia, and thesaurus to understand unknown words.
 - C. Be able to pronounce, use, and spell vocabulary from all subject areas.
 - D. Be able to skim, scan, study, take notes, evaluate and summarize and use reading as a basis for learning and enjoyment.
- 4. Be able to read for meaning and to evaluate, interpret, and draw conclusions in novels and other fiction and in textbooks, reference material, and other nonfiction. (Illinois Early Learning Standards-individualized below)**
 - A. Be able to identify, explain, summarize, and evaluate literary elements in novels (character, setting, plot, conflict, theme and resolution) **(1.C.3b/1.C.3d)**
 - B. Be able to define imagery, identify examples of imagery, and explain the impact of examples of imagery **(2.A.3a)**
 - C. Be able to evaluate with justification novels, other fiction, textbooks, reference material, and other nonfiction. **(2.A.3a)**

Language Arts Outcomes Sixth Grade continued

- D. Be able to explain author's point of view and purpose to see how these impact the writing of other beliefs in fiction and nonfiction (1.C.3e)
- E. Be able to draw and justify conclusions and inferences in fiction and nonfiction. (1.B.3c)
- F. Be able to use prior knowledge to identify and explain cause/effect and comparison/contrast patterns in literature. (1.C.3c)

5. Be able to write quality stories, descriptions, and three-part themes and reports.

- A. Be able to write an introduction which includes a statement of the main idea and write a summarizing conclusion.
- B. Be able to write a body which fully develops the main idea in more than one proper paragraph.
- C. Be able to develop the main idea with appropriate and accurate examples and other supports.
- D. Be able in the final draft to use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- E. Be able to write clear, justified, and complete evaluations and interpretations of novels, other fiction, and nonfiction.
- F. Be able to write clear, accurate, and entertaining descriptions using imagery.
- G. Be able to write clear, accurate, entertaining, and complete stories using creative imagery and story elements (plot, character, setting, theme)

6. Be able to present interpretations and evaluations in groups and alone and be able to use imagery to entertain.

- A. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, stance, gestures, handling of notes and visual aids) and 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 entertaining stories, and entertaining descriptions using creative imagery.
- G. Be able to orally read imagery with dramatic impact.

Language Arts Outcomes

Sixth Grade

continued

7. 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.

8. **Be able to identify parts of Speech.**
 - A. Be able to identify type, number, case and gender of nouns and use them properly.
 - B. Be able to identify verb types and tenses and use them properly.
 - C. Be able to identify and use pronouns correctly.
 - D. Be able to identify and use adjectives correctly (including their comparative and superlative form).
 - E. Be able to identify and use adverbs correctly (including their comparative and superlative forms).
 - F. Be able to identify and use prepositions, conjunctions and interjections correctly.

Language Arts Outcomes

Seventh Grade

Abilities Outcomes [Apply the following to each content outcome.]

- 1. Develop abilities in language arts (Illinois Early Learning Standards - Goal 5)**
 - A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
 - B. Communications through writing, group discussion and oral presentations (present, demonstrate, persuade, collaborate, explain, defend, recommend)
 - C. Goal setting/attainment (brainstorm, visualize, 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. (Illinois Early Learning Standards - Goal1-4)**
 - A. Be able to reference using literature
 - B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet (if available), CD-ROM).
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude).

Content Outcomes (Read, write, speak, and listen skillfully)

- 3. Be able to increase your vocabulary and reading rate and evaluate what you read (Illinois Early Learning Standards-Goal 1A, B, C)**
 - A. Be able to determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).
 - B. Be able to develop and explain your system for learning vocabulary depending on purpose of subject areas
 - C. Be able to explain how you have adapted reading strategies to different subjects and for different purposes (enjoyment, study, research, review, reading aloud).
 - D. Be able to summarize, and take precise notes for specific purposes.
 - E. Be able to develop skills and understand benefits of marking written material (underline, highlight, margin notes).
 - F. Be able to identify and use to skim, scan, and study sections, organizational pattern, format, graphic elements, and visual keys of all your textbooks.
- 4. Be able to read to understand literary genre (poetry, short stories, drama, novels, mythology, nonfiction, fables, folktales) (Illinois Early Learning Standards - Goal 1.C)**
 - A. Be able to identify major traits of each genre, explain purposes and use of each genre and be able to compare different genre. **(Illinois Early Learning Standards - Goal 2A/B, 4A)**
 - B. Be able to identify literary elements (setting, characterization, plot, plot line, theme, point of view) in the genre and compare/contrast the genre for use of literary elements, strengths/weaknesses, and personal response.

