

Diocese of Boise:  
Catholic Curriculum Standards for English  
Language Arts - Grades K-8

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# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Boise*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Boise are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.

# DIOCESE OF BOISE CATHOLIC SCHOOLS

## STANDARDS FOR ENGLISH LANGUAGE ARTS



Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

*Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.*

*The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. The Catholic School, #41,42*

## In a Catholic school, curricular formation...

- Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
- Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
- Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
- Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
- Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

### CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

## KINDERGARTEN ELA STANDARDS READING

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details:</b></p> <ol style="list-style-type: none"><li>1. With prompting and support, ask and answer questions about key details in a text.</li><li>2. With prompting and support, retell familiar and favorite stories, including key details.</li><li>3. With prompting and support, identify characters, settings, and major events in a story.</li></ol> <p>CSIS7: Identify the causes underlying why people do the things they do.</p> <p><b>Craft and Structure:</b></p> <ol style="list-style-type: none"><li>4. Ask and answer questions about unknown words in a text.</li><li>5. Recognize common types of texts (e.g., storybooks, poems).</li><li>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</li></ol> <p>CSIS12: Use imagination to create dialogue between the readers and the characters in a story.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <ol style="list-style-type: none"><li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li><li>8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including Bible/religious stories.</li></ol> <p><b>Range of Reading and Level of Text Complexity ~ Kindergarten students:</b></p> <ol style="list-style-type: none"><li>1. Actively engage in group reading activities with purpose and understanding.</li></ol> <p>CSIS6: Identify examples of noble characteristics in stories with virtuous heroes and heroines.</p> <p>CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.</p>

<b>Reading - Informational Texts</b>	<p><b>Catholic Standards for Informational Text</b></p> <p>Students will use literary texts/materials:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2</a></li> </ul> <p><b>Key Ideas and Details:</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> <p><a href="#">CSIS7: Identify the causes underlying why people do the things they do.</a></p> <p><b>Craft and Structure ~ Kindergarten students:</b></p> <ol style="list-style-type: none"> <li>4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>5. Identify the front cover, back cover, and title page of a book.</li> <li>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ol> <p><b>Integration of Knowledge and Ideas ~ Kindergarten students:</b></p> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text (may include religious text).</li> <li>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol> <p><b>Range of Reading and Level of Text Complexity ~ Kindergarten students:</b></p> <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>
<b>Reading Foundational Skills</b>	<p><b>Print Concepts ~ Kindergarten students:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul> </li> </ol> <p><b>Phonological Awareness ~ Kindergarten students:</b></p>

	<ol style="list-style-type: none"> <li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).           <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> </li> </ol>
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**Phonics and Word Recognition ~ Kindergarten students:**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Demonstrate the ability to read common high-frequency words by sight (use norm-referenced assessment lists).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency ~ Kindergarten students:**

4. Read emergent-reader texts with purpose and understanding.

## **KINDERGARTEN ELA STANDARDS WRITING**

**Affective Goals for Teachers:**

- To nurture the development of students' individual voices as writers.
- To encourage students to express Catholic values in writing.

**Affective Goals for Students:**

- To foster respect for individual writers and an appreciation of diverse writing.
- To discover the joy of self-expression through writing.

**CATHOLIC STANDARDS FOR WRITING:**

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- *Share well-crafted works, especially those with elements of unity, harmony, and radiance of form.* CSDS4
- *Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings.* CSWS2

Domain	Writing Standard
<b>Writing - Text, Production, Research</b>	<p><b>Text Types and Purposes:</b></p> <ol style="list-style-type: none"> <li>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</li> <li>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, (e.g., compose a sentence reflecting Catholic teachings/values, create a language experience story based on Catholic teachings/values).</li> <li>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> </ol> <p><b>Production and Distribution of Writing:</b></p> <ol style="list-style-type: none"> <li>4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>5. With guidance and support from adults, explore a variety of traditional and digital tools to produce and publish writing; including collaboration with peers (e.g., create a class book on a variety of topics including those related to Catholic beliefs and values).</li> </ol> <p><b>Research to Build and Present Knowledge:</b></p> <ol style="list-style-type: none"> <li>6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ol>

## KINDERGARTEN ELA STANDARDS LANGUAGE

### Affective Goal:

- To develop an appreciation for the spoken and written word.

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
<b>Language - Conventions, Vocabulary</b>	<p><b>Conventions of Standard English :</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ol style="list-style-type: none"> <li>a. Print many uppercase and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol> </li> </ol> <p><b>Vocabulary Acquisition and Use:</b></p> <ol style="list-style-type: none"> <li>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.             <ol style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</li> </ol> </li> <li>4. With guidance and support from adults, explore word relationships and nuances in word meanings.             <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> </li> <li>5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ol>

## **KINDERGARTEN ELA STANDARDS SPEAKING and LISTENING**

### Affective Goal:

- To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.

### **CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:**

- Listen attentively and display appropriate reverence during prayer time and in Church.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder at listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry. CSDS9

<b>Domain</b>	<b>Speaking and Listening Standard</b>
<b>Comprehension and Presentation</b>	<p><b>Comprehension and Collaboration ~ Kindergarten students:</b></p> <ol style="list-style-type: none"><li>1. Participate in collaborative conversations with peers and adults in small and larger groups.<ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., listening to others with kindness and taking turns speaking about the topics and texts under discussion).</li><li>b. Continue a conversation through multiple exchanges that is respectful.</li></ol></li><li>2. 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.</li><li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li></ol> <p><b>Presentation of Knowledge and Ideas ~ Kindergarten students:</b></p> <p><b>CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.</b></p> <ol style="list-style-type: none"><li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li><li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li><li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li></ol>

## GRADE 1 ELA STANDARDS READING

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 1 students:</b></p> <ol style="list-style-type: none"><li>1. Ask and answer questions about key details in a text.</li><li>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li><li>3. Describe characters, settings, and major events in a story, using key details.</li></ol> <p><a href="#">CSIS7: Identify the causes underlying why people do the things they do.</a></p> <p><b>Craft and Structure ~ Grade 1 students:</b></p> <ol style="list-style-type: none"><li>4. Identify words and phrases in stories or poems that suggest feelings, appeal to the senses and/or cultivate growth in virtue.</li><li>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li><li>6. Identify who is telling the story at various points in a text.</li></ol> <p><a href="#">CSIS14: Analyze the author's reasoning discover the author's intent.</a></p> <p><b>Integration of Knowledge and Ideas ~ Grade 1 students:</b></p> <ol style="list-style-type: none"><li>7. Use illustrations and details in a story to describe its characters, setting, or events.</li></ol> <p><a href="#">CSIS12: Use imagination to create dialogue between the readers and the characters in a story.</a></p> <ol style="list-style-type: none"><li>8. Compare and contrast the adventures and experiences of characters in stories, including Bible/religious stories.</li></ol> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><a href="#">CSIS6: Identify examples of noble characteristics in stories with virtuous heroes and heroines.</a></p> <p><a href="#">CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.</a></p>

