

Archdiocese of Hartford English Language Arts Standards-based Curriculum

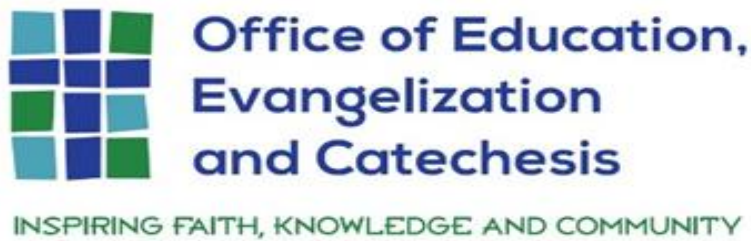


GRADES 1-12



“...the unique value of a Catholic education stems from a program of studies integrating Catholic faith formation with a curriculum that prepares students for academic excellence and challenges them to reach their full potential.” 20†20 Vision: An Eye on Our Future, 2012

Office of Education, Evangelization and Catechesis (OEEC)
467 Bloomfield Avenue
Bloomfield, CT 06002
www.catholicedaohct.org



Purpose and Vision for Catholic School Education

Catholic Schools in the Archdiocese of Hartford welcome students of all faiths, ethnic groups and socio-economic backgrounds. The fundamental purpose of Catholic schools is to:

Provide a safe, nurturing and secure environment in which **students encounter the living God**, who in Jesus Christ, reveals His transforming love and truth;

Partner with parents to support students in their learning and in their **search for knowledge, meaning, and truth**;

Create a Catholic climate that contributes to the **formation of students** as active participants in the parish community;

Foster a **culture of educational excellence** through critical thinking skills, innovative rigorous curriculum standards, a global perspective, and an emphasis on moral education, community, and service;

Promote life-long learning that advances the **development of the whole person** - mind, body, and soul; and

Graduate students prepared to become **productive, virtuous citizens and church leaders** who will fashion a more humane and just world.

Archdiocese of Hartford Language Arts Standards

Rationale/Philosophy

The vision statement for Catholic schools of the Archdiocese of Hartford asserts that “Catholic schools educate diverse student bodies to form Catholic, person-centered learning communities; provide quality teaching through traditional and innovative educational programs infused with Catholic social teachings; involve students to serve and support parish life and the local civic communities; graduate students who are critical thinkers, productive moral citizens, and spiritual leaders; and recognize and appreciate parents as the primary educators of their children.” Language arts is a critical curriculum area in the fulfillment of that vision. Through the study of language arts, our students develop the intellectual, social, moral, and spiritual qualities necessary to serve their parish and civic communities, to think critically, to be productive, to grow spiritually and to make moral decisions.

Language facilitates learning, since all knowledge is conveyed through the written or spoken word. Development of communication skills prepares students for lifelong learning. In the knowledge explosion of the Information Age, the 21st century, students need basic language skills to access and understand information, evaluate its quality, collaborate, and convey ideas to others. Thus, language arts provides the building blocks for all learning, both in school and throughout life.

In addition to their intellectual value, language arts conveys social benefits. In a rapidly shrinking world, communication skills enable us to interact peaceably and effectively with others in a spirit of understanding, to resist influences of malevolent propaganda, and to be powerful forces in persuading others to ethical, moral decisions.

Through literature, we learn to bridge the gaps that separate us from others. The study of literature enables us to see the universality in human experience within the diversity of its many cultures. Literature enriches and extends our experiences beyond the limits of time and place, and thus helps us to create a peaceful life in a global village.

Of greatest importance are the moral and spiritual benefits that accrue from the study of language arts. By providing an opportunity to investigate moral choices and their consequences, literature aids in forming a right conscience. Language is one of the noblest expressions of our creativity, and the means by which we communicate with our Creator through prayer and spiritual reading.

HOW TO USE THIS DOCUMENT

Much thought, time and energy went into the creation of the *Standards for Language Arts* to make it a useful tool in the important work of creating critical thinkers and communicators of the 21st century. The information in this document is based on the National Council of Teachers of English, the International Reading Association's National Standards, and the Common Core State Standards. It is a working document, designed to be annotated by the teachers who use it. Teachers should list text correlations, resources, and assessments that work best for the standards and skills listed.

Standards are the primary instructional targets that outline essential topics and skills that students should know and be able to do by the end of high school. Daily standards-based lesson planning enables educators to align curriculum and instruction with relevant standards, as they have been adapted by this Archdiocese, thereby keeping the goals of our students in mind. The purpose of standards-based curriculum is to empower all students to meet new, challenging standards of education and to “provide them with lifelong education...that equips them to be lifelong learners.” (Fullan, 2006)

The various language arts standards are separated into **strands**: reading/literature, phonics (grades 1-3), spelling/vocabulary, written language (includes explicit instruction in grammar/usage/mechanics), oral language (includes explicit instruction in listening skills), and handwriting. *All of these strands should be integrated with one another to maximize learning; the study of language arts should be an integral part of all content areas.*

The **ARCHDIOCESAN STANDARDS** are restatements of the National Council of Teachers of English (NCTE), the International Reading Association's National Standards, and are aligned with the College and Career Readiness Standards; the Archdiocesan English Language Arts Standards meet and exceed the national Common Core State Standards. Curriculum standards are the optimal instructional targets that outline what all students should ultimately know and be able to do by the end of a given grade level. **ENABLING SKILLS** are skills taught within a lesson or unit that will result in mastery of the standard(s). Teachers are encouraged to develop objectives aligned with the standards and continually check enabling skills as they are taught or formatively assessed as this will drive instruction. Pre-assessment strategies and differentiating instruction plays a paramount role in this determination and in planning daily learning objectives.

Overarching **ESSENTIAL QUESTIONS** were developed to engage students in the “big idea” of the unit. Essential questions serve as a reflective prompt into the big ideas. Answers to essential questions shouldn't be able to be answered in a textbook or a page of notes; they are open-ended and designed to be thought-provoking and at times counterintuitive. They push students to think critically and to establish authentic, real-world connections, thereby enabling transfer and application of knowledge and ideas. Teachers are encouraged to write their own essential questions as they relate specifically to the unit being taught to promote creative, higher order thinking. Overarching and unit essential questions can be revisited throughout a unit to engage students in dialogue and/or debate.

Each grade level curriculum represents a *minimum instructional plan* for the year. It is essential that each language arts/reading teacher becomes familiar with the enabling skills for the preceding as well as the following grade, and has a good overall picture of the sequence of instruction throughout the twelve grades. As schools meet in their **professional learning communities**, conversations should be prompted regarding the

use the standards, student progress monitoring through various summative and formative assessments, standardized test data, research-based best practices to effectively and efficiently inform instructional planning to meet the needs of each student.

Classrooms should incorporate a learning environment that values critical thinking, oral, written, and visual communication, and encourage the active participation of the students collaboratively and independently in the learning process. Instruction should engage students in the learning process rather than allow them to be the passive recipients of information.

Careful attention should be paid to the **Assessment** section of the document. Assessment is a key element of any curriculum whether used as an instructional tool or as a measurement of learning. Assessment for learning (formative assessment) is a powerful strategy for improving instruction and student achievement. "Assessment for learning...is about obtaining feedback on the teaching and learning and using that feedback to further shape the instructional process and improve learning." (Fullan, 2006) Good teachers learn which assessment tools best fit the learning outcomes and ensure that a variety of summative assessments are used (performance-based, independent, criterion based) to determine an accurate indication of student achievement.

Journal writing appears throughout this document as an effective learning strategy that teachers are encouraged to use. **However, teachers who assign journals must understand that they are responsible for reading entries in a *timely* manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).**

Writing

Writing cannot be underscored enough to stress its importance in the daily activity in each curricular area. Every day, at every grade level, students should be writing—individually, in small or whole-class groups, in journals, through emails and other Internet connections, or on electronic devices. They should be writing research reports, opinions, poetry, conclusions, summaries, prayers, and reflections. Reflective or responsive writing should include opportunities for students to make personal and real-world connections but always connect back to the text to ensure optimum comprehension of the text read across genres. In addition, teaching students to carefully and accurately cite sources for their work beginning in elementary grades, and then emphasizing various bibliography styles such as MLA or APA in middle school grades, is vital to ensure proper research method and technique in high school. A useful source for rubrics across all content areas is: http://www.tsc.k12.in.us/ci/resource/general/Rubrics_TSC.htm. Just as it is impossible to imagine a school day without reading, it should be equally impossible to envision a school day without writing.

Resources

Throughout the *Standards*, there are suggested online resources or methods. All work online should be carefully monitored by the teacher and/or parent. This includes emails that are part of learning activities and assignments. Students should understand that what they write on the internet will be read by the teacher.

A copy of the suggested reading list is available on the Archdiocesan website under Curriculum Resources. Teachers should add their own favorites as well as the Caldecott, Newbury, Coretta Scott King, Nutmeg and other book award winners to this list each year.

Textbooks and anthologies are valuable resources that support instruction to help students meet the objectives of a standards-based curriculum. They should not be used to identify targets of instruction. (O'Shea, 2005) Textbooks must be selected from the Archdiocesan Approved Textbook List. If a school wishes to use a textbook resource not listed on the approved list, kindly contact the Office of Catholic Schools, Office of Curriculum, Instruction, and Assessment, for endorsement.

Cross Curricular Links

Central to these Standards and to the language arts programs of this Archdiocese is the goal of creating articulate young people of faith, who can read with understanding, think critically and make moral decisions. Following the standards, is a section entitled **"Suggested Cross Curricular and Catholic Social Teaching Links."** This section is designed to help teachers link instruction in language arts to other areas of the curriculum, and, more importantly, with how students live out their faith as expressed in Catholic social teachings. Some suggestions are included, but this part of the document must also be annotated by the teacher. The connection of language arts to life outside of school is real; it is the perfect vehicle for making Jesus' Gospel message of peace and justice live and breathe in each student, and have its being in our schools, parishes, communities and towns.

ASSESSMENT

Assessment is a means of measuring performance. It illustrates how well we are accomplishing our stated mission, goals, and objectives to educate and form the whole person. Through an integrated system of standards and of multiple forms of evaluation, assessment measures:

- *beliefs, attitudes and behaviors, which are expressions of our Catholic identity;*
 - *content knowledge*
 - *student achievement (individual and group) ; and the*
 - *learning and teaching environment*
- (NCEA'S Statement on Accountability and Assessment in Catholic Education)*

Assessments of students should match the learning outcome or goal. In all classrooms, a variety of assessments, both formative and summative, should be used to enhance learning and measure progress. Assessments are both instructional tools for students while they are learning and accountability tools to determine if learning has occurred.

Summative assessments are *MILEPOSTS* while formative assessments are *CHECKPOINTS*. *Summative assessments* are designed at the beginning of a unit by a teacher for each course and should reflect a form of evidence to be demonstrated by students to determine degree of mastery of the objectives. It is a measure OF learning to determine the success of the process/product at the end.

Checkpoint/Formative assessments are designed to prepare students for the milepost assessment; they direct instruction and ensure that students have the appropriate practice opportunities before the summative assessment. They are stops along the way. Results are used to direct instruction and/or to plan corrective activities.

	FORMATIVE	SUMMATIVE
PURPOSE	To monitor and guide process/product while still in progress	To judge the success of process/product at the end (however arbitrarily defined)
TIME OF ASSESSMENT	During the process or development of the product	At the end of the process or when the product is completed
TYPES OF ASSESSMENT	Informal observation, quizzes, homework, teacher questions, worksheets	Formal observation, tests, projects, term papers, exhibitions
USE OF ASSESSMENT INFORMATION	To improve or change a process/product while it is still going on or being developed	To judge the quality of a process/product; grade, rank, promote

STANDARD-BASED LESSON PLANS

Teachers employed in schools under the auspices of the Archdiocese of Hartford are expected to write daily standards-based lesson plans. Focusing each lesson on a standard creates a learning target that directs instruction and learning. Further, it enables teachers to more easily identify essential questions, clarifies objectives and outcomes, and enables students to understand exactly what teachers expect of them. “It has been shown that students who can identify what they are learning outscore those who cannot.” (Marzano, 2005)

Standards-based lesson plans must include a specific learning objective (concept students must understand), a form of assessment (how you know if students understand), enabling outcomes/skills (skills students must master to achieve objective), and standard (what students must know and be able to do by the end of the grade level). EduConnect ® offers electronic lesson plans that are populated with Archdiocesan standards and include all essential elements of a standards-based lesson plan. In addition, templates are available online at www.catholicschoolshartford.org, in the Teachers’ Portal for grades K-12.

***The language arts curriculum has been designed as a cumulative model. Enabling skills have been outlined in quarterly benchmarks to preserve its viability. In this discipline, skills once taught, must always be reinforced and built upon as foundational skills to achieve higher levels of critical thinking and independent learning. Language arts is comprised of many disciplines. Some strands are taught in isolation at certain grade levels and others are consistently integrated into other strands. For example, listening skills are not taught separately; they are integrated into written language skills, oral language skills, and reading skills. The language arts curriculum has been revised to more closely represent the Archdiocesan grade reporting system for parents. The strand of Conventions of Standards English has been integrated into the Written Language strand since this is specifically represented on students’ report cards. In the same way, listening skills have been integrated into the Oral Language strand of language arts.**

As students progress in grades, other accommodations have been made:

- All strands are taught in isolation in grades 1-3 as this is a foundational level.
- Handwriting is fully integrated across all content areas by grade 5.
- Oral language and listening skills are fully integrated across all content areas by grade 6.
- In grades 7 & 8, skills are mostly in review therefore they are designed in sequential order in a yearly format.
- High school curriculum has been designed to accommodate specific course essential questions.

