

## ACKNOWLEDGMENTS

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# Student Centered Curriculum Model for LANGUAGE ARTS

## **“WHAT”**

The California Content Standards and  
The Teachings of the Catholic Church Determine  
**WHAT Teachers Should TEACH and**  
**WHAT students should KNOW, UNDERSTAND and be able to DO**

### **GUIDING PRINCIPLES:**

- 1: School Mission
- 2: Archdiocesan  
Language Arts Philosophy
- 3: Teachings of the Catholic  
Church

## **“HOW”**

*The teacher*  
selects **EFFECTIVE**  
**METHODOLOGIES**  
to help students learn  
the prescribed  
“WHAT”

## **“ASSESSMENT”**

*The teacher selects*  
**MULTIPLE**  
**INDICATORS OF LEARNING**  
to evaluate the effectiveness  
of the methodologies used in light of  
the degree of **STUDENT**  
**PROFICIENCY**

## *Three Critical Questions*

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### *What?*

- What do I want my students to know, understand and be able to do at the end of each lesson, each unit, each quarter/trimester, and at the end of each school year?

### *Assessment?*

- How will I know if my students have mastered the proposed standards and benchmark proficiencies?
- How good is good enough?

### *How?*

- Which methodologies, resources, and procedures will I employ to help students reach the appropriate level of proficiency?

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## *The Archdiocesan Language Arts Guidelines*

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The primary purpose of this document is to assist the teacher in determining the "**WHAT**" of the curriculum.

A few general guidelines and resources are included to help teachers address the "**Assessment**" and the "**How**" of the curriculum. Ongoing professional development opportunities will be offered to further strengthen the curriculum.

## ***Our Language Arts Vision, Beliefs, and Implications***

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The language arts curriculum of the Los Angeles Archdiocese in kindergarten through grade eight challenges and helps all students to acquire the critical literacy skills they will need to become responsible, competent, and creative members of their local, national, and global communities in this rapidly changing and technologically complex 21<sup>st</sup>. century. The recommended content, instructional methods, and resources are closely aligned with the Catholic faith and imbued with the values we teach and nurture in our schools.

***We hold the language arts curriculum to be the most basic and most foundational discipline taught, and we believe it bridges all components of the curriculum.***

**Implication:** The Archdiocesan language arts curriculum encompasses listening, speaking, reading, writing, and communicating including technology and the arts. It is integrated in all other subject areas. It prepares students to become critical thinkers, life long learners, effective communicators, and responsible citizens in their respective communities. It also equips them to enjoy life to the fullest.

***We believe that every child can learn.***

**Implication:** The Archdiocesan language arts curriculum challenges and helps all students reach high standards.

***We believe that each student is uniquely situated, gifted, and challenged to reach his or her full potential.***

**Implication:** The locally selected language arts methodologies and resources address all students' unique learning styles, and offer the necessary support and accommodations to help all students, including students who struggle to keep up with grade level work and those who learn at an accelerated pace, reach their full potential. The resources also recognize and celebrate the students' cultural diversity.

***We believe that every child is created in God's image and likeness and called to make a personal positive contribution to our world.***

**Implication:** The Archdiocesan language arts curriculum prepares the students to become literate and responsible citizens. It also equips the students with the skills needed to become competent and productive members of tomorrow's workforce.

***We acknowledge parents as their children's first and foremost teachers.***

**Implication:** The Archdiocesan language arts curriculum presumes the active involvement of parents in the educational program of their children.

## ***Role of the Language Arts Curriculum Coordinator***

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**In consultation with the principal, the Language Arts Curriculum Coordinator will:**

1: Spearhead the language arts in-depth study and the yearly update of its plan of action and actively engage all teachers in the process.

2: Map out the faculty language arts meetings (times, places, and content) for the upcoming school year.

3: In-service language arts teachers on the use of the diocesan language arts curriculum guidelines.

4: Promote the integration of language arts into the other curricular areas.

5: Share and discuss a variety of teaching methods and assessment tools with teachers.

6: Encourage faculty and students to participate in diocesan and state language arts contests.

7: Keep inventory and inform teachers of existing supplementary teaching resources.

8: Each spring, after consulting with teachers, draft a list of needed additional resources.

9: Keep teachers informed about new trends and developments in the field of language arts.

10: Alert teachers to pertinent research and encourage them to participate in professional growth opportunities.