<b>Reading - Informational Texts</b>	<p><b>Catholic Standards for Informational Text</b></p> <p>Students will use literary texts/materials:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2</a></li> </ul> <p><b>Key Ideas and Details ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Identify the main topic and retell key details of a text.</li> <li>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> <p><a href="#">CSIS7: Identify the causes underlying why people do the things they do.</a></p> <p><b>Craft and Structure ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ol> <p><a href="#">CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain what they communicate.</a></p> <p><b>Integration of Knowledge and Ideas ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>7. Use the illustrations and details in a text to describe its key ideas.</li> <li>8. Identify the reasons an author gives to support points in a text (may include religious text).</li> </ol> <p><a href="#">CSIS8: Identify how literature develops the capacity for personal judgment.</a></p> <ol style="list-style-type: none"> <li>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol> <p><b>Range of Reading and Level of Text Complexity ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>10. With prompting and support, read informational texts appropriately complex for the individual student.</li> </ol>
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<b>Reading Foundational Skills</b>	<p><b>Print Concepts ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.             <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).</li> </ol> </li> </ol> <p><b>Phonological Awareness ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).             <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol> </li> </ol> <p><b>Phonics and Word Recognition ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.             <ol style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate sight words using norm-referenced assessments lists.</li> </ol> </li> </ol> <p><b>Fluency ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>4. Read with sufficient accuracy and fluency to support comprehension.             <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
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## GRADE 1 ELA STANDARDS WRITING

### Affective Goals for Teachers:

- To nurture the development of students' individual voices as writers.
- To encourage students to express Catholic values in writing.

### Affective Goals for Students:

- To foster respect for individual writers and an appreciation of diverse writing.
- To discover the joy of self-expression through writing.

### CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes:</b></p> <ol style="list-style-type: none"><li>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</li><li>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, (e.g., compose a sentence reflecting Catholic teachings/values, create a language experience story based on Catholic teachings/values).</li><li>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li></ol> <p><b>Production and Distribution of Writing:</b></p> <ol style="list-style-type: none"><li>4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li><li>5. With guidance and support from adults, explore a variety of traditional and digital tools to produce and publish writing; including collaboration with peers (e.g., create a class book on a variety of topics including those related to Catholic beliefs and values).</li></ol>

**Research to Build and Present Knowledge:**

6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## GRADE 1 ELA STANDARDS LANGUAGE

**Affective Goal:**

- To develop an appreciation for the spoken and written word.

**CATHOLIC STANDARDS FOR LANGUAGE:**

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<b>Conventions of Standard English :</b> <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Print all uppercase and lowercase letters.</li><li>b. Use common, proper, and possessive nouns.</li><li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li><li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li><li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home</i>).</li><li>f. Use frequently occurring adjectives.</li><li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li><li>h. Use determiners (e.g., articles, demonstratives).</li><li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li><li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li></ol></li><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</li></ol>

	<p>when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol> <p><b>Vocabulary Acquisition and Use ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i>, choosing flexibly from an array of strategies.             <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ol> </li> <li>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> </ol>
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## GRADE 1 ELA STANDARDS SPEAKING and LISTENING

### Affective Goal:

- To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.

### CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:

- Listen attentively and display appropriate reverence during prayer time and in Church.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder at listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry. CSDS9

Domain	Speaking and Listening Standard
Comprehension and Presentation	<p><b>Comprehension and Collaboration ~ Grade 1 students:</b></p> <ol style="list-style-type: none"> <li>Participate in collaborative conversations with peers and adults in small and larger groups.             <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others with care, kindness, and respect;</li> </ol> </li> </ol>

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 that are respectful.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas ~ Grade 1 students:**

- 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 6. Produce complete sentences when appropriate to task and situation.

(See Grade 1 Language standards 1 and 3 for specific expectations.)

**CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.**

## GRADE 2 ELA STANDARDS READING

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 2 students:</b></p> <ol style="list-style-type: none"><li>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <b>CSIS7: Identify the causes underlying why people do the things they do</b></li><li>2. Recount stories, including fables and folktales from diverse cultures. Determine their central message, lesson, or moral. <b>CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.</b></li><li>3. Demonstrate an understanding of how characters in a story respond to major events and challenges promoting the principles of Catholic Social Teaching.</li></ol> <p><b>Craft and Structure ~ Grade 2 students:</b></p> <ol style="list-style-type: none"><li>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li><li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li><li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>CSIS7: Identify the causes why people do what they do.</b></li></ol> <p><b>Integration of Knowledge and Ideas ~ Grade 2 students:</b></p> <ol style="list-style-type: none"><li>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.</b></li><li>8. Compare and contrast two versions of the same story, including Bible/religious stories.</li></ol>

	<p><b>Range of Reading and Level of Text Complexity</b></p> <p>9. By the end of the year, read and comprehend literature, including stories and poetry, appropriately complex for the individual student.</p> <p><b>CSIS5:</b> Recite poems of substance that encourage a striving for virtue and goodness.  <b>CSIS6:</b> Identify examples of noble characteristics in stories of virtuous heroes and heroines.</p>
<p><b>Informational Texts</b></p>	<p><b>Catholic Standards for Informational Text</b></p> <p><i>Students will use literary texts/materials:</i></p> <ul style="list-style-type: none"> <li>• <b>Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2</b></li> </ul> <p><b>Key Ideas and Details ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li> </ol> <p><b>CSIS7: Identify the causes underlying why people do the things they do</b></p> <ol style="list-style-type: none"> <li>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol> <p><b>CSIS11: Summarize how the text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.</b></p> <p><b>Craft and Structure ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i>.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ol> <p><b>Integration of Knowledge and Ideas ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ol> <p><b>CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain what they communicate.</b></p> <ol style="list-style-type: none"> <li>8. Describe how reasons support specific points the author makes in a text (may include religious text).</li> </ol> <p><b>CSIS14: Analyze the author's reasoning and discover the author's intent.</b></p> <ol style="list-style-type: none"> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> </ol> <p><b>Range of Reading and Level of Text Complexity ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>10. By the end of year, read and comprehend informational texts, including history/social studies, science,</li> </ol>

	<p>and technical texts, appropriately complex for the individual student.</p> <p><b>CSIS1: Demonstrate how text is used to develop a religious, moral and social sense.</b></p>
<b>Reading - Foundational Skills</b>	<p><b>GRADE 2 READING FOUNDATIONAL SKILLS</b></p> <p><b>Phonics and Word Recognition ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>1. Know and apply grade-level phonics and word analysis skills in decoding words.             <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate sight words using norm-referenced assessment lists.</li> </ol> </li> </ol> <p><b>Fluency ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>2. Read with sufficient accuracy and fluency to support comprehension.             <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>