TECHNOLOGY INTEGRATION

“The Church views emerging technologies as gifts of the Spirit to this age and challenges “God’s faithful people to make creative use of new discoveries and technologies for the benefit of humanity and the fulfillment of God’s plan for the world..” Aetatis Novae, #2, #3; Rose, 1992

The seamless integration of technology and curriculum will enable students and teachers to maximize their ability to access information, enhance problem-solving skills, and develop effective communications. The *Technology Standards* provide many such opportunities that can be incorporated into the teaching and learning processes at all levels. Each grade level outlines suggested outcomes for successful integration of technology that augments teaching and learning for the purpose of successful mastery of skills and preparation for 21st century fluencies. However, there are many other creative means of achieving this goal. Additional resources can be found <http://adh-ocs.org/07.curriculum/resources2.html> under the heading of *Technology*.

TECHNOLOGY STANDARDS GRADES 1-12:

- I. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- II. Identify, research, and collect data on an age and grade appropriate issue using digital resources and propose a developmentally appropriate solution.
- III. Engage in electronic learning activities with learners from multiple cultures in order to understand that the world is one human family.
- IV. Use a variety of technologies to communicate and celebrate God’s word.
- V. Independently and in a collaborative work group, use a variety of technologies to produce an inquiry-based digital presentation or product in a curriculum area that encourages finding creative solutions to authentic and complex problems.
- VI. Choose and use various technological methods to organize information including lists, systematic counting, sorting, graphic organizers, and tables.
- VII. Demonstrate the safe, ethical, and cooperative use of technology.
- VIII. Independently apply digital tools and resources to address a variety of tasks and problems.
- IX. Communicate about technology using developmentally appropriate and accurate terminology.
- X. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites.
- XI. Use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively.

XII. Utilize media to integrate the Church's authentic teaching into the 'new culture' created by modern communications" and "strongly influence what people think about life and, to a great extent, the human experience itself is an experience of media". (*Pontifical Council For Social Communications*)

General Outcomes for Technology Operations and Concepts Grades 1-12:

1. Demonstrate positive social and ethical behaviors when using technology.
2. Successfully and responsibly operate multiple technology devices.
3. Use a variety of media and technology resources for directed and independent learning activities.
4. Communicate about technology using developmentally appropriate and accurate terminology.
5. Use developmentally appropriate multimedia resources and digital tools for problem solving, communication, illustration of thoughts, ideas, and stories, and to differentiate and personalize learning.
6. Work independently, cooperatively and collaboratively with peers, to gather information and communicate with others using telecommunications, with support from teacher and/or family members.
7. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
8. Use email or other online resources to communicate original ideas and/or collaborate on a project.
9. Demonstrate respect for the physical and intellectual property of others.
10. Care for technology equipment and use it safely and in an age-appropriate manner.
11. Name basic technology devices.

Internet Safety & Appropriate Use of Communication Technologies

The Internet is an amazing resource that offers our children unlimited opportunities for learning, constructive entertainment and personal growth. Any child who is old enough to select a letter on a keyboard can access the world. New technologies offer many ways to communicate, and youth today have fully embraced these technologies. They have become a major part of our children's social environment. The world of computers, cell phones, gaming systems and the Internet are constantly expanding and changing, and it is not uncommon today that children are more knowledgeable than adults. Parents, educators, and caregivers have a responsibility to help keep children safe online and to educate themselves about the technologies children use to communicate. You need to be aware of your child's online activities and teach him or her about cyber-ethics and how to interact positively in cyberspace.

¹Golden rules of behavior to regulate students' behavior in cyberspace.

- ✓ Rules from real life apply: always use courtesy, kindness, dignity and respect.
- ✓ Don't talk to strangers. Talking to a stranger online is no different from talking to a stranger in the street. Remember that it's not easy to spot a stranger online, as anyone can masquerade as someone else on the Internet.
- ✓ Beware of "roaming the Internet." Just as it's dangerous to roam around unknown streets, wandering online is no different. Spending unlimited time surfing aimlessly is asking for trouble.

¹ Commonwealth of Massachusetts 2017

- ✓ Know your friends. Only talk online with friends you know and can talk to in person as well. Never agree to meet an online friend without a parent consent. Sit with parents or guardians to discuss who potential online friends are and whether or not they belong on your "friends" list.
- ✓ Don't provoke a fight. Provoking a fight under any circumstances isn't smart. Trying to provoke someone online is called flaming and it is often a violation of the terms of service with your ISP. If you feel someone is flaming you or a friend, tell a parent right away.
- ✓ Don't tell anyone your personal information. You never know who you're talking to online. Even if you think you know, there could be strangers lurking. There is no guarantee that what is said or posted on the Internet is private, and information including photos and videos posted on the Internet can last forever.
- ✓ Don't steal. Downloading music without paying for it or copying a friend's computer game, although common, is wrong. You could be sued or charged with a crime.

The following websites can provide you with more information:

- www.common sense media.org
- www.cyberbullying.us
- www.ncpc.org
- www.net smartz.org

GRADE 1 - READING

STANDARDS

- R1.1** Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read closely to determine what the text says explicitly and to make logical inferences from it; and to read for personal enjoyment.
- R1.2** Use a variety of strategies to comprehend, interpret, and evaluate text.
- R1.3** Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
- R1.4** Use a variety of technological and informational resources to gather information.
- R1.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R1.6** Define and appropriately apply content-related vocabulary words, high frequency and sight words.
- R1.7** Assess how point of view or purpose shapes the content and style of a text.
- R1.8** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R1.9** Read a variety of materials to learn more about God's world and their faith.
- R1.10** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to read? How does reading benefit your life?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help us understand God's world and His creations?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Tell stories from fiction and nonfiction *picture* books
2. Use strategies to evaluate visual images (Look at the whole, then at parts)
3. Evaluate visual images in stories
4. Recall details from what is read
5. Apply vocabulary skills to enrich comprehension
6. Appropriately use vocabulary in written and oral language

7. Relate new vocabulary words to familiar words to continually extend scope of reading, writing, and speaking vocabulary
8. Apply appropriate strategies before, during, and after reading to construct meaning
9. Identify:
 - a. Characters and setting
 - b. Main idea
 - c. Beginning, middle, end
 - d. Problem/conflict
 - e. Cause and effect
 - f. Steps in a process
10. Use narrative elements to:
 - a. Retell stories
 - b. Make predictions
 - c. Draw conclusions
 - d. Map stories
 - e. Make inferences
 - f. Sequence
 - g. Classify
11. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts:
 - a. Make and confirm predictions
 - b. Create mental images
 - c. Make connections between text and personal experience, between text and real life and between different texts
 - d. Draw on personal experience to aid in comprehension
 - e. Interact with other readers in understanding text
 - f. Use graphic organizers to understand what is read
 - g. Use punctuation to make sense of what is read (period, question mark, exclamation point)
 - h. Ask and answer questions about what is read
 - i. Apply decoding skills
 - i. Using context and picture clues
 - ii. Word clues
 - iii. Phonics

- j. Stop and summarize in own words
 - k. Read ahead, reread
 - l. Monitor own comprehension
 - m. Group words into meaningful phrases
12. Recall details from what is read
 13. Identify narrative elements as appropriate
 14. Interpret and follow visual directions
 15. Distinguish between real and imaginary and fact and opinion
 16. Read with oral accuracy, expression, and speech-like pace (*fluency*)
 17. Recognize high frequency words *automatically*
 18. Read or listen to and respond to texts about different cultures and times
 19. Retell classic children's stories and poems
 20. Tell/read/listen to poems, stories, myths, articles from a diversity of cultures and relate these to personal experiences
 21. Read or listen to text and explain its appeal
 22. Discuss elements of the author's craft
 23. Choose books to read for pleasure (ALL YEAR)
 24. Read silently (ALL YEAR)

GRADE 1 - PHONICS

STANDARDS

PH1.1 Understand and apply phonics rules and strategies to decode and encode words.

OVERARCHING ESSENTIAL QUESTIONS

- *How do letter patterns help to read words that are not part of a speaking vocabulary?*
- *How do letter sounds help to read unknown words?*
- *How do letter sounds help in spelling words?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Decode and encode using all letter correspondences within a word
2. Recognize and identify all upper and lower case letters
3. Match consonant sounds to symbols
4. Identify consonant blends
5. Identify short and long vowel sounds
6. Identify y as a vowel
7. Identify and isolate consonants in initial, medial, and final positions
8. Identify and use inflectional endings (-ed, -ing, -s)
9. Identify consonant digraphs and combinations(*sh, th, ck, ch, wh*)
10. Identify and use contractions correctly (Contractions with will, not, am, are, is)
11. Identify and use compound words
12. Identify silent letters: *kn*

GRADE 1 – WRITTEN LANGUAGE

STANDARDS

- WL1.1** Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.
- WL1.2** Produce clear and coherent writing whereby the development, organization, and style are appropriate to task, purpose, and audience.
- WL1.3** Understand and use proper grammar and usage conventions in all written expression.
- WL1.4** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WL1.5** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- WL1.6** Conduct short, age-appropriate research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL1.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WL1.8** 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 tasks, purposes, and audiences.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is writing important in life?*
- *How does writing differ among genres?*
- *Why is writing important for effective communication?*
- *What is the importance of sharing your writing?*
- *Why is each step in the writing process important?*
- *How does writing enable us to follow and live the principles of Catholic social teachings?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Identify reasons for writing
2. Write creatively every day
3. Imitate teacher-modeled correct punctuation and capitalization in writing
4. Write about an experience they have had using familiar language
5. Use simple drawing technological tools such as circles, boxes, lines or pencil, brush, color, and stamps to create pictures to illustrate thoughts, ideas and stories
6. Write simple thank you notes

7. Keep a journal of books read, personal reflections, and ideas for writing
8. *Write personal journal entries
9. Write and record scientific or mathematical observations
10. Imitate teacher-modeled correct punctuation and capitalization in writing
11. Write a *complete* sentence with correct punctuation and capitalization
12. Write a complete sentence using nouns, verbs, adjectives, and pronouns
13. Flexibly employ the *five-step writing process* to produce age/class/grade/level appropriate written work and to vary writing for purpose and audience:
 - a. Pre-write
 - i. Choose a topic
 - ii. Brainstorm
 - iii. Make lists
 - iv. Use simple graphic organizers: charts, webs, clusters, etc.
14. Draft (First draft)
 - a. Revise
 - i. Peer and/or teacher editing/conferencing
 - ii. Self-editing
 - iii. Add detail(s)
 - iv. Find better words
 - v. Re-order sentences (cutting & pasting when using *Word*)
 - vi. Clarify ideas
 - b. Edit: make corrections, improvement
 - c. Publish: Write/share/present final draft
15. Write from a prompt
16. Use simple graphic organizers to order ideas (electronic/hard)
17. Write a sentence using rhyming words
18. Write letters/emails to friends
19. Write to pen pals, including online pen pals
20. Write simple directions in chronological order
21. Sequence events using beginning, middle, and end
22. Write and illustrate a simple description
23. Write a simple recipe for a favorite snack
24. Write directions for a simple activity

25. Apply writing skills in a variety of forms (i.e. letters, poems, recipes, directions, email, etc.) allowing for choice as often as possible
26. Write and design invitations
27. Write spatial descriptions – describe space left to right or top to bottom
28. Write and illustrate simple metaphors or comparisons (i.e. The room was as dark as a cave.)
29. Apply simple comparisons or metaphors in descriptions
30. Write and illustrate a simple narrative with one or two characters in chronological order
31. Write and design advertisements
32. Write simple prayers and petitions for use in classroom, school, and parish liturgies and prayer services (ALL YEAR)

****Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.***

GRADE 1 – ORAL LANGUAGE& LISTENING

STANDARDS

- OL1.1** Communicate orally using Standard English.
- OL1.2** Understand the importance of clear enunciation and volume.
- OL1.3** Develop active critical listening skills.
- OL1.4** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- OL1.5** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- OL1.6** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- OL1.7** Listen with courtesy and reverence during liturgy and prayer services.
- OL1.8** Participate actively in liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How do you listen?*
- *How do listening and speaking skills help us to learn, play, communicate and participate fully in family, classroom, community, and parish life?*
- *In what ways are ideas communicated effectively?*
- *How do our words and body language help us to communicate properly?*
- *How do verbal and nonverbal cues affect understanding?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Identify reasons for listening in a variety of situations
2. Demonstrate listening skills:
 - a. focus on the speaker
 - b. make eye contact with the speaker
3. Listen to others in conversation without interrupting
4. Listen courteously in assembly and classroom situations
5. Respond to what is heard appropriately
6. Ask questions when information is not clear
7. Listen to and follow multi-stepped directions
8. Listen to *specific* information or to answer comprehension questions

9. Listen with reverence during Mass and other prayer services

To successfully meet standards, students are expected to:

1. Identify reasons for oral communication
2. Speak clearly
3. Make eye contact when speaking
4. Contribute to class discussion
5. Speak in complete sentences
6. Participate with classmates in:
 - a. retelling of stories
 - b. singing of songs
 - c. recitation of short poems
 - d. choral reading
7. Participate in responses to prayers during liturgy
8. Pray with classmates during the school day
9. Make informal presentations
10. Connect own experiences with those of another orally
11. Adjust oral language to audience

GRADE 1 – CONVENTIONS OF STANDARD ENGLISH

STANDARDS

CSE1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking to communicate effectively.