## ***I. CONTENT of the Language Arts Course of Study*** ***The “WHAT” of the curriculum***

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The California Content Standards augmented by and imbued with the teachings and values of the Catholic Church determine the “**CONTENT**” teachers should teach, and the “**WHAT**” students should learn and master by the end of each grade through grade eight. They represent a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts. They are also rigorous and challenge all students to reach higher levels of literacy than ever before.

We concur with the State of California that these Content Standards are attainable by all students if given effective instruction and sufficient time, except for the few who have severe learning disabilities. The standards must not be lowered for the nearly 25% of California students for whom English is not their first language. Specialized education programs, such as Title I, must be well aligned with the Content Standards and must offer the appropriate support to help these students reach the same language arts proficiency as their native English speaking peers.

### **The Call to Integration**

Because of the complexity of the language arts discipline, the Content Standards are broken down into the traditional domains of **listening, speaking, reading, and writing**. Yet each domain is intrinsically intertwined with the others. It is important, therefore, that students are taught in an integrated fashion and helped to apply skills learned to all academic disciplines. Integration guidelines are given under the heading of the “**HOW**” of the curriculum.

The California State Board of Education now has Content Standards in place for Language Arts, Mathematics, Science, and Social Studies. These documents may be purchased at:

**Curriculum Frameworks and Instructional Resources Office**  
California Department of Education  
721 Capitol Mall, Third Floor  
Sacramento, CA 95814  
(916) 657-3023

## *II. Assessment of Student Learning*

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Assessment of student learning is a critical component of your educational program. Yet, developing high quality assessment tools is a challenging task. It is no longer sufficient to rely on commercially prepared pre- and post-tests only, for these tests are not always properly aligned with the mandated standards and benchmark proficiencies. Furthermore, assessment of learning must not be divorced from instruction and it must provide useful information to the teachers, the students, and the parents regarding the students' performance in relation to the standards and benchmark proficiencies.

**The assessment tools you will use fall essentially into two categories: Standardized Testing (currently the Harcourt SAT9 Achievement Series) and class generated assessment.**

### **Standardized Testing**

A norm referenced test, such as the SAT9, is a unique form of assessment that gives school administrators, parents, and teachers information other tests cannot provide. It allows for measuring the performance of a student or a group of students against a national sample, called the norming population. Keep in mind, however, that a once-a-year norm referenced test may not accurately reflect what a particular student knows or does not know. A student may not have taken the test seriously or may not have been feeling well when taking the test. That is why our schools look at all learning indicators to evaluate student progress.

The greatest benefit of standardized testing is that it allows teachers to look at the overall performance of their students in context of their curricular goals and programs. It helps teachers identify and address strengths and weaknesses for each of the subject areas tested. It helps them select the best instructional materials and it also helps them more readily identify curricular areas that are well mastered or must be re-taught, thus preventing gaps in learning.

The SAT9 test is likely to be less rigorous than the upcoming new California assessment program. Failure to achieve school test scores within the average range of performance should be a serious cause for concern. On the other hand, scoring highly on the SAT9 should not necessarily be interpreted as having mastered all the Archdiocesan and Californian Content Standards.

### **School And Teacher Generated Assessment:**

Standardized testing does not evaluate the full range of the proposed standards and benchmark proficiencies. It has significant limitations and must be complemented and balanced by a multifaceted class based, more **authentic assessment**. Class based assessment looks for deeper conceptual understanding, elicits higher-order thinking and provides multiple opportunities to apply what was learned. It furthermore gives students who do not test well on standardized tests an opportunity to show what they have learned.

**Portfolios** of student work have proven to be potentially powerful assessment tools as they encourage self-analysis and help students develop a sense of ownership and pride in their work. Many good publications on how to set up portfolios in a school can now be purchased. (See "Portfolio Guidelines" on page 8)

**Rubrics** are also effective assessment tools. They are an established set of criteria for scoring or rating students' performance on a specific task. Creating rubrics for authentic assessment is not too difficult a task if clear guidelines are followed. (See "Rubrics" on page 9)

# *Portfolio Assessment*

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Many descriptions of portfolios exist. Generally speaking, a literacy portfolio is a systematic collection of a variety of teacher observations and student products, collected over time, that reflect a student's developmental status and progress made in literacy.