## **GRADE 2 ELA STANDARDS WRITING**

### *Affective Goals for Teachers:*

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in*

### *writing. Affective Goals for Students:*

- ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
- ❖ *To discover the joy of self-expression through writing.*

### **CATHOLIC STANDARDS FOR WRITING:**

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- *Share well-crafted works, especially those with elements of unity, harmony, and radiance of form.* CSDS4
- *Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings.* CSWS2

Domain	Writing Standard
<b>Writing - Text, Production, Research</b>	<p><b>Text Types and Purposes ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>2. Write informative/explanatory texts in which they introduce a topic (including but not limited to a Catholic topic), use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</li> </ol> <p><b>Production and Distribution of Writing ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>5. With guidance and support from adults, use a variety of traditional and digital tools to produce and publish writing, including in collaboration with peers (e.g. prayers, Sacramental topics/theme).</li> </ol> <p><b>Research to Build and Present Knowledge ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>7. Recall information from experiences or gather information from provided sources to answer a question.</li> </ol>

## GRADE 2 ELA STANDARDS LANGUAGE

*Affective Goal:*

- ❖ *To develop an appreciation for spoken and written word.*

**CATHOLIC STANDARDS FOR LANGUAGE:**

- *Exhibit an understanding that words are important to the Word.*

- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
<b>Language - Conventions, Vocabulary</b>	<p><b>Conventions of Standard English ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ol style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol> </li> </ol> <p><b>Knowledge of Language ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol> </li> </ol> <p><b>Vocabulary Acquisition and Use ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i>, choosing flexibly from an array of strategies.             <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</li> <li>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the</li> </ol> </li> </ol>

	<p>meaning of words and phrases.</p> <ol style="list-style-type: none"> <li>5. Demonstrate understanding of word relationships and nuances in word meanings.             <ol style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ol> </li> <li>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</li> </ol>
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## GRADE 2 ELA STANDARDS SPEAKING and LISTENING

### *Affective Goal:*

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*

### CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:

- Listen attentively and display appropriate reverence during prayer time and in Church.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry for its impact on human sensibilities and formation of the soul. CSDS9

Domain	Speaking and Listening Standard
Comprehension and Presentation	<p><b>Comprehension and Collaboration ~ Grade 2 students:</b></p> <ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with peers and adults in small and larger groups.             <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways; listening to others with care, kindness, and respect; speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others in language that is respectful.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather</li> </ol>

additional information, or deepen understanding of a topic or issue (including religious topics).

**Presentation of Knowledge and Ideas ~ Grade 2 students:**

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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.
6. Produce complete sentences when appropriate to task and situation, in order to provide requested detail or clarification.

**CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.**

## GRADE 3 READING STANDARDS

### CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 3 students:</b></p> <ol style="list-style-type: none"><li>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>2. Recount stories, including fables, folktales, Bible stories, poems and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (link Catholic teaching to other literary materials). <i>CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.</i></li><li>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (including lessons from the life of Jesus). <i>CSIS7: Identify the causes underlying why people do the things they do.</i></li></ol> <p><b>Craft and Structure ~ Grade 3 students:</b></p> <ol style="list-style-type: none"><li>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (including figurative language). <i>CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain what they communicate.</i></li><li>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such</li></ol>

	<p>as chapter, scene, and stanza.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters, relative to what is Good, True, Beautiful; morality, virtues, social teaching.</p> <p><b>Integration of Knowledge and Ideas ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>1. Explain how specific aspects of a text's illustrations including religious illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> <li>2. Compare and contrast the themes, settings, and plots of stories including religious stories. <b>CSIS1: Demonstrate how literature is used to develop a religious, moral, and social sense.</b></li> </ol> <p><b>Range of Reading and Level of Text Complexity ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>3. By the end of the year, read and comprehend literature representing a variety of genres that is reflective of diversity and appropriately complex for the individual student.</li> </ol> <p><b>CSIS13: Determine how literature cultivates the ability for contemplation, intuition, and creativity.</b></p>
<b>Reading Informational Texts</b>	<p><b>Catholic Standards for Informational Text</b></p> <p><i>Students will use literary texts/materials.</i></p> <ul style="list-style-type: none"> <li>• <b>Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1</b></li> <li>• <b>Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2</b></li> </ul> <p><b>Key Ideas and Details ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>2. Determine the main idea of a text. Recount the key details and explain how they support the main idea.</li> <li>3. Describe the relationship between a series of historical events (including the life of Christ and the lives of the saints), scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ol> <p><b>Craft and Structure ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i>.</li> <li>2. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>3. Distinguish their own point of view from that of the author of a text, e.g., moral values.</li> </ol>

	<p><b>CSIS8: Identify how text develops the capacity for personal judgment.</b></p> <p><b>Integration of Knowledge and Ideas ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li><b>CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain what they communicate.</b></li> <li>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); describe logical connections between sentences and paragraphs in a religious text.</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ol>
<b>Reading - Foundational Skills</b>	<p><b>GRADE 3 READING FOUNDATIONAL SKILLS</b></p> <p><b>Phonics and Word Recognition ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.             <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multi-syllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ol> </li> <p><b>Fluency ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.             <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol> </ol>

## GRADE 3 WRITING STANDARDS

### *Affective Goals for Teachers:*

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in writing.*
- ❖ *Affective Goals for Students:*
- ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
- ❖ *To discover the joy of self-expression through writing.*

## CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes ~ Grade 3 students:</b></p> <p>CSIS2: Write how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories. CSIS8: Write to develop personal judgment based on truth, goodness and virtue.</p> <p>CSIS14: Write to explore reasoning and intent.</p> <ol style="list-style-type: none"><li>1. Write opinion pieces on topics or texts (including Catholic/religious topics), supporting a point of view with reasons.<ol style="list-style-type: none"><li>a. Introduce the topic or text they are writing about and state an opinion.</li><li>b. Create an organizational structure (paragraph) in which opinion is supported by reasons, facts, and details.</li><li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li><li>d. Provide a concluding statement or section.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic (including but not limited to a Catholic topic) and convey ideas and information clearly.<ol style="list-style-type: none"><li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li><li>b. Develop the topic with facts, definitions, and details that are organized in paragraphs or sections.</li><li>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li><li>d. Provide a concluding statement or section.</li></ol></li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<ol style="list-style-type: none"><li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li><li>c. Use temporal words and phrases to signal event order.</li><li>d. Provide a sense of closure.</li></ol></li></ol> <p><b>Production and Distribution of Writing ~ Grade 3 students:</b></p> <ol style="list-style-type: none"><li>4. With guidance and support from adults, produce writing in which the development and organization are</li></ol>

	<p>appropriate to task and purpose.</p> <ol style="list-style-type: none"> <li>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>6. With guidance and support from adults, use traditional tools as well as technology to produce and publish writing (e.g., prayers, Catholic theme) as well as to interact and collaborate with others.</li> </ol> <p><b>Research to Build and Present Knowledge ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>7. Conduct short research projects that build knowledge about a topic. Reference sources.</li> <li>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Reference sources.</li> </ol> <p><b>Range of Writing ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ol>
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## GRADE 3 LANGUAGE STANDARDS

### Affective Goal:

- ❖ To develop an appreciation for spoken and written word.