CSE1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OVERARCHING ESSENTIAL QUESTIONS

- *How will the use of English language structure and conventions help us to communicate effectively?*
- *Why is it important to use correct grammar?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Use capitalization appropriately:
 - a. first word in sentences
 - b. proper nouns
 - c. names
 - d. months
 - e. days of the week
 - f. /
 - g. titles
 - h. initials
 2. Identify sentence types:
 - a. Declarative
 - b. Interrogative
 - c. Imperative
 - d. Exclamatory
 3. Use appropriate punctuation to close different types of sentences
 4. Identify nouns and verbs
 5. Begin to form plurals of nouns
 6. Begin to identify verb tenses
 7. Name self last
 8. Use the forms of the verb *to be* correctly
 9. Relate their first language to the above listed outcomes to increase competency in English
- Language Learners

GRADE 1 – SPELLING

STANDARDS

- S1.1 Understand the importance of correct spelling.**
- S1.2 Understand and apply the sound-symbol relationship.**
- S1.3 Correctly spell content-related vocabulary and sight words.**

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to use correct spelling in written work?*
- *What are the benefits of using resources to improve your spelling?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Spell words based on spelling patterns (*-at, -am, -ag, -op, -it, etc.*)
2. Memorize core words
3. Take risks in the spelling of unfamiliar words
4. Memorize the spelling of first grade high frequency words
5. Apply knowledge of spelling patterns and sound-symbol relationships to new words
6. Self-correct misspelled words
7. Correctly spell content-related vocabulary and sight words
8. Use “spell-check” and other technologies to spell correctly

GRADE 1 – HANDWRITING

STANDARDS

H1.1 Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.

H1.2 Achieve proficiency in manuscript writing to enable written communication.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to write legibly?*
- *How does legible print enable effective, courteous written communication?*






ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Position paper and hold pencils correctly to create vertical letters and numbers
2. Use correct posture
3. Print first and last name independently
4. Create consistently sized letters and numbers
5. Use correct spacing between letters and words
6. Form numbers 1-10 correctly
7. Form upper and lower case letters correctly
8. Form punctuation marks accurately (. ? , !)
9. Express him/herself legibly in written work
10. Evaluate an self-correct written work
11. Write from dictation
12. Copy from classroom board, books, etc. with accuracy
13. *Master* directional skills and strokes:
 - a. Top to bottom
 - b. Left to right
 - c. Backward circle
 - d. Forward circle
 - e. Slant left
 - f. Slant right

Suggested Cross Curricular and Catholic Social Teaching Links

Grade One

-  Students will record observations of plant growth; first graders record their observations of plant growth and connect to importance of caring for God's creation. (Science, Math, Religion, Written Language)
-  First graders communicate with pen pals both near and far and understand that the world is one human family. (Social Studies, Religion, Written Language)
-  Students will write poems and prayers about peace; in this way, first graders begin to work for a peaceful world. (Religion, Social Studies, Written Language)
-  Students will read stories about children and/or characters in the community, students will learn about the rights of others and our obligation to love our neighbor. (Social Studies, Reading)
-  Students will read nonfiction selections related to nature (*The Giving Tree*, *The Very Hungry Caterpillar*) and the care of and for resources. Students will begin to understand their role as stewards of God's creation. (Science, Reading)

Teaching & Learning with Technology in K-2 LANGUAGE ARTS Classrooms

- ☐ Use print and digital resources to access information and to aid in writing.
- ☐ Use story maps and other electronic graphic organizers to chart and understand the information they read.
- ☐ Use simple electronic graphic organizers (charts, webs) for pre-writing assignments.
- ☐ Keep digital literature journals or blogs.
- ☐ Use text synthesis to read/write/dictate own stories.
- ☐ Send emails to friends or to take part in an online project
- ☐ Use "spell check" and other technologies to edit written work.
- ☐ Utilize text-to-speech or speech-to-text software as appropriate.
- ☐ Create and present stories digitally using a video prompt.
- ☐ Practice using communication devices.

GRADE 2 - READING

STANDARDS

- R2.1** Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read closely to determine what the text says explicitly and to make logical inferences from it; and to read for personal enjoyment.
- R2.2** Use a variety of strategies to comprehend, interpret and evaluate text.
- R2.3** Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
- R2.4** Use a variety of technological and informational resources to gather information.
- R2.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R2.6** Define and appropriately apply content-related vocabulary words, high frequency and sight words.
- R2.7** Assess how point of view or purpose shapes the content and style of a text.
- R2.8** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R2.9** Read a variety of materials to learn more about God's world and their faith.
- R2.10** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to read? How does reading benefit your life?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help understand God's world and His creations?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

VOCABULARY

1. Recognize basic vocabulary words from text by sight and meaning
2. Recognize high frequency words automatically
3. Appropriately use vocabulary in written and oral language
4. Relate new vocabulary words to familiar words to continually extend scope of reading, writing, and speaking vocabulary
5. Recognize that some words have multiple meanings
6. Define and appropriately apply content related vocabulary words, high frequency and sight words

7. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
8. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
9. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
10. Demonstrate understanding of word relationships and nuances in word meanings
11. *Identify real-life connections between words and their use*

COMPREHENSION

12. Apply strategies to evaluate visual images (Look at the whole, then at parts)
13. Evaluate and interpret images/illustrations in stories; make connections to other similar images
14. Create visual interpretations of stories
15. Apply appropriate strategies before, during, and after reading to construct meaning
16. Choose books and reading material for enjoyment
17. Identify and discuss:
 - a. Character
 - b. Setting
 - c. Beginning, middle, end
 - d. Main idea
 - e. Problem, resolution
 - f. Author's purpose
 - g. Steps in a process
18. Make connections to/relate characters, events, settings in reading materials to personal life and experiences
19. Understand narrative elements
20. Apply narrative elements to:
 - a. Retell stories
 - b. Make and verify predictions
 - c. Draw conclusions
 - d. Sequence
 - e. Summarize
 - f. Change endings
 - g. Make inferences
 - h. Compare and contrast
21. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
22. Connect the texts with real life situations, other texts, the world, or personal experiences to ensure deep understanding
23. Distinguish between fact and opinion/fiction and nonfiction
24. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text before, during, and after reading:
 - a. Monitor own comprehension

- b. Self-correct
 - c. Read ahead and reread
 - d. Make, confirm or revise predictions
 - e. Ask questions
 - f. Activate and relate prior knowledge
 - g. Create mental pictures
 - h. Make connections between what is read and what has been read in other sources, what has been experienced, or to what is known about the world in general
 - i. Stop and summarize in own words
 - j. Draw conclusions
 - k. Determine importance of detail, events, characters
 - l. Make inferences
25. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
 26. Apply story maps and other graphic organizers (electronic and text) to aid understanding of information
 27. Identify title, author, illustrator, table of contents, index
 28. 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
 29. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
 30. Find and evaluate information online using various digital sources
 31. Access websites with teacher/parent direction
 32. Recognize difference among genres
 33. Read nonfiction text for new information i.e., news articles (text and online)
 34. Follow written directions
 35. Read with oral accuracy, expression, and fluency
 36. Begin to identify author's craft
 37. Compare and contrast the most important points presented by two texts on the same topic
 38. Read Gospel stories and restate the message of Jesus
 39. Choose books to read for pleasure (ALL YEAR)
 40. Read silently (ALL YEAR)

GRADE 2 - PHONICS

STANDARDS

PH2.1 Understand and apply phonics rules and strategies to decode and encode words.

OVERARCHING ESSENTIAL QUESTIONS

- *How do letter patterns help to read words that are not part of a speaking vocabulary?*
- *How do letter sounds help to read unknown words?*
- *How do letter sounds help in spelling words?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Distinguish among and associate each of the consonants with the sound it stands for in all positions
2. Associate the vowels with and distinguish among long and short sounds
3. Apply the short and long vowel rules to decode
4. Identify and decode compound words
5. Identify and decode two-syllable words
6. Recognize the hard and soft sounds of c and g
7. Identify the sounds of consonant blends and digraphs *including th, sh, wh, ch, ck, ph, kn, wr, -le*
8. Recognize the sounds of r-controlled vowels
9. Identify and form contractions using *not, is, have, am, are, will*
10. Form plurals using –s and –es correctly
11. Associate vowel digraphs with their sounds: *oo, ea, au, aw*
12. Identify and define synonyms and antonyms
13. Correctly encode words from dictation incorporating familiar phonemes
14. Add inflected ending with and without spelling changes to base words: *-ing, -ed, -ly, -y, -ful, -less, -ness, -er, and -est*
15. Apply spelling rules to words and suffixes: y to i, drop the final e, double the final consonant
16. Define digraph and diphthong; apply definition to practical examples
17. Recognize and add prefixes to base words: *re-, un-, dis-*
18. Identify and apply examples of synonyms, antonyms, and homonyms/phones

GRADE 2 – WRITTEN LANGUAGE

STANDARDS

- WL2.1** Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.
- WL2.2** Produce clear and coherent writing whereby the development, organization, and style are appropriate to task, purpose, and audience.
- WL2.3** Understand and use proper grammar and usage conventions in all written expression.
- WL2.4** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WL2.5** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- WL2.6** Conduct short, age-appropriate research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL2.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WL2.8** 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 tasks, purposes, and audiences.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is writing important in life?*
- *How does writing differ among genres?*
- *Why is writing important for effective communication?*
- *What is the importance of sharing your writing?*
- *Why is each step in the writing process important?*
- *How does writing enable us to follow and live the principles of Catholic social teachings?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Write for varying purposes
2. Write at various times during the school day, *every day*, to record events, take notes, etc.
 - a. Write a sentence using rhyming words
 - b. Write based on literature; respond to literature
 - c. Write factual pieces based on what was read; make personal connections

- d. Write ideas, jokes, reflections in *journals or blogs (online journals must be parent and teacher supervised)
 - e. Write questions about content area subjects
- 3. Imitate teacher-modeled correct punctuation and capitalization
- 4. Write complete sentences with correct punctuation and capitalization
- 5. Write complete sentences emphasizing correct use of nouns, verbs, adjectives, and pronouns
- 6. Write from a variety of prompts or pictures
- 7. Share writing with others
- 8. Write in a variety of genres:
 - a. Responses to questions in complete sentences that incorporate or repeat the main idea of the sentence
 - b. *Personal response logs, journals, blogs (online journals must be parent and teacher supervised), notes for comprehension
 - c. Responses to literature that make connections between stories and personal life/experiences
 - d. Literature journals and book reports
 - e. Prayers (classroom prayers, Prayers of Faithful for use at Mass)
 - f. Narrative stories that include characters, setting, and sequential events
 - g. Expository/Informational paragraphs that include topic sentence, main idea, supporting details, and a concluding sentence
 - h. Personal communications including letters, understanding and using the five parts of a friendly letter, email messages appropriate to the person receiving them
 - i. Poetry and short rhymes
 - j. Summaries of events, ideas, and stories
 - k. Descriptions that include imagery
 - l. 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section
- 9. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience:
 - a. Pre-write (brainstorm, make lists, etc.)
 - b. Draft (First draft)

- c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, reordering sentences, clarifying ideas, etc.)
 - d. Edit (Make corrections, improvements)
 - e. Use a variety of digital tools to produce and publish writing, including in collaboration with peers
10. Define and identify main idea and details in personal writing
 11. Select graphic organizers appropriate to purpose to help synthesize thoughts and ideas
 12. Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
 13. Integrate technology in the writing process
 14. Use various mediums to produce documents
 15. Save work electronically
 16. Use graphic drawing tools to illustrate written work or prompt a written piece of work
 17. Adapt content of written work to respond to assignments and audience
 18. Create and revise questions for inquiry across the curriculum
 19. 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)
 20. Write independently using Standard English language structures and conventions to communicate effectively

****Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.***

GRADE 2 – ORAL LANGUAGE & LISTENING

STANDARDS

OL2.1 Communicate orally using Standard English

OL2.2 Understand the importance of clear enunciation and volume.

OL2.3 Develop active critical listening skills.

OL2.4 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

OL2.5 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

OL2.6 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

OL2.7 Listen with courtesy and reverence during liturgy and prayer services.