**Instructional Outcomes:** A portfolio is not a random collection of observations or student products; it is systematic in that the observations that are noted and the student products that are included relate to major instructional goals. For example, book logs that are kept by students over the year can serve as a reflection of the degree to which students are building positive attitudes and habits with respect to reading. A series of comprehension measures will reflect the extent to which a student can construct meaning from text. Developing positive attitudes and habits and increasing the ability to construct meaning are often seen as major goals for a reading program.

**Multiple Products Collected over Time:** Portfolios are multifaceted and begin to reflect the complex nature of reading and writing. Because they are collected over time, they can serve as a record of growth and progress. By asking students to construct meaning from books and other selections that are designed for use at various grade levels, a student's level of development can be assessed. Teachers are encouraged to set standards or expectations in order to determine a student's developmental level in relation to those standards (Lamme & Hysmith, 1991).

**Variety of Materials:** Portfolios can consist of a wide variety of materials: teacher notes, teacher-completed checklists, student self-reflections, reading logs, sample journal pages, written summaries, audiotapes of retellings or oral readings, videotapes of group projects, and so forth (Valencia, 1990). All of these items are not used all of the time.

**Student Involvement:** An important dimension of portfolio assessment is that it should actively involve the students in the process of assessment (Tierney, Carter, & Desai, 1991).

**Effective Means of Evaluating Reading and Writing:** There are many ways in which portfolios have proven effective. They provide teachers with a wealth of information upon which to base instructional decisions and from which to evaluate student progress (Gomez, Grau, & Block, 1991). They are also an effective means of communicating students' developmental status and progress in reading and writing to parents (Flood & Lapp, 1989). Teachers can use their record of observations and the collection of student work to support the conclusions they draw when reporting to parents. Portfolios can also serve to motivate students and promote student self-assessment and self-understanding (Frazier & Paulson, 1992).

**Brings Assessment in Line with Instruction:** Portfolios are an effective way to bring assessment into harmony with instructional goals. Portfolios can be thought of as a form of "embedded assessment"; that is, the assessment tasks are a part of instruction. Teachers determine important instructional goals and how they might be achieved. Through observation during instruction and collecting some of the artifacts of instruction, assessment flows directly from the instruction (Shavelson, 1992).

Portfolios can contextualize and provide a basis for challenging formal test results based on testing that is not authentic or reliable. All too often students are judged on the basis of a single test score from a test of questionable worth (Darling-Hammond & Wise, 1985; Haney & Madaus, 1989). Student performance on such tests can show day-to-day variation. However, such scores diminish in importance when contrasted with the multiple measures of reading and writing that are part of a literacy portfolio.

**Valid Measures of Literacy:** Portfolios are extremely valid measures of literacy. A new and exciting approach to validity, known as consequential validity, maintains that a major determinant of the validity of an assessment measure is the consequence that the measure has upon the student, the instruction, and the curriculum (Linn, Baker, & Dunbar, 1991). There is evidence that portfolios inform students, as well as teachers and parents, and that the results can be used to improve instruction, another major dimension of good assessment (Gomez, Grau, & Block, 1991).

# Guidelines for Developing a Rubric

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The information below has been provided by  
Donna Szyrka and Ellyn B. Smith of Florida's Statewide Systemic Initiative.

- Determine which concepts, skills, or performance standards you are assessing.
- List the concepts and rewrite them into statements which reflect both cognitive and performance components.
- Identify the most important concepts or skills being assessed in the task.
- On the basis of the purpose of the task, determine the number of points to be used for the rubric (example: 4-point scale or 6-point scale).
- Starting with the desired performance, determine the description for each score, remembering to use the importance of each element of the task or performance to determine the score or level of the rubric.
- Compare student work to the rubric. Record the elements that caused you to assign a given rating to the work.
- Revise the rubric descriptions based on performance elements reflected by the student work that you did not capture in your draft rubric.
- Rethink your scale: Does a [ ]-point scale differentiate enough between types of student work to satisfy you?
- Adjust the scale if necessary. Reassess student work and score it against the developing rubric.

## **Sample Rubric: Drawing Conclusions**

- 4 Draws a conclusion that is supported by the data and gives supporting evidence for the conclusion.
- 2 Draws a conclusion that is supported by data, but fails to show any evidence for the conclusion.
- 1 Draws a conclusion that is not supported by data.
- 0 Fails to reach a conclusion.