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<p><b>Conventions of Standard English ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ol style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> </ol> </li> </ol>

- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- f. Form subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language ~ Grade 3 students:**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

**Vocabulary Acquisition and Use ~ Grade 3 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

	<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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## GRADE 3 SPEAKING AND LISTENING STANDARDS

### Affective Goal:

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*

### CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:

- Listen attentively and display appropriate reverence during prayer time and in Church.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry for its impact on human sensibilities and formation of the soul. CSDS9

Domain	Speaking and Listening Standard
Comprehension and Presentation	<p><b>Comprehension and Collaboration ~ Grade 3 students:</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Prepare for discussions (having read or studied required material); explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>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).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others in a respectful manner.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ol> </li> <li>2. 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.</li> <li>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ol> <p><b>Presentation of Knowledge and Ideas ~ Grade 3 students:</b></p>

	<ol style="list-style-type: none"><li>4. Report on a topic or text (including Catholic/religious texts), tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li><li>5. 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.</li><li>6. 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 for specific expectations.)</li></ol> <p><b>CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.</b></p>
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## GRADE 4 READING STANDARDS

### CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 4 students:</b></p> <ol style="list-style-type: none"><li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li><li>2. Determine a theme of a story, Bible story, drama, or poem from details in the text. Summarize the text.</li><li>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions); include teachings of Jesus.</li></ol> <p><b>CSIS7: Identify the causes underlying why people do the things they do.</b></p> <p><b>Craft and Structure ~ Grade 4 students:</b></p> <ol style="list-style-type: none"><li>4. Determine the meaning of words and phrases as they are used in a text or Scripture, including figurative language and those words/phrases that allude to significant characters in the text.</li><li>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., rhyme, verse, rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</li><li>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Compare and contrast with Catholic values.</li></ol>

	<p><b>Integration of Knowledge and Ideas ~ Grade 4 students:</b></p> <ol style="list-style-type: none"> <li>7. Make connections between the text of a story or drama and a visual or oral presentation of the text including religious images, identifying where versions differ.</li> </ol> <p><b>CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain that they communicate.</b></p> <ol style="list-style-type: none"> <li>8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures and link to Catholic teaching.</li> </ol> <p><b>CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.</b></p> <p><b>CSIS13: Determine how literature cultivates the ability for contemplation, intuition, and creativity.</b></p> <p><b>Range of Reading and Level of Text Complexity ~ Grade 4 students:</b></p> <ol style="list-style-type: none"> <li>9. By the end of the year, read and comprehend literature representing a variety of genres that is reflective of diversity and appropriately complex for the individual student.</li> </ol> <p><b>CSIS11: Summarize how the text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.</b></p>
<b>Reading Informational Texts</b>	<p><b>Catholic Standards for Informational Text</b></p> <p><i>Students will use literary texts/materials:</i></p> <ul style="list-style-type: none"> <li>• <b>Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1</b></li> <li>• <b>Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2</b></li> </ul> <p><b>Key Ideas and Details ~ Grade 4 students:</b></p> <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Determine the main idea of a text and explain how it is supported by key details. Summarize the text. Determine main idea from a Scripture passage and paraphrase the passage.</li> <li>3. Explain events, procedures, ideas, or concepts in a historical, Biblical, scientific, or technical text, including what happened and why, based on specific information in the text and reflect on Catholic teachings.</li> </ol> <p><b>Craft and Structure ~ Grade 4 students:</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i>.</li> <li>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> </ol>

	<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.  <b>CSIS14: Analyze the author's reasoning and discover the author's intent.</b></p> <p><b>Integration of Knowledge and Ideas ~ Grade 4 students:</b></p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text. Critique author's point of view from a Catholic perspective.  <b>CSIS1: Demonstrate how the text is used to develop a religious, moral and social sense.</b></p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Link religious materials to other literary works.</p> <p><b>Range of Reading and Level of Text Complexity ~ Grade 4 students:</b></p> <p>10. By the end of year, read and comprehend informational texts, including religion, history/social studies, science, and technical texts, appropriately complex for the individual student.  <b>CSIS11: Summarize how text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.</b></p>
<b>Reading - Foundational Skills</b>	<p><b>GRADE 4 READING FOUNDATIONAL SKILLS</b></p> <p><b>Phonics and Word Recognition ~ Grade 4 students:</b></p> <p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>Fluency ~ Grade 4 students:</b></p> <p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## GRADE 4 WRITING STANDARDS

### Affective Goals for Teachers:

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in writing.* Affective Goals for Students:
  - ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
  - ❖ *To discover the joy of self-expression through writing.*

### CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes ~ Grade 4 students:</b></p> <p>CSIS2: Write how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories. CSIS8: Write to develop personal judgment based on truth, goodness and virtue.</p> <p>CSIS14: Write to explore reasoning and intent</p> <ol style="list-style-type: none"><li>1. Write opinion pieces on topics or texts (including but not limited to Catholic/religious topics), supporting a point of view with reasons and information.<ol style="list-style-type: none"><li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li><li>b. Provide reasons that are supported by facts and details.</li><li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li><li>d. Provide a concluding statement or section related to the opinion presented.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic (including but not limited to Catholic/religious topics) and convey ideas and information clearly.<ol style="list-style-type: none"><li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li></ol></li></ol>

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing ~ Grade 4 students:**

- 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (include prayers and meditations).
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Research to Build and Present Knowledge ~ Grade 4 students:**

- 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing ~ Grade 4 students:**

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## GRADE 4 LANGUAGE STANDARDS

### Affective Goal:

- ❖ To develop an appreciation for spoken and written word.