OL2.8 Participate actively in liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How do you listen?*
- *How do listening and speaking skills help us to learn, play, communicate and participate fully in family, classroom, community and parish life?*
- *In what ways are ideas communicated effectively?*
- *How do our words and body language help us to communicate properly?*
- *How do verbal and nonverbal cues affect understanding?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Speak clearly in all classroom situations
2. Participate in collaborative conversations with diverse partners about appropriate topics and texts with peers and adults in small and larger groups
3. 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)
4. Make eye contact when speaking
5. Ask for clarification and further explanation as needed about the topics and texts under discussion
6. Speak in complete sentences

7. Describe characters in books and videos
8. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
9. Discuss impact of illustration in stories
10. Describe problems/provide solutions
11. Role-play to interpret people or events
12. Participate in Readers Theater
13. Create and tell original stories
14. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
15. Recite short memorized poems
16. Participate in choral reading and singing of songs and hymns
17. Make informal presentations and share written work
18. Apply composition strategies to oral presentations of stories (beginning, middle, end)
19. 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
20. Employ listening skills:
 - a. Focus on the speaker
 - b. Make eye contact with speaker
21. Follow oral directions
22. Listen without interrupting
23. Listen to informal presentations and share written work
24. Connect own experiences with those of another
25. Listen for and identify main idea and details in a story
26. Listen for and identify sequence of events in a story
27. Take notes
28. Listen with reverence during Mass and prayer services

GRADE 2 – CONVENTIONS OF STANDARD ENGLISH

STANDARDS

CSE2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking to communicate effectively.

CSE2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OVERARCHING ESSENTIAL QUESTIONS

- *How will the use of English language structure and conventions help us to communicate effectively?*
- *Why is it important to use correct grammar?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Begin to use capitalization appropriately:
 - a. First word in sentences
 - b. Proper nouns
 - c. *I*
 - d. Titles
 - e. Initials
 - f. Names
 - g. Months
 - h. Days of the week
 - i. Holidays
 - j. Product names
 - k. Geographic names
2. Identify sentence types (declarative, interrogative, imperative, exclamatory)
3. Identify nouns, verbs, adjective, and adverbs
4. Name self last
5. Use the forms of the verb *to be* correctly
6. Indent the first sentence of a paragraph
7. Identify complete sentences
8. Use punctuation in sentences:
 - a. Periods at the end of a Declarative or imperative sentence
 - b. Question marks
 - c. Exclamation point
 - d. Commas in dates, after greeting and closing of a friendly letter, in series
 - e. Apostrophes in contractions and for possessives

9. Make subjects and verbs agree in sentences
10. Identify, use, and maintain verb tenses appropriately (present, past, future)
11. Use irregular verb correctly
12. Use reflexive pronouns (e.g., myself, ourselves).
13. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
14. Use adjectives and adverbs, and choose between them depending on what is to be modified
15. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)

GRADE 2 – SPELLING

STANDARDS

- S2.1** Understand the importance of correct spelling.
- S2.2** Understand and apply the sound-symbol relationship.
- S2.3** Correctly spell content-related vocabulary and sight words.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to use correct spelling in written work?*
- *What are the benefits of using resources to improve your spelling?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Use common and more complex spelling rules and patterns to discover the spelling of new words
2. Apply the sound-symbol relationship to the spelling of new words
3. Apply strategies to spell words independently
4. Memorize and use the correct spelling of high frequency words recommended for second grade
5. Self-correct misspelled words
6. Take logical risks in the spelling of new words
7. Use “Spell Check” and other technologies to spell correctly
8. Correctly spell words and simple sentences from dictation
9. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
10. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

GRADE 2 – HANDWRITING

STANDARDS

- H2.1** Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.
- H2.2** Achieve proficiency in manuscript writing to enable written communication.
- H2.3** Begin to use cursive lettering.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to write legibly?*
- *How does legible print enable effective, courteous written communication?*


ENABLING SKILLS


To successfully meet standards, students are expected to:


1. Present written work in manuscript
2. Use correct positioning, posture, spacing, etc.
3. Use capital and lower case letter appropriately
4. Copy from board, book, etc. with accuracy
5. Evaluate and self-correct written work
6. Write from dictation
7. Begin to form cursive letters using proper pen, paper, and body posture and position
8. Correctly form all letters and numbers without a model
9. Correctly space letters and words in written work
10. Correctly form punctuation marks (. ? : ; , ! ‘ ”)
11. Continue to use correct formation of numbers in all writing
12. Produce neat, legible work across the curriculum
13. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing


Suggested Cross Curricular and Catholic Social Teaching Links

Grade Two

-  Students read about and write observations of extinct animals and plants (*The Kapok Tree*) and begin to understand that they are caretakers of creation. (Social Studies, Science, Religion, Reading, Written Language)

-  Students read and write about what local government does and they begin to develop an understanding that the function of government is to protect the rights of all and to work for the common good. (Social Studies, Written Language, Reading)

-  Students write about characters in literature (*Make Way for Ducklings*) who celebrate God's creation. (Religion, Reading)

-  Students design ways to resolve conflicts and begin to function as peacemakers. (Social Studies, Written and Oral Language)

Teaching & Learning with Technology in K-2 LANGUAGE ARTS Classrooms

- ☐ Use print and digital resources to access information and to aid in writing.
- ☐ Use story maps and other electronic graphic organizers to chart and understand the information they read.
- ☐ Use simple electronic graphic organizers (charts, webs) for pre-writing assignments.
- ☐ Keep digital literature journals or blogs.
- ☐ Use text synthesis to read/write/dictate own stories.
- ☐ Send emails to friends or to take part in an online project
- ☐ Use "spell check" and other technologies to edit written work.
- ☐ Utilize text-to-speech or speech-to-text software as appropriate.
- ☐ Create and present stories digitally using a video prompt.
- ☐ Practice using communication devices.

GRADE 3 - READING

STANDARDS

- R3.1** Read from a wide range of genres including fiction and nonfiction, classical and contemporary works spanning periods in time to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read closely to determine what the text says explicitly and to make logical inferences from it; and to read for personal enjoyment.
- R3.2** Use a variety of strategies to comprehend, interpret and evaluate text.
- R3.3** Use a variety of technological and informational resources to gather information.
- R3.4** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R3.5** Define and appropriately apply content-related vocabulary words, high frequency and sight words.
- R3.6** Assess how authors' point of view or purpose shapes the content and style of a text.
- R3.7** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3.8** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R3.9** Read a variety of materials to learn more about God's world and their faith.
- R3.10** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to read? How does reading benefit your life?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help understand God's world and His creations?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

VOCABULARY

1. Recognize basic vocabulary words by sight and meaning
2. Recognize high frequency sight words
3. Read, write, listen, and speak to increase vocabulary
4. Use word reference materials (e.g., dictionary, thesaurus, glossary) to determine the meaning, pronunciation, and derivations of unknown words)

5. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
6. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

COMPREHENSION

7. Read across all curricular areas
8. Apply appropriate strategies before, during, and after reading to construct meaning
9. Understand narrative elements:
 - a. Character (i.e. traits, motivations, feelings, etc.)
 - b. Setting
 - c. Plot and plot structure
 - d. Attribute characters' actions to a sequence of events
10. Use content, text features, and narrative elements to:
 - a. Recall details
 - b. Collect data, facts, and ideas from a variety of print and electronic texts
 - c. Locate information to solve problems
 - d. Compare and contrast information on one topic from two different sources
11. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
12. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
13. Evaluate and interpret visual images
14. Identify characters, setting, beginning, middle, end, main idea, resolution
15. Determine the main idea of a text; recount the key details and explain how they support the main idea
16. Identify:
 - a. steps in a process
 - b. problems/conflict
 - c. cause/effect
17. Follow written directions
18. Apply a wide range of comprehension strategies before, during, and after reading to comprehend, interpret, evaluate, and appreciate texts:

- a. Monitor own comprehension
 - b. Read ahead and reread
 - c. Make and confirm or revise predictions
 - d. Activate prior knowledge
 - e. Create mental pictures
 - f. Apply decoding skills
 - g. Examine pictures and other cues to assist in comprehension
19. Use narrative elements to retell stories, draw conclusions, compare and contrast, sequence events
20. Make connections between text and personal experience, different text, and the world at large
21. Stop and summarize in own words; paraphrase
22. Understand inferred themes in literary works
23. Adjust reading rate
24. Read and identify different genres (text and electronic) including:
- a. Reality/fantasy
 - b. Poetry
 - c. Description
 - d. Repetition, rhythm, rhyme
 - e. Letter (friendly, business)
 - f. Dialogue
 - g. Humor, exaggeration
25. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
26. Understand point of view in literary works:
- a. 1st and 3rd person
 - b. Limited and omniscient
27. Distinguish personal point of view from that of the narrator or those of the characters
28. Read with oral accuracy, expression and speech-like pace in connected text
29. Use punctuation to make sense of what is read (period, question mark, exclamation point)
- a. Demonstrate fluency during oral reading by showing expression, intonation, and acknowledging punctuation and proper phrasing
30. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

31. Read independently with sufficient accuracy and fluency to support comprehension
32. Read grade-level text with purpose and understanding
33. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
34. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
35. Choose books to read for pleasure (ALL YEAR)
36. Read silently (ALL YEAR)

GRADE 3 - PHONICS

STANDARDS

PH3.1 Understand and apply phonics rules and strategies to decode and encode words.

OVERARCHING ESSENTIAL QUESTIONS

- *How do letter patterns help to read words that are not part of a speaking vocabulary?*
- *How do letter sounds help to read unknown words?*
- *How do letter sounds help in spelling words?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Distinguish between hard and soft *c* and *g*
2. Identify silent letters
3. Identify long and short vowels, *y* as a vowel (long *e* and long *i*)
4. Define consonant blends and identify sounds by blends
5. Define and identify consonant digraph; read and write words with consonant digraphs – beginning, medial, or ending positions (*ch, ph, sh, th, gh, wh, etc*)
6. Write words with: *y* as vowel and a consonant; r-controlled vowels
7. Identify contractions and words they contract
8. Use contractions in writing
9. Identify consonant digraphs and combinations including but not limited to (*tch, ng, ph, gh*)
10. Identify two words in a compound word and use these to define the word; identify long and short vowels within compound words
11. Identify the number of syllables in a words; identify the number of vowel sounds in words to correlate to number of syllables
12. Understand and use appropriately the rules for forming plurals of words that end in *-s, -es, -f, -fe*
13. Identify base words, suffixes, and prefixes
14. Apply spelling rules to adding suffixes to base words
15. Identify diphthongs: *oo, ou, oi, oy, ow, au, aw, ew*
16. Decode and use multi-syllabic words in sentences
17. Use suffixes to create new words
18. Change the meaning of words by adding prefixes

GRADE 3 – WRITTEN LANGUAGE

STANDARDS

- WL3.1** Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.
- WL3.2** Produce clear and coherent writing whereby the development, organization, and style are appropriate to task, purpose, and audience.
- WL3.3** Understand and use proper grammar and usage conventions in all written expression.
- WL3.4** Develop and strengthen writing prewriting, drafting, revising, editing, rewriting, publishing and presenting.
- WL3.5** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others; become responsible digital citizens.
- WL3.6** Conduct short, age-appropriate research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL3.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WL3.8** 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 tasks, purposes, and audiences.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is writing important in life?*
- *How does writing differ among genres?*
- *Why is writing important for effective communication?*
- *What is the importance of sharing your writing?*
- *Why is each step in the writing process important?*
- *How does writing enable us to follow and live Catholic social teachings?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Flexibly use the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience
 - a. Pre-write (Brainstorm, make lists, etc.)
 - b. Draft (First draft)
 - c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, re-ordering sentences [cutting and pasting], clarifying ideas)
 - d. Edit (Make corrections, improvements)
 - e. Publish (Final draft)
2. Adhere to the topic in a story or write a paragraph around one main idea

3. Create a description of an event or a place
4. Write expressing a personal point of view on familiar topics or texts, supporting a point of view with reasons
5. Provide reasons that support the opinion
6. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
7. Use details to predict or explain relationships between information and events
8. Record reactions to material read
9. Support interpretations and explain with evidence from text
10. Write stories from a prompt (oral or visual)
11. Create original written poems and prayers
12. Share writing
13. Recognize and write titles for stories
14. Write a summary of a story or book
15. Write a story in sequential order with beginning, middle, and end
16. Select, organize, and produce visuals to complement and extend meaning in written work (i.e., graphics, charts, simple spreadsheets, models, illustrations, etc.)
17. Use effective adjectives and adverbs to extend meaning and detail in writing
18. Use strong verbs
19. Write paragraphs that compare and contrast ideas or opinions
20. Adjust writing to audience and purpose
21. Create an original two-paragraph story or essay using grade and/or level-appropriate Standard English
22. Write informative/explanatory texts to examine a topic and convey ideas and information clearly that includes the following information:
 - a. Introduction
 - b. Main Idea (Topic Sentence)
 - c. Sufficient detail
 - d. Logical sequence
 - e. Character development
 - f. Dialogue
 - g. Conclusion

23. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
24. Develop the topic with facts, definitions, and details
25. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
26. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
27. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
28. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
29. Use temporal words and phrases to signal event order
30. Conduct short research projects that build knowledge about a topic
31. Use technology to produce and publish all forms of writing (using keyboarding skills) as well as to interact and collaborate with others
32. Save written work electronically; create electronic portfolios
33. Enter and edit text in electronic documents
34. Work cooperatively in written work using technology
35. Use graphic drawing tools
36. Practice responsible use of technology
37. Write across the curriculum

**Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.*

GRADE 3 – ORAL LANGUAGE & LISTENING

STANDARDS

- OL3.1** Communicate orally using Standard English.
- OL3.2** Understand the importance of clear enunciation and volume.
- OL3.3** Develop active critical listening skills.
- OL3.4** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- OL3.5** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- OL3.6** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- OL3.7** Listen with courtesy and reverence during liturgy and prayer services.
- OL3.8** Participate actively in liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How do you listen?*
- *How do listening and speaking skills help us to learn, play, communicate and participate fully in family, classroom, community and parish life?*
- *In what ways are ideas communicated effectively?*
- *How do our words and body language help us to communicate properly?*
- *How do verbal and nonverbal cues affect understanding?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Ask and answer relevant questions
2. Participate in discussions about problems and offer solutions
3. Explain a character's actions
4. Express opinions about characters, plot, or setting of a story they have read
5. Clarify and support ideas with objects, elaboration, and examples
6. Express personal feelings and opinions
7. Use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others or personal experiences
8. Participate in discussions, small group activities, peer and teacher-student conferences

9. Present formal and informal oral reports (*book, science, social studies, integrate with other content areas*) using visuals
10. Summarize or clarify a message (i.e. repeat directions, etc.)
11. Read orally with expression and fluency
12. Adjust volume, pitch, tone, rate, fluency, and phrasing of speech to fit audience
13. Increase control of grammar in speech
14. Role play to communicate or interpret
15. Recite memorized poems, prayers, speeches
16. Participate in group classroom prayers with thoughtfulness and reverence
17. Participate in responses during Mass

LISTENING

To successfully meet standards, students are expected to:

1. Demonstrate listening skills: Focus on speaker, make eye contact, retell stories
2. Recognize musical elements of language (onomatopoeia, rhymes, rhythm)
3. Follow spoken directions or procedures
4. Connect their own experiences with those of another
5. Use graphic organizers to manage and record information
6. Share written work
7. Listen and constructively critique informal presentations
8. Recognize different perspective/points of view
9. Recognize intent of speaker i.e. point of view, purpose
10. Acquire information from a speaker
11. Take notes to manage and record information
12. Listen reverently to Scripture readings during Mass and prayer services

GRADE 3 – CONVENTIONS OF STANDARD ENGLISH

STANDARDS

CSE3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking to communicate effectively.

CSE3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OVERARCHING ESSENTIAL QUESTIONS

- *How will the use of English language structure and conventions help us to communicate effectively?*
- *Why is it important to use correct grammar?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Write interesting extended sentences
2. Unscramble words to form sentences
3. Indent the first sentence of a paragraph
4. Recognize and use declarative, interrogative, imperative, and exclamatory sentences
5. Recognize and use parts of speech appropriately in sentences: nouns, verbs, adjectives, adverbs
6. Identify and use appropriately present, past and future tenses of verbs
7. Make subjects and verbs agree in sentences
8. Identify and use appropriately proper and common nouns, singular and plural forms of nouns, object and subject pronouns
9. Use capitalization appropriately: First word in sentences, proper nouns, *I*, titles, initials, titles of books and poems, initials
10. Use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives
11. Identify the subject and predicate of a sentence
12. Form regular and irregular plurals of nouns
13. Use quotation marks in sentences
14. Use apostrophes in contractions and to show possession
15. Use abbreviations for months, titles, states, streets, days
16. Name self last
17. Use *a* and *an* correctly
18. Use electronic devices to organize ideas, information, create text, edit text

19. Identify action and helping verbs
20. Recognize and use possessive nouns and pronouns
21. Use irregular verbs correctly

GRADE 3 – SPELLING

STANDARDS

S3.1 Understand the importance of correct spelling.

S3.2 Understand and apply the sound-symbol relationship.

S3.3 Correctly spell content-related vocabulary and sight words.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to use correct spelling in written work?*
- *What are the benefits of using resources to improve your spelling?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Identify word spelling patterns
2. Identify spelling patterns for long and short vowel sounds
3. Use word study strategies in spelling
4. Proofread for spelling
5. Correctly form plurals and possessives
6. Correctly spell everyday vocabulary and sight words
7. Correctly spell list words in all areas of the curriculum as appropriate
8. Apply spelling rules to words (i.e., when to double a consonant, “/ before e except after c” etc.) with increasing skill
9. Spell words with double consonants and silent consonants correctly
10. Identify spelling patterns for other vowel diphthongs
11. Identify and spell word parts: base-words and inflections
12. Correctly spell words in present and past tenses
13. Look up unknown words in reference materials i.e. dictionary, glossary
14. Identify and correctly spell compound words and contractions
15. Use a thesaurus or thesaurus software to build vocabulary
16. Use technology to check and correct spelling as appropriate
17. Identify and use correctly homophones, synonyms, and antonyms

GRADE 3 – HANDWRITING

STANDARDS

H3.1 Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.

H3.2 Achieve proficiency in manuscript writing to enable written communication.

OVERARCHING ESSENTIAL QUESTIONS





- *Why is it important to write legibly?*
- *How does legible print enable effective, courteous written communication?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Produce neat, legible work across the curriculum
2. Correctly space letters and words in written work
3. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)
4. Review manuscript, begin lowercase cursive
5. Produce correct formation of all cursive and manuscript letters without a model
6. Produce correct formation of all cursive letters with the proper slant
7. Complete most written assignments in legible cursive (maintain manuscript; spelling words may be written in both manuscript *and* cursive)

Suggested Cross Curricular and Catholic Social Teaching Links Grade Three

-  Students read books (*We, the Kids: The Preamble to the Constitution of the U.S.*) that help them understand the function of government to provide for the common good, and recognize that active citizenship is important in securing good government. (Social Studies, Reading)
-  Students read literature (*Sadako and the Thousand Paper Cranes, The Keeping Quilt*) about a variety of cultures and talk about the world as part of the Family of God. (Religion, Social Studies)
-  Students will read and write about saints, summarizing their contributions to peace and justice and human dignity. (Religion, Reading)
-  Students will write emails or letters to civic leaders that reflect age appropriate understanding of Catholic social teaching especially as it relates to the obligation of government to provide for the common good. (Social Studies, Written Language)

TEACHING AND LEARNING WITH TECHNOLOGY IN GRADES 3-5 LANGUAGE ARTS CLASSROOM

- ☐ Locate information in a variety of print and digital texts.
- ☐ Collect data, facts, and ideas from a variety of print and online sources
- ☐ Create documents supporting the writing process using digital tools; utilize document elements e.g. create, save, edit, share, publish, etc.
- ☐ Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
- ☐ Access and navigate through technology program features and toolbars
- ☐ Use graphic drawing tools
- ☐ Explain, discuss, and practice responsible use of technology, emphasizing our responsibility to preserve human dignity with every decision made.
- ☐ Use digital editing and grammar features to enhance language arts curriculum; enable specific features to differentiate grammar, mechanics, and usage for individual learners.
- ☐ Use digital resources and blended learning adaptive software to supplement, reinforce, or/and enrich reading and decoding skills
- ☐ Utilize story maps and other graphic organizers to aid understanding

- ☐ Tell stories digitally
- ☐ Use electronic devices to organize ideas, record information, and/or take notes.
- ☐ Use an online thesaurus or thesaurus text to build vocabulary
- ☐ Analyze information presented in media for accuracy and appropriate content
- ☐ Create and share online journals, blogs and creative writing experiences with one another in small and whole class groups
- ☐ Evaluate electronic information sources and make decisions on the accuracy, appropriateness, and relevance of such information (understand how to read URLs – the grammar of the Internet)
- ☐ Select, organize and produce visuals to complement and extend meaning and purpose for writing or reporting (graphs, charts, simple spreadsheets, models, illustrations).
- ☐ Discuss the basic rules of plagiarism and how it applies to online sources; discuss the dignity of work and workers and the rights that belong to each person creating a document.
- ☐ Communicate digitally using Standard English as appropriate to the purpose and audience.
- ☐ Email pen pals from other countries and deepen their understanding and appreciation of different cultures.
- ☐ Use technology and digital resources to individualize instruction to increase comprehension, locate information, collect data
- ☐ Use digital resources to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.

GRADE 4 - READING

STANDARDS

- R4.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
- R4.2** Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills; clarify the meaning of unknown words by using context clues.
- R4.3** Use a variety of strategies to comprehend, interpret and evaluate text.
- R4.4** Read informational texts to acquire new information and to respond to the needs and demands of society and the workplace.
- R4.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R4.6** Assess how authors' point of view or purpose shapes the content and style of a text.
- R4.7** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R4.8** Evaluate electronic information sources and make decisions about the accuracy and relevance of such information; become responsible digital citizens.
- R4.9** Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life; read to learn more about his/her relationship with God, their faith and traditions.
- R4.10** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading help us understand our world and our place in it?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

VOCABULARY

1. Recognize basic vocabulary words by sight and meaning
2. Recognize grade appropriate high frequency words

3. Use reference materials, both print and digital, to determine the meaning, pronunciation, and derivations of unknown words
4. Demonstrate understanding of multiple meaning words, synonyms, antonyms, homophones, and homographs
5. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
7. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context
8. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary 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)

COMPREHENSION

1. Identify, compare, and contrast:
 - a. Poetry (a variety of forms)
 - b. Letters (friendly and business)
 - c. Reality/fantasy
 - d. Dialogue
 - e. Repetition, rhythm, rhyme
 - f. Description
 - g. Humor: exaggeration, pun
2. Discuss what makes a text appealing to a reader
3. Identify literary devices an author uses to engage a reader (author's craft)
4. Read with comprehension in all areas of the curriculum:
 - a. Recall details - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
 - b. Follow written directions
 - c. Identify and describe in depth:
 - i. Characters and setting
 - ii. Beginning, middle, and end
 - iii. Main idea
 - iv. Resolution of problems/conflict
 - v. Cause and effect
 - vi. Steps in a process (sequence)
5. Use narrative elements to:
 - a. Retell stories
 - b. Make, confirm or revise predictions

- c. Make inferences and draw conclusions about implicit and explicit information in texts
Refer to details and examples in a text when explaining what the text says implicitly and explicitly and when drawing inferences from the text
 - d. 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
 - e. Sequence
 - f. Determine a theme of a story, drama, or poem from details in the text
 - g. Summarize
- 6. Interpret, analyze, and evaluate text to extend understanding and appreciation
 - a. Make and support judgments about text
 - b. Discuss themes
 - c. Develop and defend multiple responses to literature using individual connections and relevant text references
 - d. Make and *justify* inferences
 - e. Analyze character motive, point of view, perspective, etc.
- 7. Apply appropriate strategies before, during, and after reading to construct meaning
- 8. Establish a reason for reading
- 9. Access prior knowledge and experiences to make sense of text
- 10. Make and confirm or revise predictions
- 11. Monitor own reading and apply appropriate strategies when understanding breaks down:
 - a. Read ahead, reread, activate prior knowledge, create mental pictures
 - b. Stop and summarize in own words; ask questions
 - c. Use story maps and other graphic organizers to organize thoughts and aid understanding
- 12. Reflect on what they read and make connections to their own lives, the world, or other literary pieces
- 13. Summarize and/or paraphrase sections of the text or whole texts
- 14. Create questions about text
- 15. Identify, use, and explain text structures:
 - d. Conflict/problem/solution/resolution
- 16. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
- 17. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

18. 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
19. Explain how an author uses reasons and evidence to support particular points in a text
20. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

FLUENCY

21. Read with sufficient accuracy and fluency to support comprehension
22. Read grade-level text with purpose and understanding
23. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
24. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
25. 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
26. Apply punctuation to make sense of what is read
27. Read prayers as part of class, school, and parish prayer and liturgy

GRADE 4 – WRITTEN LANGUAGE

STANDARDS

- WL4.1** Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.
- WL4.2** Write persuasively to support positions on relevant topics or texts, using valid reasoning and sufficient evidence.
- WL4.3** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WL4.4** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WL4.5** Produce clear and coherent writing whereby the development, organization, and style are appropriate to task, purpose, and audience.
- WL4.6** Develop and strengthen writing as needed by pre-writing, drafting, revising, editing, publishing and presenting.
- WL4.7** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- WL4.8** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL4.9** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism; become a responsible digital citizen.
- WL4.10** 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 tasks, purposes, and audiences.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is writing important in life?*
- *How does writing differ among genres?*
- *Why is writing important for effective communication?*
- *What is the importance of sharing your writing?*
- *Why is each step in the writing process important?*
- *Why must you respect an author's ownership of his or her writing?*
- *How does writing enable us to follow and live the Catholic social teachings?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Use process writing to vary writing according to purpose and audience:
 - ✓ Pre-write:
 - Choose form and topic
 - Identify purpose and audience
 - Organize ideas using a variety of graphic organizers
 - Gather information
 - Order/outline details – chronologically, in order of importance, spatially, logically
 - ✓ Draft:
 - Write an introduction
 - Include background information
 - Follow a plan
 - Include and expand supporting details
 - Takes risks with new writing conventions and spelling new words
 - Write a conclusion
 - ✓ Revise/Edit:
 - Share writing for feedback and give feedback to others
 - Evaluate and revise draft for clarity and coherence
 - Conference/share with peer/teacher
 - Make revisions/corrections (spelling, usage, etc.)
 - ✓ Publish:
 - Print/Exhibit/Present work in text or digital form
 - 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
2. Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
3. Write paragraphs which demonstrate competency in the following areas:
 - a. Sequence of sentences in a story according to logic and time
 - b. Recognition and creation of titles for their stories
 - c. Understanding of a paragraph as a group of sentences about a main idea
 - d. Adherence to the topic in a story
 - e. Adherence to the main idea in a paragraph
4. Write in all areas of curriculum demonstrating competency in:
 - f. Writing in response to prompts
 - g. Staying on topic
 - h. Considering audience when writing
 - i. Including appropriate detail (multiple sentences)
 - j. Using adjectives and adverbs (words or phrases) to create meaning and detail in writing
 - k. Using logical sequencing in paragraphs
 - l. Writing stories with a beginning, middle and an end
 - m. Editing own work for development of ideas and themes