Language Arts Outcomes

Seventh Grade

Continued

- C. Be able to define, locate, and evaluate use of the literary devices.
 - D. Be able to relate literature you read to self and the real world.
 - E. Be able to recommend materials read using literary elements.
- 5. Be able to compose/present well organized and coherent writing for specific purposes and audiences. (Illinois Early Learning Standards - Goal 3)**
- A. Be able to identify and use correctly the seven parts of speech.
 - B. Be able to select a topic appropriate to a given situation (audience, purpose, space/time requirements).
 - C. Be able to independently develop expertise on a subject with interviews, print media, and electronic media.
 - D. Be able to develop and utilize personal note-taking and information-organizing system.
 - E. Be able to state the central idea in a single sentence in the introduction and restate it in the conclusion.
 - F. Be able to fully and clearly develop the central idea with introduction, supporting details, and summary.
 - G. Be able in writing to use correct mechanics, word choice, spelling, formatting, usage, and sentence structure in final draft.
 - H. Be able in speaking to use correct voice, body language, note cards, and visual aids.
 - I. Be able to compare and contrast writing and speaking for organization, expectations, and advantages/weaknesses.
 - J. Be able in discussion to answer questions politely and assertively to defend a position and to ask opinion questions.
- 6. Be able to listen/read to analyze others' points of view and to learn. (Illinois Early Learning Standards - Goal 4)**
- A. Be able to listen with an open mind (wait until all information has been received to form an opinion).
 - B. Be able to tell fact from opinion and question the validity of facts and the basis of opinions.
 - C. Be able to identify, state, and react to the speaker's or writer's point of view and bias.

Language Arts Outcomes

Eighth Grade

Abilities Outcomes [Apply the following to each content outcome.]

1. Develop abilities in language arts. (Illinois Early Learning Standards - Goal 5)

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communication through writing, group discussion and presentation (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, visualize, 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. (Illinois Early Learning Standards - Goal 1 - 4)

- A. Be able to use literature (genre) references.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet (if available), CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).

Content Outcomes (Read, write, speak, and listen skillfully) (Illinois Early Learning Standards - Goal 1)

3. Be able to increase your vocabulary and reading rate and evaluate the validity of what you read with multipurpose reading technique and advanced study skills.

- A. Be able to determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).
- B. Be able to use basic writing forms and organizational patterns to skim, scan, study and mark readings (paragraph form, introductions, conclusions, cause/effect, sequences, comparison/contrast, graphic organizers, icons, support materials).
- C. Be able to outline, summarize, and take precise notes for specific purposes.

4. Be able to read to understand mood, tone, and literary genre (poetry, novels short stories, drama, nonfiction, mythology, fables, and folktales).

- A. Be able to identify literary elements (setting, characterization, plot, theme, point of view) in the four genre and compare/contrast the various genre for use of literary elements, purpose, strengths/weaknesses, and personal response.
- B. Be able to describe, locate, and evaluate the use of literary elements in the various genre.
- C. Be able to relate literature you read to the real world and personal experience.

5. Be able to write quality essays and research papers to persuade, inform, and entertain. (Illinois Early Learning Standards - Goal 3)

- A. Be able to select a topic and purpose appropriate to a given situation.

Language Arts Outcomes Eighth Grade continued

- B. Be able to independently develop expertise on a subject with interviews, print media, and electronic media.
 - C. Be able to use a sound three-part format (introduction including clear and concise thesis, 2-4 main points developed fully in sound paragraphs, summarizing conclusion).
 - D. Be able to use correct usage, mechanics, word choice, MLA formatting, and sentence structure.
 - E. Be able to produce quality examples of persuasive, informative, and entertaining writing.
 - F. Be able to identify parts of speech.
- 6. Be able to read/listen/view and produce popular media communication (news, advertisements, sitcoms, documentaries, songs, editorials). (Illinois Early Learning Standards - Goal 4)**
- A. Be able to analyze for key factors (main idea, significant details, research basis, theme, other literary elements) and for facts, opinions, bias, propaganda, argumentation, support and literary devices.
 - B. Be able to identify the purpose of specific communications (entertain, persuade, inform).
 - C. Be able to produce alone or in a group different forms of written oral communications.
 - D. Be able to state and defend an evaluation of such communications.