

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 4: Listen and speak effectively in a variety of situations.  
 Standard A: Listen effectively in formal and informal situations.

CATHOLIC IDENTITY

Standard A: *Listen effectively to show respect for others and ourselves.*

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Assume requested position and attend to speaker.</p> <p>2. Respond politely and appropriately through movements both individually and in a group (e.g., choral answers, gestures, questions, repeating, and retelling).</p> <p>3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).</p> <p>4. Distinguish letter sounds.</p> <p>5. Differentiate between words that rhyme and those that do not rhyme.</p> <p>6. Distinguish between fantasy and reality based events.</p> <p>7. Complete a task based on oral instructions.</p> <p>8. Demonstrate that visual and auditory messages are being understood.</p> <p>9. <u>Display appropriate reverence at prayer time and in church.</u></p>	<p>1. Assume requested position and attend to speaker.</p> <p>2. Respond politely and appropriately through movements both individually and in unison.</p> <p>3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).</p> <p>4. Distinguish letter sounds.</p> <p>5. Differentiate between words that rhyme and those that do not rhyme.</p> <p>6. Distinguish between fantasy and reality based events.</p> <p>7. Differentiate between a statement and a question.</p> <p>8. Formulate both a response statement and a question at appropriate times.</p> <p>9. Complete a two or more step task based on oral instructions.</p> <p>10. Demonstrate through body language, art, gestures, or oral responses that some visual and auditory messages are being understood.</p> <p>11. Ask appropriate questions in response to presentations to clarify basic events including media presentations.</p> <p>12. <u>Display appropriate reverence at prayer time and at Church.</u></p>	<p>1. Assume appropriate position and attend to the speaker.</p> <p>2. Respond politely and appropriately through movements, gestures, questions, and retelling.</p> <p>3. Analyze qualities of sound (e.g., loudness, softness, pleasantness, anger).</p> <p>4. Differentiate between events that are real and fantasy.</p> <p>5. Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).</p> <p>6. Use question words appropriately (e.g., what, when, how, why, could, should, did) and answer the question when presented orally.</p> <p>7. Complete a multi-step task based on oral instructions.</p> <p>8. Demonstrate through body language, gestures, and written or oral responses that visual and auditory messages are being understood.</p> <p>9. Respond appropriately to questions/comments.</p> <p>10. Distinguish between main ideas and details that are heard.</p> <p>11. <u>Formulate relevant questions and respond appropriately to questions about Catholic/religious material.</u></p>	<p>1. Attend to the speaker and focus attention on what is being said.</p> <p>2. Distinguish between different kinds of information (e.g., fact/opinion, detail/main idea, fantasy/reality).</p> <p>3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).</p> <p>4. Separate and retell main ideas from information that is given orally.</p> <p>5. Formulate relevant and focused questions.</p> <p>6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.</p> <p>7. Complete a multi-step task based on oral instructions.</p> <p>8. Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).</p> <p>9. Demonstrate understanding of materials, concepts, or instructions presented in auditory based media (e.g., drawing, writing summaries, graphing).</p> <p>10. <u>Formulate relevant questions and respond appropriately to questions about Catholic/religious material.</u></p>	<p>1. Evaluate the situation and assume appropriate listening mode with limited direction from teacher.</p> <p>2. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).</p> <p>3. Record appropriate notes from content of a formal presentation.</p> <p>4. Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).</p> <p>5. Differentiate between fact and opinion.</p> <p>6. Formulate relevant questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).</p> <p>7. Paraphrase or repeat and execute a simple set of directions.</p> <p>8. <u>Paraphrase and summarize the content of both formal and informal Catholic/religious presentations and messages.</u></p>