5. Write four types of compositions with competence:
 - n. Persuasive (Express an opinion with reasons): Write opinion pieces on topics or texts, supporting a point of view with reasons and information; provide reasons that are supported by facts and details
 - o. Explanatory (How-to) or Expository: Write informative/explanatory texts to examine a topic and convey ideas and information clearly; 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
 - i. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - ii. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
 - p. Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; provide a conclusion that follows from the narrated experiences or events
 - q. Descriptive
6. Engage in the *research process* that builds knowledge through investigation of different aspects of a topic:
 - a. Identify prior knowledge and relevant experiences
 - b. Formulate questions for research
 - c. Devise a research plan that includes information sources
 - d. Draw evidence from literary or informational texts to support analysis, reflection and research
 - e. Extract relevant information and record in an organized format
 - f. Summarize information in an outline or organized format
 - g. Write research paper
7. 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
8. Write a variety of poetry (cinquain, haiku, limerick, etc.)
9. Write thank you notes and friendly letters and emails and identify their parts
10. Choose appropriate technology for communication tasks

**Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.*

GRADE 4 – ORAL LANGUAGE & LISTENING

STANDARDS

- OL4.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- OL4.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- OL4.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- OL4.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- OL4.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- OL4.6** Communicate orally using Standard English.
- OL4.7** Listen with courtesy and reverence during liturgy and prayer services.
- OL4.8** Participate actively in liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How do listening and speaking skills help us to learn, play, communicate and participate fully in family, classroom, community and parish life?*
- *What is the difference between listening and hearing?*
- *In what ways are ideas communicated effectively?*
- *How do our words and body language help us to communicate properly?*
- *How do verbal and nonverbal cues affect understanding?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age-appropriate topics and texts, building on others' ideas and expressing their own clearly including:
 - a. Discussing ideas with the whole class and in small group
 - b. Telling stories
 - c. Oral reporting
 - d. Presenting plays
 - e. Role playing and pantomime
 - f. Reading stories or plays
 - g. Communicating in everyday situations; interpersonal skills
 - h. Expressing personal feelings and opinions

- i. Presenting oral reports across the curriculum (Both formal and informal should be regularly scheduled)
 - j. Memorizing and reciting a poem or short dramatic selection for class presentation
 - k. Making and recording original news reports
 - l. Reading orally with appropriate accuracy, expression, style, and attention to phrasing and punctuation
 - m. Participating appropriately in conversations and discussions
 - n. Giving precise directions, accurate information and convincing ideas
 - o. 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
2. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
 3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
 4. Demonstrate clear and confident oral communication by:
 - a. Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
 - b. Preparing and asking relevant questions
 - c. Requesting, reporting and providing information
 - d. Posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others.
 - e. Clarifying and supporting ideas with objects, elaboration, and examples
 - f. Reviewing the key ideas expressed and explaining their own ideas and understanding in light of the discussion
 - g. Paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally
 - h. Adapting tone, style, and content to respond to topic and audience

LISTENING SKILLS

5. Demonstrate effective listening skills: Focus on speaker, make eye contact, listen with whole body
6. Connect own experiences with those of the speaker
7. Respond with understanding to the comments of others
8. Identify main idea, details, and sequence of events in stories presented orally
9. Identify sound words; onomatopoeia
10. Follow multi-stepped directions accurately
11. Verbally summarize directions

GRADE 4 – CONVENTIONS OF STANDARD ENGLISH

STANDARDS

- CSE4.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- CSE4.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CSE4.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OVERARCHING ESSENTIAL QUESTIONS

- *How will the use of English language structure and conventions help us to communicate effectively?*
- *Why is it important to use correct grammar?*
- *What is the importance of knowing and using rules for writing?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; identify and correct incomplete sentences
2. Identify parts of sentences and sentence structure (simple and complete subjects and predicates, direct objects, subjects of imperative sentences)
3. Recognize, use, and correctly punctuate the four kinds of sentences:
 - a. Declarative
 - b. Interrogative
 - c. Imperative
 - d. Exclamatory
4. Identify and use appropriately:
 - a. Nouns – abstract, common, proper, singular, plural, collective and possessive
 - b. Pronouns – proper use of subject (nominative) and object (objective) pronouns
 - c. Verbs – present, past, future tenses, action, linking, and helping (auxiliary)
 - d. Adjectives and adverbs – simple, comparative, and superlative
 - e. Subject-verb agreement
 - f. Agreement of adjectives with nouns (number)
 - g. Identification of conjunctions, interjections, prepositions
5. Continue to develop paragraphs which demonstrate competency in the following areas:
 - a. Developmentally appropriate spelling
 - b. Initial capitalization
 - c. Capitalization of proper nouns
 - d. Sequencing
 - e. Paragraph indentation

6. Correctly use frequently confused words (e.g., to, too, two; there, their)*
7. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
8. Use commas and quotation marks to mark direct speech and quotations from a text
9. Use a comma before a coordinating conjunction in a compound sentence
10. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)

GRADE 4 – SPELLING

STANDARDS

- S4.1 Understand the importance of correct spelling.**
- S4.2 Understand and apply the sound-symbol relationship.**
- S4.3 Correctly spell content-related vocabulary and sight words.**
- S4.4 Apply spelling skills across the curriculum.**

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to use correct spelling in written work?*
- *What are the benefits of using resources to improve your spelling?*
- *How does technology enable us to be effective communicators?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Spell grade-appropriate words correctly, consulting references as needed
2. Know the various spelling rules and how to apply them to words (i.e. when to double a consonant, “l before e except after c.”)
3. Look up unknown spellings in the dictionary
4. Use word study strategies in spelling
5. Proofread for spelling
6. Correctly form plurals and possessives
7. Correctly spell everyday vocabulary and sight words
8. Correctly spell list words in all areas of the curriculum
9. Use a dictionary or spell-check to check for correct spelling
10. Use a thesaurus or thesaurus software to build vocabulary
11. Complete sentences and thoughts with appropriate words
12. Correctly form plurals and possessives
13. Correctly form verbs in past tense and present tense
14. Recognize relationships between words (analogies)

GRADE 4 – HANDWRITING

STANDARDS

H4.1 Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.

H4.2 Achieve proficiency in manuscript writing to enable written communication.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to write legibly?*
- *How does legible print enable effective, courteous written communication?*
- *How does the study of cursive enable us to preserve historical documents?*







ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Complete all written assignments in legible cursive or manuscript
2. Produce correct formation of all cursive and manuscript letters without a model
3. Produce correct formation of all cursive letters with the proper slant
4. Copy from another source using proper letter formation and spacing
5. Assume correct posture when writing
6. Produce neat, legible work across the curriculum
7. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)

Suggested Cross-Curricular and Catholic Social Teaching Links

Grade Four

-  Students will read newspapers to find examples of ways the government fulfills its function to serve the common good. (Social Studies)
-  Students read literature about people of a variety of races and cultures and with ideological differences from their own (*How My Parents Learned to Eat, Esperanza Rising*) and grow in their understanding of the family of God. (Religion, Social Studies)
-  Students write (or email) pen pals from other countries and deepen their understanding and tolerance of different cultures. (Social Studies)
-  Students participate in essay contests or other communication activities celebrating Earth and Arbor Days expressing an understanding of their responsibilities as guardians of the earth. (Social Studies, Science, Health)
-  Students present oral presentations about people who work for the good of others recognizing and celebrating the importance of promoting human dignity. (Social Studies, Religion)
-  Students meet with local political leaders and express their civic and human rights concerns. (Social Studies, Religion)

TEACHING AND LEARNING WITH TECHNOLOGY IN GRADES 3-5 LANGUAGE ARTS CLASSROOM

- ☐ Locate information in a variety of print and digital texts.
- ☐ Collect data, facts, and ideas from a variety of print and online sources
- ☐ Create documents supporting the writing process using digital tools; utilize document elements e.g. create, save, edit, share, publish, etc.
- ☐ Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
- ☐ Access and navigate through technology program features and toolbars
- ☐ Use graphic drawing tools
- ☐ Explain, discuss, and practice responsible use of technology, emphasizing our responsibility to preserve human dignity with every decision made.
- ☐ Use digital editing and grammar features to enhance language arts curriculum; enable specific features to differentiate grammar, mechanics, and usage for individual learners.
- ☐ Use digital resources and blended learning adaptive software to supplement, reinforce, or/and enrich reading and decoding skills

- ☐ Utilize story maps and other graphic organizers to aid understanding
- ☐ Tell stories digitally
- ☐ Use electronic devices to organize ideas, record information, and/or take notes.
- ☐ Use an online thesaurus or thesaurus text to build vocabulary
- ☐ Analyze information presented in media for accuracy and appropriate content
- ☐ Create and share online journals, blogs and creative writing experiences with one another in small and whole class groups
- ☐ Evaluate electronic information sources and make decisions on the accuracy, appropriateness, and relevance of such information (understand how to read URLs – the grammar of the Internet)
- ☐ Select, organize and produce visuals to complement and extend meaning and purpose for writing or reporting (graphs, charts, simple spreadsheets, models, illustrations).
- ☐ Discuss the basic rules of plagiarism and how it applies to online sources; discuss the dignity of work and workers and the rights that belong to each person creating a document.
- ☐ Communicate digitally using Standard English as appropriate to the purpose and audience.
- ☐ Email pen pals from other countries and deepen their understanding and appreciation of different cultures.
- ☐ Use technology and digital resources to individualize instruction to increase comprehension, locate information, collect data
- ☐ Use digital resources to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.

GRADE 5 - READING

STANDARDS

- R5.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
- R5.2** Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills; clarify the meaning of unknown words by using context clues.
- R5.3** Use a variety of strategies to comprehend, interpret and evaluate text.
- R5.4** Read informational texts to acquire new information and to respond to the needs and demands of society and the workplace.
- R5.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R5.6** Assess how authors' point of view or purpose shapes the content and style of a text.
- R5.7** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R5.8** Evaluate electronic information sources and make decisions about the accuracy and relevance of such information; become responsible digital citizens.
- R5.9** Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life; read to learn more about his/her relationship with God, their faith and traditions.
- R5.10** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading help us understand and evaluate our place in the world?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading and intrinsic value?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

VOCABULARY

1. Recognize basic vocabulary words by sight and meaning
2. Recognize grade appropriate high frequency words

3. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words
4. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs

COMPREHENSION

5. Read in all areas of the curriculum:
 - a. Interpret charts, maps, pictures, etc.
 - b. Apply reading strategies to taking tests
 - c. Compare and contrast across media (books, DVDs, audio, etc.)
 - d. Take notes on what is read identifying main idea, details, etc.
 - e. Compare and contrast elements in text
 - f. Make generalizations about and paraphrase what is read
 - g. Select and use appropriate technology for reading and research tasks
 - h. Use print and digital directories, indexes, and keywords to search for information pertaining to units of study
 - i. Use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts)
 - j. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information
 - k. Classify and categorize information read
6. Set a purpose for reading and adjust the purpose while reading
7. Apply appropriate strategies before, during, and after reading to construct meaning
8. Independently apply comprehension strategies before, during, and after reading in all situations including but not limited to:
 - a. Preview material to be read and activate prior knowledge
 - b. Predict outcomes, verify, confirm or revise predictions
 - c. Skim and scan for information
 - d. Construct meaning from text, knowledge of context, illustrations, text features
 - e. Make connections to self, the world, or other texts
 - f. Summarize what is read
 - g. Self-monitor
 - h. Self-question for overall understanding
 - i. Adjust reading rate, reread, read ahead
9. Identify author's purpose (persuade, inform, entertain, express, etc.) and point of view and/or bias
10. Identify how an author's point of view influences how text/events are described
11. Identify how a reader's experience affects their interpretation and reaction to text
12. Identify cause and effect
13. Reflect on and respond to what is read