## **Sample Rubric: Cooperative Learning**

- 4 The student actively listens to and values the opinion of others.
- 3 The student actively listens to but it is not evident that he/she values the opinion of others.
- 2 The student listens to but does not value the opinion of others. OR The student values the opinion of others but does not listen to them.
- 0 The student does not listen to and does not value the opinion of others.

## **Sample Rubric: A Product**

- 6 The product shows evidence that the student reached valid conclusions based on data analysis and displayed the results of the analysis in appropriate formats.
- 4 The product shows evidence that the student reached valid conclusions based on data analysis but displayed the results of the analysis in inappropriate formats.
- 2 The product shows evidence that the student reached conclusions not based on data analysis and displayed the results of the analysis in appropriate formats - OR - the product shows evidence that the student reached valid conclusions based on data analysis but lacked evidence of the analysis.
- 0 The product shows no evidence of analysis.

## Glossary of Assessment Terms

### **Alignment**

The process of strengthening the linkage among objectives, instructional materials, instructional methods and assessments.

### **Alternative Assessment**

Any type of assessment in which students create a response to a question (as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching.) Alternative assessments can include short-answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions, and portfolios

### **Authentic Assessment**

Assessment tasks that elicit demonstrations of knowledge and skills in ways that resemble “real life” as closely as possible. An authentic assessment also engages students in the activity and reflects best instructional activities. Thus, teaching to the authentic assessment is desirable.

### **Belief or Value Statement**

Direct statement of commonly held beliefs about students, staffs, schools and other important aspects in the schooling process. Such statements answer the question “What do we believe about people, conditions, and control in the schooling process?”

### **Benchmark**

An interpretation of a performance standard according to age, grade, or developmental levels. In this document it refers to adequate or reachable targets at the various grade levels.

### **Interdisciplinary or Integrated Assessment**

Tasks that assess students’ ability to apply concepts, principles, and processes from two or more subject disciplines to a central question, theme, issue, or problems.

### **Norm-Referenced Assessment**

Comparing a student’s or a group of students’ performance or test result to the performance of other students in a norming population. (e.g., Standardized testing, such as the SAT9). This type of assessments is frequently contrasted with criterion- reference assessment.

### **Open-ended Task**

A performance task having no single correct response. For example: “Below you see a bar graph without any labels. Of what might this be a graph?” or “Here is an aquarium. You have \$25 to buy fish, plants, rocks, etc. Use the attached information to plan what you will put in your aquarium. Justify or explain your choices.

Open-ended tasks are usually used when the goal is to assess reasoning, critical thinking, and group process skills rather than specific knowledge.

### **Performance Assessment**

Direct observation of student performance or student work and professional judgment of the quality of that performance. Good-quality performance assessment has pre-established performance criteria.

### **Performance Standard**

An established level of achievement, quality of performance, or degree of proficiency.

### **Portfolio**

A purposeful, integrated collection of students' work showing effort, progress, or achievement in one or more areas. Usefulness for interaction and assessment is enhanced when students select items for their portfolios, self-reflection is encouraged, and criteria for success are clear.

### **Proficiency**

Having or demonstrating solid understanding of concepts and skills taught . A student is considered proficient if he/she is well prepared to handle the next level of learning.

### **Prompt**

An assignment or directions asking the students(s) undertake a task or series of task. Complete prompts present the context of the situation, the problem (s) to be solved, and criteria of standards by which responses will be evaluated.

### **Rubric**

An established set of criteria for scoring or rating students’ performance on tasks. Good rubrics consist of a fixed measurement scale (e.g., 4-point), a description of the characteristics of products or performances being measured for each score point, and sample responses (anchors) that illustrate the various levels of performance.

### **Scale**

The range of scores possible on a task. Performance assessment items are typically scored on a four-to six-point scale compared with a scale of two (right/wrong) on multiple-choice measures.

### **Summative Assessment**

Culminating assessment for a unit, grade level, or course of study providing a status report on mastery of degree of proficiency according to identified learning goals (outcomes).

### ***III. Language Arts Methodologies and Processes*** ***The “HOW” of the Curriculum***

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While the Archdiocesan guidelines prescribe the “WHAT” of the curriculum they are not intended to serve as an instructional plan. It has always been and still is the prerogative and responsibility of the school administrator and the teachers to make these instructional decisions.