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<p><b>Conventions of Standard English ~ Grade 4 students:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li><li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li><li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li><li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li><li>e. Form and use prepositional phrases.</li><li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li><li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li></ol></li><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>a. Use correct capitalization.</li><li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li><li>c. Use a comma before a coordinating conjunction in a compound sentence.</li><li>d. Spell grade-appropriate words correctly, consulting references as needed.</li></ol></li></ol> <p><b>Knowledge of Language ~ Grade 4 students:</b></p> <ol style="list-style-type: none"><li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ol style="list-style-type: none"><li>a. Choose words and phrases to convey ideas precisely.</li><li>b. Choose punctuation for effect.</li><li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion).</li></ol></li></ol>

**Vocabulary Acquisition and Use ~ Grade 4 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## GRADE 4 SPEAKING AND LISTENING STANDARDS

**Affective Goal:**

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*

**CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:**

- Listen attentively and display appropriate reverence during prayer time and in Church.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry for its impact on human sensibilities and formation of the soul. CSDS9

Domain	Speaking and Listening Standard
<b>Comprehension and Presentation</b>	<p><b>Comprehension and Collaboration ~ Grade 4 students:</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Prepare for discussions (having read or studied required material); explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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 in a respectful manner.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> </li> <li>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Identify the reasons and evidence a speaker provides to support particular points.</li> </ol> <p><b>Presentation of Knowledge and Ideas ~ Grade 4 students:</b></p> <ol style="list-style-type: none"> <li>4. 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.</li> <li>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>6. 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 and 3 for specific expectations.)</li> </ol> <p>CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.</p>

## GRADE 5 READING STANDARDS

### CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Share how literature assists in identifying, interpreting, and assimilating the culture handed down from previous generations. CSDS6
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 5 students:</b></p> <ol style="list-style-type: none"><li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li><li>2. Determine a theme of a story, Bible story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text.</li><li>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Compare and contrast characters, settings, or events in stories about Jesus and the saints.</li></ol> <p><i>CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.</i></p> <p><i>CSIS7: Identify the causes underlying why people do the things they do.</i></p>

	<p><b>Craft and Structure ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative language.</li> <li>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>6. Describe how a narrator's or speaker's point of view influences how events are described. <a href="#">CSIS14: Analyze the author's reasoning and discover the author's intent.</a></li> </ol> <p><b>Integration of Knowledge and Ideas ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text including religious images (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <a href="#">CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain what they communicate.</a></li> <li>8. Compare and contrast stories in the same genre on their approaches to similar themes and topics, including Catholic /religious themes. <a href="#">CSIS1: Demonstrate how literature is used to develop a religious, moral, and social sense.</a> <a href="#">CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.</a></li> </ol> <p><b>Range of Reading and Level of Text Complexity ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>9. By the end of the year, read and comprehend literature representing a variety of genres that is reflective of diversity and appropriately complex for the individual student. <a href="#">CSIS10: Analyze literature to identify, interpret, and assimilate the culture handed down from previous generations.</a></li> </ol>
<b>Reading Informational Texts</b>	<p><b>Key Ideas and Details ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Determine two or more main ideas, topics, or subtopics of a text and explain how they are supported by key details. Summarize the text. Determine main idea from a Scripture passage and paraphrase the Scripture passage.</li> <li>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <a href="#">CSIS11: Summarize how text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.</a></li> </ol>

	<p><b>Craft and Structure ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 5 topic or subject area</i>.</li> <li>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (include religious texts).</li> <li>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <b>CSIS14: Analyze the author's reasoning and discover the author's intent.</b> Integration of Knowledge and Ideas ~ Grade 5 students:</li> <li>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <b>CSIS9: Analyze how text assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.</b></li> <li>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (include religious texts and Scripture). <b>CSIS13: Determine how text cultivates the ability for contemplation, intuition, and creativity.</b></li> </ol> <p><b>Range of Reading and Level of Text Complexity ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>10. By the end of the year, read and comprehend informational texts, including religion, history/social studies, science, and technical texts, appropriately complex for the individual student. <b>CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through a variety of texts.</b></li> </ol>
<b>Reading - Foundational Skills</b>	<p><b>Phonics and Word Recognition ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>1. Know and apply grade-level phonics and word analysis skills in decoding words.             <ol style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ol> </li> </ol> <p><b>Fluency ~ Grade 5 students:</b></p> <ol style="list-style-type: none"> <li>2. Read with sufficient accuracy and fluency to support comprehension.             <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>

## GRADE 5 WRITING STANDARDS

### Affective Goals for Teachers:

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in writing.*

### Affective Goals for Students:

- ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
- ❖ *To discover the joy of self-expression through writing.*

### CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes ~ Grade 5 students:</b></p> <p>CSIS2: Write how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories. CSIS8: Write to develop personal judgment based on truth, goodness and virtue.</p> <p>CSIS14: Write to explore reasoning and intent</p> <p>CSDS8: Write stories about characters possessing virtue and begin to exhibit these virtuous behaviors and attitudes.</p> <ol style="list-style-type: none"><li>1. Write opinion pieces on topics or texts (including Catholic/religious topics), supporting a point of view with reasons, information and reflecting Catholic values.<ol style="list-style-type: none"><li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li><li>b. Provide logically ordered reasons that are supported by facts and details.</li><li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li><li>d. Provide a concluding statement or section related to the opinion presented.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic (including Catholic/religious topics) and convey ideas and information clearly.<ol style="list-style-type: none"><li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>,</li></ol></li></ol>

*especially).*

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing ~ Grade 5 students:**

- 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (include prayers and meditations).
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Research to Build and Present Knowledge ~ Grade 5 students:**

- 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing ~ Grade 5 students:**

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## GRADE 5 LANGUAGE STANDARDS

### Affective Goal:

- ❖ To develop an appreciation for spoken and written word.

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<p><b>Conventions of Standard English ~ Grade 5 students:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li><li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li><li>c. Form subject-verb and pronoun-antecedent agreement.</li><li>d. Use verb tense to convey various times, sequences, states, and conditions.</li><li>e. Recognize and correct inappropriate shifts in verb tense.</li><li>f. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li></ol></li><li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>a. Use punctuation to separate items in a series.</li><li>b. Use a comma to separate an introductory element from the rest of the sentence.</li><li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li><li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li><li>e. Spell grade-appropriate words correctly, consulting references as needed.</li></ol></li></ol> <p><b>Knowledge of Language ~ Grade 5 students:</b></p> <ol style="list-style-type: none"><li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ol style="list-style-type: none"><li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>b. Compare and contrast the varieties of English (e.g., dialects, formal/informal) used in stories, dramas, or poems.</li></ol></li></ol>

**Vocabulary Acquisition and Use ~ Grade 5 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 5 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figurative language, including similes and metaphors, in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

## GRADE 5 SPEAKING AND LISTENING STANDARDS

### Affective Goal:

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*

### CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:

- Listen attentively and display appropriate reverence during prayer time and in Church.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry for its impact on human sensibilities and formation of the soul. CSDS9

Domain	Speaking and Listening Standard
Comprehension and Presentation	<p><b>Comprehension and Collaboration ~ Grade 5 students:</b></p> <ol style="list-style-type: none"><li>1. Engage effectively in a range of collaborative discussions (one-on-one, in diverse groups, and teacher-led), building on others' ideas and expressing their own clearly.<ol style="list-style-type: none"><li>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.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others in a respectful manner.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ol></li><li>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li><li>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li></ol> <p><b>Presentation of Knowledge and Ideas ~ Grade 5 students:</b></p> <ol style="list-style-type: none"><li>4. Report on a topic/text (including Catholic/religious topics) 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.</li><li>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li><li>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li></ol> <p>CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.</p>