14. Identify fact and opinion
15. Identify main ideas and supporting details
16. Distinguish between and among fact/fiction/fantasy
17. Sequence events in a narrative and in a process
18. Identify story elements: character, plot and plot structure, setting, theme
19. Analyze how characters deal with human experience and relate to real life situations
20. Make and justify inferences from implicit and explicit information
21. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
22. Make and support judgments
23. Connect text to other text, to personal experience, and to the world
24. Interpret implied information in text
25. Generate and respond to questions
26. Choose from a variety of genres to read for personal enjoyment
27. Identify multiple genres and explain the differences in the effect of their conventions:
 - a. Flashback
 - b. Mood
 - c. Personification
 - d. Sound devices of poetry (alliteration, onomatopoeia, repetition, rhyme, rhythm)
 - e. A variety of fiction genres (short story, novel, science fiction, realistic fiction, humorous fiction, fantasy, historical fiction, mystery, fairy tales, folktales, fables, legends, myths)
 - f. A variety of kinds of poems
 - g. Hyperbole
 - h. Symbolism in text
 - i. Dialect
 - j. A variety of nonfiction genres (essays, photo essays, autobiography and biography, newspaper and magazine articles, journals, editorials, etc.)
 - k. Humor
28. Draw and use evidence from written, heard, read, and viewed text to defend conclusions
29. Identify the literary techniques an author uses to engage readers
30. Describe how authors, illustrators, and filmmakers communicate social issues
31. Identify author's use of persuasive devices and propaganda
32. Determine a theme of a 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

33. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
34. Compare and contrast themes across classical and contemporary texts
 - a. 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
 - b. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
 - c. 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
35. Explore how culture, history, and ethnicity affect themes and issues in literature
36. Compare and respond to texts from multicultural perspectives
37. Analyze author's style and language (age appropriate)
38. Describe the effect of the author's choice of genre
39. Distinguish between dialogue and narrative
40. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem)
41. 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
42. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
43. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
44. Use print and digital directories, indices, and keywords to search for information pertaining to all curriculum areas
45. Use technology to increase comprehension, locate information, collect data
46. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)
47. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)

GRADE 5 – WRITTEN LANGUAGE

STANDARDS

- WL5.1** Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.
- WL5.2** Write persuasively to support positions on relevant topics or texts, using valid reasoning and sufficient evidence.
- WL5.3** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WL5.4** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WL5.5** Produce clear and coherent writing whereby the development, organization, and style are appropriate to task, purpose, and audience.
- WL5.6** Develop and strengthen writing as needed by pre-writing, drafting, revising, editing, publishing and presenting.
- WL5.7** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- WL5.8** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL5.9** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism; become a responsible digital citizen.
- WL5.10** 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 tasks, purposes, and audiences.

OVERARCHING ESSENTIAL QUESTIONS

- *Why is writing important in life?*
- *How does writing differ among genres?*
- *Why is writing important for effective communication?*
- *What is the importance of sharing your writing?*
- *Why is each step in the writing process important?*
- *Why must you respect an author's ownership of his or her writing?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does writing enable us to follow and live the Catholic social teachings?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Engage in a variety of writing experiences including, but not limited to:
 - a. Writing friendly and business letters, understanding and identifying the formats and purposes of each
 - b. Writing narratives that include title, characters, setting, events, problem, resolution and personal narrative that include events in sequence
 - c. Writing descriptions that include title, main idea, details, sensory images, conclusion
 - d. Writing email and postcard messages appropriate to purpose and audience
 - e. Writing for personal use in response journals, blogs (Online journals), logs, notes for comprehension
 - f. Sharing writing with others
 - g. Connecting personal experiences with stories
 - h. Writing reports (social studies, science)
 - i. Writing from a variety of prompts including books, essays, articles and letters
 - j. Selecting, organizing and producing visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
 - k. Writing essays to persuade, influence, convince, defend a moral choice (age-appropriate); essays should include title, opening statement (thesis), main idea, supporting reasons and details, concluding sentence
 - l. Writing expository essays that include title, opening statement (thesis), main idea, supporting details, concluding sentence
 - m. Writing to prepare for group discussions (book talks, roles in literacy circles)
 - n. Writing factual pieces in response to reading
2. Implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts:
 - ✓ Pre-writing
 - Choose form and topic
 - Identify purpose and audience
 - Gather information from more than one source
 - Organize information (Order details – chronologically, in order of importance, spatially, logically)
 - ✓ Draft
 - Write an introduction
 - Include background information
 - Follow a plan
 - Include and expand supporting details

- Write a conclusion
 - ✓ Revise/Edit
 - Evaluate draft
 - Conference/share with peer/teacher
 - Correct (spelling, usage, etc.)
 - Revise
 - ✓ Publish
 - Share work with others
3. Use technology in all phases of writing:
 - a. Apply standard keyboard knowledge to the writing process
 - b. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
 - c. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work
 - d. Identify copyright and plagiarism issues in both written and online text and discuss personal consequences of inappropriate
 4. Engage in the research process including:
 - a. Identify prior knowledge and relevant experiences
 - b. Formulate questions for research
 - c. Devise a research plan that includes citing information sources
 - d. Extract relevant information and record in an organized format
 - e. Summarize information in an outline or organized format
 - f. Write research paper
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
 2. 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
 3. Provide logically ordered reasons that are supported by facts and details
 4. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
 5. 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
 6. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 7. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)

8. Provide a concluding statement or section related to the information or explanation presented
9. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
10. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
11. Use a variety of transitional words, phrases, and clauses to manage the sequence of events
12. Use concrete words and phrases and sensory details to convey experiences and events precisely
13. Provide a conclusion that follows from the narrated experiences or events
14. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
15. 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
16. Draw evidence from literary or informational texts to support analysis, reflection, and research

****Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.***

GRADE 5 – ORAL LANGUAGE & LISTENING

STANDARDS

- OL5.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- OL5.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- OL5.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- OL5.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- OL5.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- OL5.6** Communicate orally using Standard English.
- OL5.7** Listen with courtesy and reverence during liturgy and prayer services.
- OL5.8** Participate actively in liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How do listening and speaking skills help us to learn, play, communicate, and participate fully in family, classroom, community, and parish life?*
- *What is the difference between listening and hearing?*
- *In what ways are ideas communicated effectively?*
- *How do our words and body language help us to communicate properly?*
- *How do verbal and nonverbal cues affect understanding?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Ask and answer relevant questions
2. Increase skills in requesting, reporting, and providing information
3. Clarify and support ideas with objects, elaboration, and examples
4. Communicate/Express personal feelings and opinions with clarity and purpose
5. Present oral reports across the curriculum
6. Adapt tone, style, and content to respond to topic and audience
7. Memorize a poem or short dramatic selection for class presentation
8. Read orally with appropriate accuracy, expression, style, and attention to phrasing and punctuation

9. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly
10. Give precise directions, accurate information and convincing ideas
11. 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
12. Demonstrate listening skills – don't interrupt speaker, focus on the speaker, make eye contact, repeat what is heard, eliminate distractions
13. Listen with respect to the opinions of others
14. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
15. Follow multi-stepped directions
16. Apply comprehension skills while listening to oral text and messages
17. Summarize main idea and details when listening; Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
18. Note main ideas and supporting details while listening; Summarize in writing a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
19. Evaluate speeches, lectures, oral presentations
20. Restate message of speaker; paraphrase what is heard
21. Identify point of view of speaker
22. Evaluate a spoken message; Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
23. Compare own perceptions with others
24. Distinguish between facts and opinions
25. Analyze language of a speech (denotation and connotation, loaded words)
26. Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)
27. Identify dialects and regional pronunciations and expressions
28. Identify a speaker's use of gesture and body movement
29. Respond appropriately to questions, directions, text read aloud, and oral presentations
30. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

31. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
32. Listen with reverence during prayer

GRADE 5 – CONVENTIONS OF STANDARD ENGLISH

STANDARDS

CSE5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CSE5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CSE5.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CSE5.4 Apply spelling skills across the curriculum.

OVERARCHING ESSENTIAL QUESTIONS

- *How will the use of English language structure and conventions help us to communicate effectively?*
- *Why is it important to use correct grammar?*
- *What is the importance of knowing and using rules for writing?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Demonstrate comprehension of sentence structure:

- Write interesting extended sentences (Declarative, Interrogative, Imperative, Exclamatory)
- Identify parts of a sentence: simple, complete and compound subjects and predicates, direct objects; subjects of imperative sentences
- Identify the structure of sentences
- Combine independent clauses to form compound sentences
- Distinguish between phrases and clauses

2. Students at this level should increase their ability to identify and use appropriately:

- Nouns – abstract, common, proper, singular, plural, collective, and possessive
- Pronouns – proper use of subject (nominative) and object (objective) pronouns; possessive and indefinite pronouns
- Verbs – present, past, future tenses; action, linking, and helping (auxiliary); principal parts(present and past participles)
- Adjectives and adverbs – simple, comparative, and superlative-both regular and irregular
- Identification of conjunctions, interjections, prepositions
- Subject – verb agreement

g. Agreement of adjectives with nouns (number)

3. Demonstrate the ability to apply syntax, punctuation and usage rule to writing:

- a. Identify and use irregular verbs correctly
- b. Identify and use linking verbs
- c. Identify prepositional phrases
- d. Indent paragraphs
- e. Use end of sentence punctuation correctly
- f. Correctly punctuate business and friendly letters
- g. Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations
- h. Use a colon between hour and minute
- i. Abbreviate titles, days of the week and months of the year, internet addresses, time, units of measure
- j. Use state postal abbreviations
- k. Capitalize titles of books, movies, poems, etc., all proper nouns, the first words in sentences
- l. Address envelopes and postcards correctly
- m. Use state postal abbreviations
- n. Write email messages with appropriate use of Standard English
- o. Use correct end marks for sentences (periods, question marks, exclamation marks)
- p. Identify adverbs of place, time, manner, and degree
- q. Identify and use correctly possessive and indefinite pronouns
- r. Identify pronoun antecedents
- s. Use apostrophes on contractions and possessives appropriately
- t. Use a hyphen in word division and in compound words when appropriate
- u. Avoid using double negatives
- v. Use quotations marks, underlining, or italics for titles of work
- w. Use correct punctuation after quotations
- x. Punctuate and capitalize in writing dialogue
- y. Use a semicolon

GRADE 5 – SPELLING

STANDARDS

- S5.1 Understand the importance of correct spelling.**
- S5.2 Understand and apply the sound-symbol relationship.**
- S5.3 Correctly spell content-related vocabulary and sight words.**
- S5.4 Apply spelling skills across the curriculum.**

OVERARCHING ESSENTIAL QUESTIONS

- *Why is it important to use correct spelling in written work?*
- *What are the benefits of using resources to improve your spelling?*
- *How does technology enable us to be effective communicators?*


ENABLING SKILLS


To successfully meet standards, students are expected to:


1. Apply spelling rules and practices to writing in a variety of situations; he/she will:
 - a. Know the various spelling rules and how to apply them to words (i.e. when to double a consonant, “i before e except after c.”)
 - b. Correctly form plurals and possessives
 - c. Correctly spell verbs in present and past tenses
 - d. Analyze word parts to discover meanings of words
 - e. Use new vocabulary in written and oral language
 - f. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)
 - g. Look up unknown spellings in the dictionary
2. Use dictionaries and thesauri (both traditional and technological) to check the spelling of words and to find synonyms and antonyms

Suggested Cross Curricular and Catholic Social Teaching Links

Grade Five

-  Students take part in discussions about peace, poverty, injustice, reflecting an understanding of Catholic social teaching. (Social Studies, Religion)

-  Students present opinions that reflect an age appropriate understanding of human dignity. (Religion, Social Studies)

-  Students will write an essay describing the evils of slavery, war, and other injustices, students articulate the need to protect every person's human rights. (Social Studies, Religion)

TEACHING AND LEARNING WITH TECHNOLOGY IN GRADES 3-5 LANGUAGE ARTS CLASSROOM

- ☐ Locate information in a variety of print and digital texts.
- ☐ Collect data, facts, and ideas from a variety of print and online sources
- ☐ Create documents supporting the writing process using digital tools; utilize document elements e.g. create, save, edit, share, publish, etc.
- ☐ Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
- ☐ Access and navigate through technology program features and toolbars
- ☐ Use graphic drawing tools
- ☐ Explain, discuss, and practice responsible use of technology, emphasizing our responsibility to preserve human dignity with every decision made.
- ☐ Use digital editing and grammar features to enhance language arts curriculum; enable specific features to differentiate grammar, mechanics, and usage for individual learners.
- ☐ Use digital resources and blended learning adaptive software to supplement, reinforce, or/and enrich reading and decoding skills
- ☐ Utilize story maps and other graphic organizers to aid understanding
- ☐ Tell stories digitally
- ☐ Use electronic devices to organize ideas, record information, and/or take notes.
- ☐ Use an online thesaurus or thesaurus text to build vocabulary
- ☐ Analyze information presented in media for accuracy and appropriate content
- ☐ Create and share online journals, blogs and creative writing experiences with one another in small and whole class groups

- ☐ Evaluate electronic information sources and make decisions on the accuracy, appropriateness, and relevance of such information (understand how to read URLs – the grammar of the Internet)
- ☐ Select, organize and produce visuals to complement and extend meaning and purpose for writing or reporting (graphs, charts, simple spreadsheets, models, illustrations).
- ☐ Discuss the basic rules of plagiarism and how it applies to online sources; discuss the dignity of work and workers and the rights that belong to each person creating a document.
- ☐ Communicate digitally using Standard English as appropriate to the purpose and audience.
- ☐ Email pen pals from other countries and deepen their understanding and appreciation of different cultures.
- ☐ Use technology and digital resources to individualize instruction to increase comprehension, locate information, collect data
- ☐ Use digital resources to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.