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Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Record appropriate notes from presentation.</p> <p>3. Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).</p> <p>4. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions.).</p> <p>5. Paraphrase or repeat and execute multi-stepped directions.</p> <p>6. <u>Paraphrase and summarize the content of both formal and informal Catholic/religious presentations and messages.</u></p>	<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Develop appropriate note taking skills from oral presentation.</p> <p>3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).</p> <p>4. Use skills to</p> <ul style="list-style-type: none"> <li>• Differentiate between formal and informal purposes for listening.</li> <li>• Distinguish between nonverbal and verbal messages.</li> <li>• Separate main ideas from supporting facts and details.</li> <li>• Interpret the speaker's factual and emotional intent.</li> <li>• Infer speaker's bias and purpose.</li> <li>• Recognize personal bias and its impact on the message.</li> </ul> <p>5. Anticipate information that might be forthcoming from presenter.</p> <p>6. Formulate questions needed to gather and clarify information.</p> <p>7. Contribute relevant and idea-inspiring comments during discussions.</p> <p>8. Paraphrase and summarize all information for both formal and informal presentations.</p> <p>9. Modify, control, and block out distractions.</p> <p>10. Paraphrase or restate a set of instructions in the order given and complete the task.</p> <p>11. <u>Listen and respect views, opinions, and ideas of others.</u></p>	<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Develop appropriate note taking skills from oral presentation.</p> <p>3. Identify and analyze factors that will impact the message (e.g., dialect, language style, setting, word choice, and bias).</p> <p>4. Use skills to</p> <ul style="list-style-type: none"> <li>• Differentiate between formal and informal purposes for listening.</li> <li>• Distinguish between nonverbal and verbal messages.</li> <li>• Separate main ideas from supporting facts and details.</li> <li>• Interpret the speaker's factual and emotional intent.</li> <li>• Infer speaker's bias and purpose.</li> <li>• Recognize personal bias and its impact on the message.</li> </ul> <p>5. Formulate relevant and focused questions and comments based upon the content, audience, and purpose of a presentation.</p> <p>6. Paraphrase and summarize the content of a formal/informal presentation.</p> <p>7. Differentiate between the speaker's objective and subjective language.</p> <p>8. Modify, control, and block out distractions.</p> <p>9. Paraphrase or restate a set of instructions in the order given and complete the task.</p> <p>10. <u>Listen and respect views, opinions, and ideas of others.</u></p>	<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Develop appropriate note taking skills from oral presentation.</p> <p>3. Identify and analyze factors that will impact the message (e.g., dialect, language style, setting, word choice).</p> <p>4. Use skills to</p> <ul style="list-style-type: none"> <li>• Differentiate between formal and informal purposes for listening.</li> <li>• Distinguish between nonverbal and verbal messages.</li> <li>• Separate main ideas from supporting facts and details.</li> <li>• Interpret the speaker's factual and emotional intent.</li> <li>• Infer speaker's bias and purpose.</li> <li>• Recognize personal bias and its impact on the message.</li> </ul> <p>5. Anticipate information that might be forthcoming from presenter.</p> <p>6. Formulate questions needed to gather and clarify information.</p> <p>7. Contribute relevant and idea-inspiring comments during discussions.</p> <p>8. Paraphrase and summarize all information for both formal and informal presentations.</p> <p>9. Modify, control, and block out distractions.</p> <p>10. Paraphrase or restate a set of instructions in the order given and complete the task.</p> <p>11. <u>Listen and respect views, opinions, and ideas of others.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 4: Listen and speak effectively in a variety of situations.  
 Standard B: Speak effectively using language appropriate to the situation and audience.

CATHOLIC IDENTITY

Standard B: Speak effectively using language appropriate to the situation and audience in accordance with Catholic teaching and values.