## GRADE 6 READING STANDARDS

### CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Share how literature assists in identifying, interpreting, and assimilating the culture handed down from previous generations. CSDS6
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 6 students:</b></p> <ol style="list-style-type: none"><li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>2. Determine a moral theme or central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments. <i>CSIS8: Identify how text develops the capacity for personal judgment.</i></li><li>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <i>CSIS7: Identify the causes underlying why people do the things they do.</i></li></ol> <p><b>Craft and Structure ~ Grade 6 students:</b></p> <ol style="list-style-type: none"><li>4. Determine the meaning of words and phrases as they are used in literary and Biblical texts, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <i>CSIS 3&amp;4: Recognize Christian symbols and symbolism and explain what they communicate.</i></li></ol>

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

**CSIS14: Analyze the author's reasoning and discover the author's intent.**

**Integration of Knowledge and Ideas ~ Grade 6 students:**

7. Compare and contrast the experience of reading a story, parable, drama, or poem to listening to or viewing an audio, video, live version, or proclamation of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
8. Compare and contrast texts in different forms or genres (e.g., stories, Bible stories, historical novels, fantasy stories, poems, and other forms of literature) in terms of their approaches to similar themes and topics and how they relate to our Catholic Worldview.

**CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.**

**CSIS8: Identify how literature develops the capacity for personal judgment.**

**Range of Reading and Level of Text Complexity ~ Grade 6 students:**

9. By the end of the year, read, comprehend, and show an appreciation for literature, including stories, dramas, and poems, appropriately complex for the individual student.

**CSIS1: Demonstrate how literature is used to develop a religious, moral, and social sense.**

**CSIS10: Analyze literature to identify, interpret, and assimilate the culture handed down from previous generations.**

**Reading Informational Texts**

**Catholic Standards for Informational Text**

*Students will use literary texts/materials:*

- Analyze text that reflects the transmission of the Catholic culture and worldview. CSGS1
- Analyze works of non-fiction to uncover authentic Truth. CSGS2

**Key Ideas and Details ~ Grade 6 students:**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.

**CSIS8: Identify how text develops the capacity for personal judgment.**

2. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CSIS7: Identify the causes underlying why people do the things they do.**

**Craft and Structure ~ Grade 6 students:**

3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
4. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas and provides the understanding for Catholic beliefs, worship, living, and prayer life.
5. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. [CSIS14: Explore and discover the author's mind and intent.](#)

**Integration of Knowledge and Ideas ~ Grade 6 students:**

6. Integrate real world information and Catholic teachings presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
7. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., connect informational text to religious context).  
[CSIS1: Demonstrate how texts are used to develop a religious, moral, and social sense.](#)
8. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Range of Reading and Level of Text Complexity ~ Grade 6 students:**

10. By the end of the year, read and comprehend literary nonfiction and show an appreciation for informational text appropriately complex for the individual student.  
[CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through a variety of texts.](#)

## GRADE 6 WRITING STANDARDS

### Affective Goals for Teachers:

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in writing. Affective Goals for Students:*
- ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
- ❖ *To discover the joy of self-expression through writing.*

### CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to order our thoughts, align them with truth, and accurately express knowledge and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes ~ Grade 6 students:</b></p> <p>CSIS2: Write how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories. CSIS8: Write to develop personal judgment based on truth, goodness and virtue.</p> <p>CSIS14: Write to explore reasoning and intent</p> <p>CSDS8: Write stories about characters possessing virtue and begin to exhibit these virtuous behaviors and attitudes.</p> <ol style="list-style-type: none"><li>1. Write arguments to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.<ol style="list-style-type: none"><li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li><li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from the argument presented.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic (including but not limited to a Catholic topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</li></ol></li></ol>

- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing ~ Grade 6 students:**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Examples may include prayers, Catholic themes/topics, and reflective essays.
- 5. With some guidance and support from peers and adults, develop and strengthen writing including multi-media works reflecting a Catholic theme as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Research to Build and Present Knowledge ~ Grade 6 students:**

- 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while exercising the virtue of honesty and providing basic bibliographic information for sources, images, and ideas thus eliminating plagiarism.
- 9. Draw evidence from literary or informational texts including but not limited to Catholic texts to support analysis, reflection, and research.

**Range of Writing ~ Grade 6 students:**

	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## GRADE 6 LANGUAGE STANDARDS

### Affective Goal:

- ❖ To develop an appreciation for spoken and written word.

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<p><b>Conventions of Standard English ~ Grade 6 students:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ol style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> <li>f. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ol style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> <li>c. Capitalize Catholic words correctly.</li> </ol> </li> </ol> <p><b>Knowledge of Language ~ Grade 6 students:</b></p> <ol style="list-style-type: none"> <li>3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ol style="list-style-type: none"> <li>a. Vary sentence patterns and structures (e.g., simple, compound, complex, compound-complex) for meaning, reader/listener interest, and style.</li> </ol> </li> </ol>

b. Maintain consistency in style and tone.

**Vocabulary Acquisition and Use ~ Grade 6 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., personification) in context.
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, non-wasteful, thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (including faith literacy); gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADE 6 SPEAKING AND LISTENING STANDARDS

**Affective Goals:**

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*
- ❖ *To converse in an atmosphere of respect, actively listening, questioning respectfully without interruption, and responding appropriately.*

**CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:**

- Interact with people, recognizing diversity, using discussion techniques and language that reflects Catholic teaching and values.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7
- Share the beauty and cadence of poetry for its impact on human sensibilities and formation of the soul. CSDS9

Domain	Speaking and Listening Standard
<b>Comprehension and Presentation</b>	<p><b>Comprehension and Collaboration ~ Grade 6 students:</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol> </li> <li>2. Interpret information presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li> <li>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> </ol> <p><b>Presentation of Knowledge and Ideas ~ Grade 6 students:</b></p> <ol style="list-style-type: none"> <li>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> <li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.</li> </ol> <p><b>CSIS5: Recite prayers and poems of substance that encourage all to strive for virtue and goodness.</b></p>

## GRADE 7 READING STANDARDS

### CATHOLIC STANDARDS:

- Share how literature fosters both prudence and sound judgment in the human person. CSDS1
- Develop empathy and compassion for a character's crisis or choice in order to build virtue and better understand one's own disposition and humanity. CSDS2
- Display the virtues and values evident within stories that involve an ideal; take a stand for love, faith, courage, fidelity, truth, beauty, and all virtues. CSDS3
- Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations as told by best storytellers and intellects. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems. CSDS7