**The 1999 California Reading/Language Arts Curriculum Framework** is the corollary to the California Content Standards. While the Content Standards spell out the “WHAT” of the curriculum, the framework helps educators dwell on the ‘HOW’ of the curriculum. It proffers a road map for the implementation process of the Content Standards. It delves into the PEDAGOGY, PROCESSES and the appropriate METHODOLOGIES for each of the grade levels. In other words, it describes the curriculum and instruction necessary to help students achieve proficiency.

The 1999 California Reading/Language Arts Curriculum Framework replaces the 1987 English Language Arts Framework. Its fundamental principles are grounded in the most current and converging research on “beginning reading” which calls for a balanced program with specific skills and strategies to be taught at strategic stages in a student’s progression toward reading mastery. It also adheres to the State of California’s mandate that all students will read at grade level at least by the end of the third grade.

We highly recommend that schools purchase a hard copy version of the framework. Orders may be sent to:

**Curriculum Frameworks and Instructional Resources Office**  
California Department of Education  
721 Capitol Mall, Third Floor  
Sacramento, CA 95814  
(916) 657-3023

The California Curriculum Frameworks are also sold at local university book stores.

**Other resources**, such as state approved textbook series, publications from professional organizations, (e.g. National Council of Teachers of English, the International Reading Association), and the world wide web, also provide a wealth of ideas and suggestions for designing standards based instruction.

Ultimately, all instructional decisions should be based on student needs. The approaches that work best to help students in the classroom progress toward “achieving remarkable standards” are the recommended methodologies. These instructional decisions must take into consideration unique classroom factors such as prior learning, developmental level, language skills, resources, and time limitations.

# *Principles of Teaching and Learning*

Adapted from the National Council of Social Studies

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The following principles of teaching and learning are research based and time tested. They must be taken into consideration when designing your instructional plan.

## **1. Teaching and learning are powerful when they are meaningful.**

Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school. The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.

Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many. Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning. The teacher is reflective in planning, implementing, and assessing instruction.

## **2. Teaching and learning are powerful when they are integrative.**

Powerful teaching is integrative in its treatment of topics. It is integrative across time and space. Teaching integrates knowledge, skills, beliefs, values, and attitudes with action. It also integrates effective use of technology.

## **3. Teaching and learning are powerful when they are value-based.**

Powerful teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values. Teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in potential courses of action; and 3) develop well-reasoned positions consistent with Catholic Teaching and with basic democratic social and political values. Powerful teaching encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.

## **4. Teaching and learning are powerful when they are challenging.**

Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Teachers model seriousness of purpose and a thoughtful approach to inquiry and use instructional strategies designed to elicit and support similar qualities from students. Teachers show interest in and respect for students' thinking, but demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.

## **5. Teaching and learning are powerful when they are active.**

Active teaching requires reflective thinking and decision-making as events unfold during instruction. Students develop new understanding through a process of active construction of knowledge. Interactive discourse facilitates the construction of meaning required to develop important understanding. Teachers gradually move from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners. Powerful teaching emphasizes authentic activities that call for real-life applications using the skills and content of the field.

## ***GROUPING STUDENTS FOR INSTRUCTION: The Flexible and Dynamic Model***

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### **Why group students?**

To optimize learning for all students.

### **When to group students?**

When the objectives of a lesson, or the sequence and pacing of that lesson, are not appropriate for the full range of students in a class, grouping is recommended.

### **How to group students?**

The dynamic grouping model avoids grouping students into a lower curriculum strand and higher curriculum strand, often referred to as “tracking of students.” Since all students work toward the same high standards, students will move in and out of groups based on the lesson objectives of the day or week, and the needs of specific students in the class as these relate to the set objectives.

Heterogeneous instruction, the optimum setting for learning, should be used whenever the objectives are appropriate for all students in the class and homogeneous instruction when called for to meet the learning needs of a specific group of students for a specific purpose and time. Students should be invited back to join the heterogeneous group as soon as they are ready for it.

Pull-out or tutoring programs must be appropriately used to “supplement,” not “supplant” teacher delivered instruction and must always be aligned with the instructional goals for all students.

