Overall Philosophy:

A Christian seeks to shape all phases of communication to the service and glory of God. Jesus told us in Matthew 18:19 "Go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe everything I have commanded." Being able to effectively use the tools of language to communicate the Gospel of Jesus Christ is our primary goal. We listen and read in order to learn God’s message of salvation, and we speak and write in order to tell others of God’s plan of salvation.

Speaking and Listening Philosophy

Star of Bethlehem’s philosophy of speaking and listening embraces the objective of effective presenting, speaking, listening, and learning. Teaching students to be effective speakers and listeners is a top priority for Star of Bethlehem. To achieve success in developing strong speaking and listening students practice these skills daily.

Speaking is the practice of oral communication. Speaking is the most common form of communication. This is the second form of communication that one naturally learns. Listening is the first learned form of communication. Listening is the active hearing and processing of oral language. Students at Star of Bethlehem are taught how to become excellent speakers and listeners.

Speaking and listening are skills that must be taught and practiced. Students do this by posing questions, responding to others questions, expressing ideas orally, participating in discussions, listening to others ideas and responding. This is also achieved through presenting of knowledge and ideas to the class.

Proverbs 31:26 She speaks with wisdom, and faithful instruction is on her tongue.
Kindergarten Objectives:

**Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

**Standard 2**: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Standard 3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Standard 4**: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**Standard 5**: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Add drawings or other visual displays to descriptions as desired to provide additional detail.
Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade Objectives

Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
**Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

**2nd Grade Objectives**

**Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

3rd Grade Objectives

Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.
**Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Standard 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
4th Grade Objectives

**Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Standard 2**: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Standard 3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Identify the reasons and evidence a speaker provides to support particular points.

**Standard 4**: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

5th Grade Objectives

Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Standard 3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Standard 4**: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Standard 5**: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Standard 6**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**6th-7th Grade Objectives**

To be added in the 2015-2016 school year.

**8th Grade Objectives**
Comprehension and Collaboration

The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own identity. (Standard met in Reading)

- The student will come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (Standard met in Reading, Science, and Social Studies)

- The student will follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (Standard met in Reading)

- The student will pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (Standard met in Reading, English, Science, and Christ-Light)

- The student will acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (Standard met in Reading, English, Science, Social Studies, and Christ-Light)

The student will analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind the presentation. (Standard met in Reading, English, and Christ-Light)

The student will delineate a speaker’s argument and specific claims, evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced. (Standard met in Reading, English, and Christ-Light)

Presentation of Knowledge and Ideas

The student will present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate
eye-contact, adequate volume, and clear pronunciation. (Standard met in Reading, Science, and Technology)

The student will integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Standard met in Reading, English, Science, Social Studies, and Technology)

The student will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Standard met in Reading and English)