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2
- Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 7 students:</b></p> <ol style="list-style-type: none"><li>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>2. Determine a moral theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text. <i>CSIS1: Identify how literature interprets the human condition, behaviors, and actions in its redeemed and unredeemed state.</i></li><li>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li></ol> <p><b>Craft and Structure ~ Grade 7 students:</b></p> <ol style="list-style-type: none"><li>4. Determine the meaning of words and phrases as they are used in literary and Biblical texts,</li></ol>

	<p>including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ol style="list-style-type: none"> <li>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet, psalms) contributes to its meaning. <b>CSIS5: Describe how poets and writers can use language to convey truths that are universal and transcendent.</b></li> <li>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ol> <p><b>CSIS14: Analyze the author's reasoning and discover the author's intent.</b></p> <p><b>Integration of Knowledge and Ideas ~ Grade 7 students:</b></p> <ol style="list-style-type: none"> <li>7. Compare and contrast a written story, drama, parable, or poem (including Catholic literature) to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <b>CSIS2: Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the development of a moral imagination.</b></li> <li>8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> </ol> <p><b>CSIS1: Identify how literature interprets the human condition, behaviors, and actions in its redeemed and unredeemed state.</b></p> <p><b>Range of Reading and Level of Text Complexity ~ Grade 7 students:</b></p> <ol style="list-style-type: none"> <li>9. By the end of the year, read, comprehend, and show an appreciation for literature, including stories, dramas, and poems, appropriately complex for the individual student.</li> </ol> <p><b>CSIS6: Analyze critical values presented in literature and the degree to which they are in accord or discord with a Catholic perspective.</b></p>
<b>Reading Informational Texts</b>	<p><b>Catholic Standards for Informational Text</b></p> <p><i>Students will use literary texts/materials:</i></p> <ul style="list-style-type: none"> <li>• <b>Analyze texts that reflect the transmission of a Catholic culture and worldview. CSGS1</b></li> <li>• <b>Analyze works of non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2</b></li> <li>• <b>Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3</b></li> <li>• <b>Value how texts can contribute to strengthening one's moral character. CSGS4</b></li> </ul>

**Key Ideas and Details ~ Grade 7 students:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text. Provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas including Catholic teachings influence individuals or events, or how individuals influence ideas, events, and a student's Catholic faith).

**CSIS8: Explain how texts assist one in transcending the limited horizon of human reality.**

**Craft and Structure ~ Grade 7 students:**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **CSIS14: Analyze the author's reasoning and discover the author's intent.**

**Integration of Knowledge and Ideas ~ Grade 7 students:**

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts (e.g., analyze the different Gospel accounts).

**Range of Reading and Level of Text Complexity ~ Grade 7 students:**

10. By the end of the year, read and comprehend literary nonfiction and show an appreciation for informational text appropriately complex for the individual student.  
**CSIS11: Summarize how texts can reflect the historical and sociological culture of the time period in which it was written and help us better understand ourselves and other cultures and times.**

## GRADE 7 WRITING STANDARDS

### Affective Goals for Teachers:

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in writing.* Affective Goals for Students:
- ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
- ❖ *To discover the joy of self-expression through writing.*

### CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to naturally order our thoughts to the truth with an accurate expression of intent, knowledge, and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes ~ Grade 7 students:</b></p> <p>CSWS2: Write in a variety of ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</p> <p>CSIS4: From a Catholic perspective, write to explain how to address critical issues, such as: What is the relationship between man and God? What is the nature of human dignity? What is love? What is a good life?</p> <ol style="list-style-type: none"><li>1. Write arguments to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.<ol style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li></ol></li></ol>

- b. Develop the topic (including but not limited to a Catholic topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (character study may detail the implicit and/or explicit Catholic virtues and values).
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing ~ Grade 7 students:**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Examples may include prayers, Catholic moral teachings, and reflective essays.
5. With some guidance and support from peers and adults, develop, strengthen, and justify writing according to Catholic teaching as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing (including multi-media works reflecting a Catholic theme) and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Research to Build and Present Knowledge ~ Grade 7 students:**

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources including an understanding of primary and secondary sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while exercising the virtue of honesty and following a standard format for citation of images, sources, and ideas thus eliminating plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing ~ Grade 7 students:**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## GRADE 7 LANGUAGE STANDARDS

*Affective Goal:*

- ❖ *To develop an appreciation for spoken and written word.*

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<p><b>Conventions of Standard English ~ Grade 7 students:</b>  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol> <ol style="list-style-type: none"> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ol> <p><b>Knowledge of Language ~ Grade 7 students:</b></p> <ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and</li> </ol>

redundancy.

**Vocabulary Acquisition and Use ~ Grade 7 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (including faith literacy); gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADE 7 SPEAKING AND LISTENING STANDARDS

**Affective Goals:**

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*
- ❖ *To converse in an atmosphere of respect, actively listening, questioning respectfully without interruption, and responding appropriately.*

**CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:**

- **Interact with people, recognizing diversity, using discussion techniques and language that reflects Catholic teaching and values.**
- **Use language as a bridge for communication for the betterment of all involved. CSWS1**
- **Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4**
- **Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7**

Domain	Speaking and Listening Standard
<b>Comprehension and Presentation</b>	<p><b>Comprehension and Collaboration ~ Grade 7 students:</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study (including but not limited to Catholic texts and sources); explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol> </li> <li>2. Analyze the main ideas and supporting details presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> </ol> <p><b>Presentation of Knowledge and Ideas ~ Grade 7 students:</b></p> <ol style="list-style-type: none"> <li>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>7. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.</li> </ol>

## GRADE 8 READING STANDARDS

### CATHOLIC STANDARDS

- Share how literature fosters both prudence and sound judgment in the human person. CSDS1
- Develop empathy and compassion for a character's crisis or choice in order to build virtue and better understand one's own disposition and humanity. CSDS2
- Display the virtues and values evident within stories that involve an ideal; take a stand for love, faith, courage, fidelity, truth, beauty, and all virtues. CSDS3
- Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations as told by best storytellers and intellects. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems. CSDS7

### Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2
- Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3
- Share how literature can contribute to strengthening one's moral character. CSGS4

Domain	Reading Standard
Reading - Literature	<p><b>Key Ideas and Details ~ Grade 8 students:</b></p> <ol style="list-style-type: none"><li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>2. Determine a moral theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Provide an objective summary of the text. <i>CSIS1: Identify how literature interprets the human condition, behaviors, and actions in its redeemed and unredeemed state.</i></li><li>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li></ol> <p><b>Craft and Structure ~ Grade 8 students:</b></p> <ol style="list-style-type: none"><li>4. Determine the meaning of words and phrases as they are used in literary and Biblical texts,</li></ol>