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Begin to demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).</p> <p>2. Demonstrate ability to stand independently and speak to a group.</p> <p>3. Begin to demonstrate awareness of others' desires and rights to talk.</p> <p>4. Begin to demonstrate polite, appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).</p> <p>5. <u>Use spiritually based language that is clear, respectful, and audible.</u></p>	<p>1. Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).</p> <p>2. Demonstrate awareness of speaker-audience relationship.</p> <p>3. Demonstrate ability to stand independently and speak to a group.</p> <p>4. Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).</p> <p>5. Focus and present appropriate information on a single topic.</p> <p>6. Present ideas in an appropriate order.</p> <p>7. Use appropriate rules governing spoken English.</p> <p>8. Demonstrate awareness of others' desires and rights to talk.</p> <p>9. Demonstrate polite, appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).</p> <p>10. Recognize the differences between questions and statements.</p> <p>11. <u>Use spiritually based language that is clear, respectful, and audible.</u></p>	<p>1. Demonstrate awareness of a situation and setting for the oral message.</p> <p>2. Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).</p> <p>3. Focus and present information on a single topic.</p> <p>4. Present ideas in a logical order.</p> <p>5. Use appropriate details (e.g., descriptive words, reasons).</p> <p>6. Use appropriate rules governing spoken English.</p> <p>7. Adapt language to the situation (e.g., playground, classroom, media center).</p> <p>8. Demonstrate courtesy and respect for others' rights and points of view.</p> <p>9. Formulate questions and statements at appropriate times.</p> <p>10. Contribute relevant, appropriate information to discussions.</p> <p>11. <u>Use spiritually based language that is clear, respectful, and audible.</u></p>	<p>1. Identify characteristics of one's audience and prepare appropriate presentation</p> <p>2. Determine the purpose of the oral report.</p> <p>3. Select appropriate topic.</p> <p>4. Establish and maintain a focus.</p> <p>5. Elaborate upon main points with supporting details.</p> <p>6. Present ideas in a logical order.</p> <p>7. Use language that is clear, audible, and appropriate.</p> <p>8. Use appropriate grammar and word choice.</p> <p>9. Prepare and practice the presentation.</p> <p>10. Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).</p> <p>11. Contribute relevant, appropriate information to discussions.</p> <p>12. Demonstrate respect for other participants and their ideas.</p> <p>13. <u>Use spiritually based language that is clear, respectful, and audible.</u></p>	<p>1. Identify characteristics of one's audience and prepare appropriate presentation.</p> <p>2. Distinguish among oral presentations intended to inform, to entertain, or to persuade.</p> <p>3. Organize information for the purposes of informing, entertaining, or persuading.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Use details to elaborate and develop main ideas for purposes of informing, entertaining, or persuading.</p> <p>7. Identify positive verbal and nonverbal communication elements (e.g., space, body language, tone, volume).</p> <p>8. Prepare and practice the presentation.</p> <p>9. Use notes or outlines.</p> <p>10. Contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courtesy, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).</p> <p>11. <u>Use spiritually based language that is clear, respectful, and audible.</u></p>

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Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.</p> <p>3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Use positive verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).</p> <p>7. Prepare and practice the presentation to fit within a given time limit.</p> <p>8. Use notes and outlines.</p> <p>9. Contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate, courtesy, turn-taking behavior, respectful, relevant responses, appropriate language, and vocabulary).</p> <p>10. <u>Use spiritually based language that is clear, respectful, audible, and audience appropriate.</u></p>	<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Evaluate and select details appropriate for informing, entertaining, and persuading.</p> <p>3. Align vocabulary and style to the intent of the message.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).</p> <p>7. Use notes and outlines.</p> <p>8. Prepare and practice a presentation to fit within a given time limit and use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation).</p> <p>9. Contribute meaningfully and politely to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately aligned vocabulary, appropriate rate, and volume).</p> <p>10. Identify and use discussion techniques to arrive at a consensus of opinion.</p> <p>11. <u>Interact with people using discussion techniques and language that reflects Catholic teaching and values.</u></p>	<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Evaluate and select details appropriate for informing, entertaining, and persuading.</p> <p>3. Align vocabulary and style to the intent of the message.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Use positive verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).</p> <p>7. Use notes and outlines.</p> <p>8. Prepare and practice a presentation to fit within a given time limit and use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation).</p> <p>9. Contribute meaningfully and politely to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately aligned vocabulary, appropriate rate, and volume).</p> <p>10. <u>Interact with people using discussion techniques and language that reflects Catholic teaching and values.</u></p>	<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Evaluate and select details appropriate for informing, entertaining, and persuading.</p> <p>3. Align vocabulary and style to the intent of the message.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).</p> <p>7. Use notes and outlines.</p> <p>8. Prepare and practice a presentation to fit within a given time limit and use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation).</p> <p>9. Contribute meaningfully and politely to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately aligned vocabulary, appropriate rate and volume).</p> <p>10. Identify and use discussion techniques to arrive at a consensus of opinion.</p> <p>11. <u>Interact with people using discussion techniques and language that reflects Catholic teaching and values.</u></p>