## ***DEVELOPING HABITS OF INDEPENDENT READING***

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The English-Language Arts Content Standards call for more reading than can be accomplished during school hours. By the time eighth grade students graduate they should have read one million words. It is critical, therefore, that students develop the habit of independent reading. Teachers can inspire their students to read on their own by:

- displaying their own enthusiasm for reading and appreciation of its value
- providing appropriate reading materials (readable and interesting)
- creating a stimulating learning environment
- modeling positive reading behaviors
- encouraging students to take home books that are appropriate to their reading levels
- encouraging parents to read to their children and model the value of reading at home for pleasure and information

## *Instructional Time*

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Since learning in all areas of the curriculum is contingent upon the language arts proficiency of the learner, enough time must be allotted to help all students attain grade level proficiency.

The recommended time allotment for the Los Angeles Archdiocese calls for:

Kindergarten: No structured time allotment has been recommended.

Grade 1: 890 minutes a week

Grade 2: 890 minutes a week

Grade 3: 775 minutes a week

Grade 4: 725 minutes a week

Grade 5: 625 minutes a week

Grades 6 through 8: 575 minutes a week

### **Use the allotted time judiciously:**

The ample minutes allotted to the discipline of language arts in the Los Angeles Archdiocese must be used judiciously to include the teaching of the language arts components for religion, math, science and social studies. This can be accomplished by using the integrative approach to the teaching of all subject areas, or by teaching language arts through the content areas.

### **Students with more intensive needs:**

Additional instructional time and support should be offered to students at risk of failing to reach grade level goals. This additional time is allocated within the school day, before or after school, or during vacation periods.

### **No class interruptions please!**

Language Arts instruction should be given priority and should be protected from class interruptions.

## *Instructional Materials*

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Instructional materials must give teachers what they need in order to teach to all the language arts standards and affiliated benchmarks. Textbook series published prior to the publication of the California Content Standards may not meet that criterion, and if so must be supplemented by the missing components. Thus, administrators and teachers must take the time to check the series used at the school and must take the necessary steps to assure full alignment with the standards and benchmarks. The State of California has already approved several series and is still in the process of reviewing others. To check which series have been approved, please consult the California Department of Education.

## *Aligning the Instructional Program with the Grade Level Standards and Benchmarks*

In order to align the instructional program with the prescribed content standards for the grade, it is critical that the standards and their affiliated benchmarks are reviewed regularly so as to become very familiar with them. At the outset of each quarter/trimester an initial decision must be made as to which standards and benchmark proficiencies will be included in the instructional program. At the end of each quarter/trimester the teacher will be asked to fill out the **response section next to each benchmark**. This activity will serve as a check point and will help gauge what still needs to be taught or what should be re-taught.

### *Complete the Response Section*

**At the end of each quarter/trimester complete the response section** of the standard/benchmark listings, indicating when each benchmark was taught, whether the teaching of the benchmark in question is ongoing, whether it was integrated into other academic disciplines, and to what extent students have mastered the benchmark. To complete the response section **follow the legend below**.

### **LEGEND**

#### *Teaching Timeline for the Standards/Benchmarks in your Curriculum*

Indicate during which quarter/trimester the respective benchmark was taught: and if it is ongoing

<b>Quarter 1</b> Ongoing	<b>Quarter 2</b> Ongoing	<b>Quarter 3</b> Ongoing	<b>Quarter 4</b>
<b>Trimester 1</b> Ongoing	<b>Trimester 2</b> Ongoing	<b>Trimester 3</b>	

#### *Integration of Standards/Benchmarks with other Subject Matter*

Indicate with which other curricular subjects you have integrated into the teaching of the respective benchmarks:

**Rel:** religion    **SS:** social studies    **M/S:** mathematics or science    **O:** other

#### *Assessment – Degree of Mastery*

Indicate to what degree students have mastered the benchmark:

<b>1: Fewer than 20% of the students are proficient</b>	<b>2: About half of the students are proficient</b>	<b>3: 80% or more of the students are proficient</b>
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# Sample Response

## GRADE 2 LISTENING AND SPEAKING

### STANDARD II

#### *Speaking Applications (Genres and their Characteristics)*

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard I.

Using the speaking strategies of grade two outlined in Listening and Speaking, Standard I, students:

#### Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks	Timeline		Int.	Assessment			
<i>Speaking Applications</i>				Q/T1	Q/T2	Q/T3	Q4
Gr2.LS.II.1. Recount experiences or present stories: b. Move through a logical sequence of events. c. Describe story elements (e.g., characters, plot, setting)	Q/T1	Ong.	REL				
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.LS.II.2. Report on a topic with facts and details, drawing from several sources of information	Q/T1	Ong.	REL				
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3