	<p>including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>CSIS5: Describe how writers can use language to convey truths that are universal and transcendent</b></p> <ol style="list-style-type: none"> <li>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> </ol> <p><b>CSIS14: Analyze the author's reasoning and discover the author's intent.</b></p> <p><b>Integration of Knowledge and Ideas ~ Grade 8 students:</b></p> <ol style="list-style-type: none"> <li>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the moral/value choices made by the director or actors.</li> <li>8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li> </ol> <p><b>CSIS2: Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the development of a moral imagination.</b></p> <p><b>CSIS10: Analyze literature to identify, interpret, and assimilate the culture handed down from previous generations.</b></p> <p><b>Range of Reading and Level of Text Complexity ~ Grade 8 students:</b></p> <ol style="list-style-type: none"> <li>9. By the end of the year, read, comprehend, and defend with an appropriate Catholic response for literature, including stories, dramas, and poems, appropriately complex for the individual student.</li> </ol> <p><b>CSIS6: Analyze critical values presented in literature and the degree to which they are in accord or discord with a Catholic perspective.</b></p>
<b>Reading Informational Texts</b>	<p><b>Catholic Standards for Informational Text</b></p> <p><i>Students will use literary texts/materials to:</i></p> <ul style="list-style-type: none"> <li>● <b>Analyze texts that reflect the transmission of a Catholic culture and worldview. CSGS1</b></li> <li>● <b>Analyze works of non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2</b></li> <li>● <b>Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3</b></li> <li>● <b>Value how texts can contribute to strengthening one's moral character. CSGS4</b></li> </ul> <p><b>Key Ideas and Details ~ Grade 8 students:</b></p>

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**CSIS8: Explain how texts assist one in transcending the limited horizon of human reality.**

**Craft and Structure ~ Grade 8 students:**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**CSIS14: Analyze the author's reasoning and discover the author's intent.**

**Integration of Knowledge and Ideas ~ Grade 8 students:**

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation; compare and contrast the information from two or more Gospels referencing a subject.

**Range of Reading and Level of Text Complexity ~ Grade 8 students:**

10. By the end of the year, read, comprehend, and use informational text to discern appropriate Catholic response to literary nonfiction and show an appreciation for informational text appropriately complex for the individual student.

**CSIS11: Summarize how texts can reflect the historical and sociological culture of the time period in which it was written and help us better understand ourselves and other cultures and times.**

## GRADE 8 WRITING STANDARDS

### Affective Goals for Teachers:

- ❖ *To nurture the development of students' individual voices as writers.*
- ❖ *To encourage students to express Catholic values in writing.* Affective Goals for Students:
- ❖ *To foster respect for individual writers and an appreciation of diverse writing.*
- ❖ *To discover the joy of self-expression through writing.*

### CATHOLIC STANDARDS FOR WRITING:

- *Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.*
- Share well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Write in ways to naturally order our thoughts to the truth with an accurate expression of intent, knowledge, and feelings. CSWS2

Domain	Writing Standard
Writing - Text, Production, Research	<p><b>Text Types and Purposes ~ Grade 8 students:</b></p> <p>CSWS2: Write in a variety of ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</p> <p>CSIS4: From a Catholic perspective, write to explain how to address critical issues, such as: <b>What is the relationship between man and God? What is the nature of human dignity? What is love? What is a good life?</b></p> <ol style="list-style-type: none"><li>1. Write arguments to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.<ol style="list-style-type: none"><li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</li></ol></li></ol>

when useful to aiding comprehension.

- b. Develop the topic (including but not limited to a Catholic topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (character study may detail the implicit and/or explicit Catholic virtues and values).
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing ~ Grade 8 students:**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Examples may include prayers, Catholic moral teachings, and reflective essays.
- 5. With some guidance and support from peers and adults, develop, strengthen, and defend writing according to Catholic teaching as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6. Use technology, including the Internet, to produce and publish writing (including multi-media works reflecting a Catholic theme) and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Research to Build and Present Knowledge ~ Grade 8 students:**

- 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8. Gather relevant information from multiple print and digital sources including an understanding and use

	<p>of primary and secondary sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while exercising the virtue of honesty and following a standard format for citation of images, sources, and ideas thus eliminating plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing ~ Grade 8 students:</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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## GRADE 8 LANGUAGE STANDARDS

### Affective Goal:

- ❖ *To develop an appreciation for spoken and written word.*

### CATHOLIC STANDARDS FOR LANGUAGE:

- Exhibit an understanding that words are important to the Word.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Use language to order our thoughts and to accurately express knowledge and feelings. CSWS2

Domain	Language Standard
Language - Conventions, Vocabulary	<p><b>Conventions of Standard English ~ Grade 8 students:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

**Knowledge of Language ~ Grade 8 students:**

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**Vocabulary Acquisition and Use ~ Grade 8 students:**

- 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
  - b. Use the relationship between particular words to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (including faith literacy); gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADE 8 SPEAKING AND LISTENING STANDARDS

**Affective Goals:**

- ❖ *To cultivate a community that encourages students' desire to freely share ideas and witness Gospel values.*
- ❖ *To converse in an atmosphere of respect, actively listening, questioning respectfully without interruption, and responding*

appropriately.

#### CATHOLIC STANDARDS FOR SPEAKING AND LISTENING:

- Interact with people, recognizing diversity, using discussion techniques and language that reflects Catholic teaching and values.
- Use language as a bridge for communication for the betterment of all involved. CSWS1
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Delight and wonder through reading aloud or listening to creative, sound, and healthy stories, and poems and plays. CSDS7

Domain	Speaking and Listening Standard
Comprehension and Presentation	<p><b>Comprehension and Collaboration ~ Grade 8 students:</b></p> <ol style="list-style-type: none"><li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.<ol style="list-style-type: none"><li>a. Come to discussions prepared, having read or researched material under study (including but not limited to Catholic texts and sources); explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li><li>d. Acknowledge new information expressed by others, and, when warranted, have the humility to qualify or justify their own views in light of the evidence presented.</li></ol></li><li>2. Analyze the purpose of information presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li><li>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li></ol> <p><b>Presentation of Knowledge and Ideas ~ Grade 8 students:</b></p> <ol style="list-style-type: none"><li>4. 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.</li><li>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li><li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li><li>7. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.</li></ol>

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- <sup>i</sup> [The Catholic School, 1977, #36, 47, 49. Gravissimum Educationis, 1965, #1, par. 1; USCCB. Seven themes of Catholic social teaching.](#)
- <sup>ii</sup> [The Religious Dimension of Education in a Catholic School, 1988, #52, 56; The Catholic School, 1977, #55.](#)
- <sup>iii</sup> [The Religious Dimension of Education in a Catholic School, 1988, #71, 74-77; The Catholic School, 1977, #50](#)
- <sup>iv</sup> [The Religious Dimension of Education in a Catholic School, 1988, #52; The Catholic School, #37.](#)