GRADE 6 – LITERATURE

STANDARDS

- L6.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L6.2** Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L6.3** Acquire and use accurately a range of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- L6.4** Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically.
- L6.5** Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner.
- L6.6** Read to learn more about God, their faith, and their role in the mission of the Church.
- L6.7** Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life.
- L6.8** Read a variety of genres closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- L6.9** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- L6.10** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- L6.11** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- L6.12** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

COMPREHENSION

1. Read in all areas of the curriculum:
 - a. Interpret charts, maps, pictures, etc.
 - b. Apply reading strategies to testing situations:
 - i. Analyze previous tests
 - ii. Read and reread directions carefully
 - iii. Preview all test items before beginning
 - iv. Answer questions in strategic order: easy questions first, difficult questions last
 - v. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes were not made, etc.
 - c. Take notes on what was read identifying main idea, details, etc.; summarizing notes (recommended: *Cornell Note-taking System)
 - d. Make generalizations and paraphrase what was read
 - e. Compare and contrast elements in a text
 - f. Summarize and paraphrase text
 - g. Identify cause and effect
 - h. Find specific information
 - i. Identify and distinguish between fact and opinion
 - j. Recognize editorials
 - k. Distinguish between important and unimportant details
 - l. Form conclusions and *support conclusions with evidence from text*
 - m. Compare and contrast across media (books, DVDs, audio, podcasts, etc.)
 - n. Classify and categorize information read
 - o. Evaluate ideas and formulate hypothesis
 - p. Form opinions based on research
 - q. Make and justify inferences based on implicit and explicit information
 - r. Recognize persuasion and propaganda
2. Set a purpose for reading and adjust that purpose while reading
3. Apply appropriate strategies before, during, and after reading to construct meaning
4. Recognize and read a variety of genres including, but not limited to:
 - a. Biography
 - b. Realistic fiction
 - c. Fantasy
 - d. Nonfiction
 - e. Informational essays
 - f. Drama
 - g. Autobiography
 - h. Historical fiction

- i. Poetry
 - j. Fables, folktales, myths, tall tales
5. Independently apply reading strategies to all reading situations
 - a. Preview text/activate prior knowledge
 - b. Make predictions; confirm or revise predictions
 - c. Make connections to text; relate events, characters, etc. in reading with their personal experiences
 - d. Visualize as they read
 - e. Paraphrase and/or summarize
 - f. Construct meaning from text, knowledge of content, graphics, text features
 - g. Self-monitor and generate questions as they read
 6. Recognize and identify sequential events
 - a. Distinguish between the order in which events occur and the order in which they are told
 - b. Identify key words that indicate time and order
 - c. Identify flashback techniques
 7. Use informational text to acquire knowledge
 - a. Select and use appropriate technology for reading and research tasks
 - b. Use directories, indexes, and keywords to search for information pertaining to units of study
 - c. Evaluate electronic and text information sources and make decisions about the accuracy and relevance of such information
 8. Analyze text and author's craft
 - a. Identify ways in which authors organize information
 - b. Identify characteristics of an author's style
 - c. Discuss the literary techniques authors use to make text engaging for readers
 - d. Analyze how an author/illustrator/filmmaker's experiences, culture, or point of view affect their art
 9. Recognize structural elements of texts
 - a. Distinguish between dialogue and narrative
 - b. Compare and contrast characters, settings, events, etc.
 - c. Analyze character and character's point of view
 - d. Identify plot, setting, style, tone, theme, and mood as well as other standard literary elements
 - e. Describe the connection between a character's actions and the consequences that follow
 - f. Identify the moral criteria that govern choices characters make
 - g. Evaluate characters' choices in terms of moral criteria
 - h. Analyze how characters deal with human experiences and relate to real life; compare and contrast from personal experiences

10. Respond to texts from many cultural perspectives
11. Use technology to increase comprehension, locate information, collect data
12. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, wikis, e-mail, etc.)
13. Key Ideas and Details:
 - a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - b. Determine a 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
 - c. 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
14. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
15. 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
16. Explain how an author develops the point of view of the narrator or speaker in a text
17. Integration of Knowledge and Ideas:
 - a. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch
 - b. Integrate information 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
18. 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
19. 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)
20. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in or above grade appropriate text complexity proficiently, with scaffolding as needed at the high end of the range

VOCABULARY

To successfully meet standards, students are expected to:

21. Memorize the various spelling rules and apply them to words
22. Use dictionaries (both technological and traditional) to look up unknown spellings

23. Correctly form plurals and possessives
24. Correctly spell everyday vocabulary and sight words across the curriculum
25. Apply context clues to new words
26. Analyze word parts to discover meanings of words
27. Explore the etymology of words
28. Use new vocabulary in written and oral language
29. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)

GRADE 6 – LANGUAGE ARTS

STANDARDS

WRITTEN LANGUAGE

- L6.1** Write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others, as appropriate to various audiences; integrate the writing process.
- L6.2** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- L6.3** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- L6.4** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- L6.5** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others; become a responsible digital citizen.
- L6.6** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- L6.7** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- L6.8** 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 tasks, purposes, and audiences.

CONVENTIONS OF STANDARD ENGLISH

- L6.9** Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling when communicating through writing or speaking.
- L6.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

ORAL LANGUAGE

- L6.11** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- L6.12** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- L6.13** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- L6.14** Present information, findings, and supporting evidence whereby listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- L6.15** Participate actively in liturgies and prayer services; listen with reverence during liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

ENABLING SKILLS

WRITTEN LANGUAGE

To successfully meet standards, students are expected to:

1. Write for a variety of purposes and audiences following the writing process and with the use of graphic organizers; these should include, but are not to be limited to:
 - a. Narrative: include title, well-developed characters, detailed settings, events, problems, resolutions; demonstrate an understanding of chronological order; Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - b. Personal Narrative: include characters, setting, and events in sequence
 - c. Descriptive: include title, main idea, details, sensory images, and a conclusion; demonstrate an understanding of spatial order in description (top to bottom; left to right)
 - d. Write arguments to support claims with clear reasons and relevant evidence
 - e. Expository: (nonfiction, cause and effect, analysis of books, movies, information reports, explaining a process, etc.) include title, topic or opening sentence that contains main idea, detailed, logical development of ideas, and a concluding sentences
 - f. Introduce claim(s) and organize the reasons and evidence clearly; support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to clarify the relationships among claim(s) and reasons
 - g. Poetry: write both structures and free verse poems
 - h. Dramas: write short dramatic dialogues, plays, etc.
 - i. Persuasive: include a thesis statement, main idea, supporting details, conclusion, detailed reasoning for opinions; present both sides of a given issue logically; defend point of view; defend a moral choice (writing should reflect research using both internet and traditional sources)

2. Experience the following across the curriculum:
 - a. Write for personal use in response journals, blogs (Online journals), logs, notes for comprehension
 - b. Share writing with others
 - c. Connect personal experiences with stories
 - d. Write factual pieces based on reading
 - e. Write to prepare for group discussions (book talks, roles in literacy circles)
 - f. Write reports (social studies, science, religion)
 - g. Write research report using the steps of the research process
 - h. Use visuals in reports (charts, maps, graphs, etc.)
 - i. Write from a prompt
3. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience; he/she will implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts
4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
 - a. *Pre-writing*
 - Choose form and topic
 - Identify purpose and audience
 - Gather information
 - Organize information - Order details – chronologically, in order of importance, spatially, logically
 - b. *Draft*
 - Write an introduction
 - Include background information
 - Follow a plan
 - Include and expand supporting details
 - Write a conclusion
 - c. *Revision/Edit*
 - Evaluate draft
 - Conference/share with peer/teacher
 - Make revisions/corrections (spelling, usage, etc.)
 - Write revision
 - d. *Publication*
 - Share work with others
 - Reflect on the writing process

- 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.
 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
5. Use technology in all phases of writing:
 - a. Distinguish between legitimate and faulty online sources
 - b. Access Internet and use it as a source of information
 - c. Send and receive email
 - d. Collaborate using teacher-supervised blogs and/or wikis
 - e. Use technology to review skills
 - f. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
 - g. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work
 6. Research to build and present knowledge:
 - a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
 - b. 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 avoiding plagiarism and providing basic bibliographic information for sources
 - c. Draw evidence from literary or informational texts to support analysis, reflection, and research
 7. Conduct research by engaging in the following steps:
 - a. Identify prior knowledge and relevant experiences
 - b. Formulate questions for research
 - c. Devise a research plan that includes citing information sources
 - d. Extract relevant information and record in an organized format
 - e. Summarize information in an outline or organized format
 - f. Write research paper

****Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.***

CONVENTIONS OF STANDARD ENGLISH

To successfully meet standards, students are expected to:

1. Demonstrate an understanding of English structures and conventions by means of the following:
 - a. Write interesting extended sentences (declarative, interrogative, imperative, exclamatory)
 - b. Identify parts of a sentence: simple, complete and compound subjects and predicates, direct and indirect objects, predicate nominatives and adjectives, prepositional phrases
 - c. Identify the structure of sentences
 - d. Identify dependent and independent clauses
 - e. Combine independent clauses to form compound sentences
 - f. Distinguish between phrases and clauses
 - g. Combine clauses to form complex and compound sentences
2. Demonstrate competency in identifying and using correctly:
 - a. Nouns: abstract, common, proper, singular, plural, collective, and possessive
 - b. Verbs: simple and perfect tenses, action, linking and helping (auxiliary), irregular
 - c. Subject - verb agreement
 - d. Pronouns: proper use of subject (nominative), object (objective), and possessive pronouns; pronoun antecedents
 - e. Adjectives: comparison of, agreement with nouns
 - f. Adverbs: place, time, manner and degree; comparison of
 - g. Conjunctions: interjections, prepositions
3. Use appropriate punctuation, mechanics, and usage in the following:
 - a. Indent paragraphs
 - b. Use end of sentence punctuation correctly
 - c. Abbreviate titles, days of week and months of year, internet addresses, time, units of measurement correctly
 - d. Use of a colon between hour and minute
 - e. Capitalize all proper nouns and the first word of each sentence
 - f. Capitalize book titles, movies, poems, abbreviations, etc. correctly
 - g. Use quotation marks, underlines or italics appropriately for titles of work
 - h. Use quotation marks for direct quotations
 - i. Use apostrophes in contractions and in possessives
 - j. Correctly punctuate business and friendly letters
 - k. Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations
 - l. Use correct punctuation after quotations
 - m. Punctuate and capitalize correctly in writing dialogue
 - n. Use direct quotations with increasing skill
 - o. Address envelopes and postcards correctly
 - p. Avoid sentence fragments and run-ons

- q. Avoid double negatives
- r. Use commas in sentences for clarity
- s. Use semicolons correctly in sentences
- t. Use hyphen in word division and in compound words when appropriate
- u. Write email messages using Standard English
- v. Communicate using blogs and/or wikis using Standard English

ORAL LANGUAGE

To successfully meet standards, students are expected to:

1. Practice and demonstrate effective informal and formal speaking skills
2. Increase skills in requesting, reporting, and providing information
3. Take part in small group discussions, connecting own experiences with those of others
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly
5. 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
6. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed
7. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
8. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
9. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not
10. Use variations in pitch and stress to make spoken language varied and interesting
11. Enunciate clearly in formal and informal speech
12. Present informal class projects
13. Memorize and present a poem or dramatic selection for class presentation
14. Prepare and present an age-appropriate multimedia presentation
15. Employ logical thinking in public speaking
16. Conduct introductions and interviews clearly, courteously, and in a way that generates interest
17. Create and review a checklist for presenting speech

18. Use an organized plan to prepare and present a persuasive speech
19. Present a dramatic monologue
20. Research a topic and write a speech based on research

LISTENING

To successfully meet standards, students are expected to:

1. Apply effective listening skills -focus on speaker, make eye contact with speaker, eliminate distractions in a variety of environments
2. Listen to and follow multi-stepped directions
3. Listen without interrupting
4. Summarize main idea and details when listening
5. Take notes while listening
6. Listen for and identify key words ("First of all...", "Remember...", "Most importantly...", "In conclusion...", etc.)
7. Distinguish between facts and opinions
8. Identify a speaker's use of gesture and body movement
9. Compare and contrast different media (book/movie/audio)
10. Listen with respect to others
11. Listen with reverence during prayer
12. Evaluate speeches, lectures, oral presentations using aids such as rubrics, Cornell Note-Taking Systems, etc.
13. Restate message of speaker
14. Compare one's own perceptions with others
15. Identify propaganda techniques
16. Analyze language of a speech (denotation and connotation, loaded words)
17. Demonstrate how language medium and presentation contribute to a message

Suggested Cross Curricular and Catholic Social Teaching Links

Grade Six

- ✚ Students make predictions about the consequences of immoral or unjust decisions of characters in novels (*Holes*, *Crash*, *Maniac Magee*). (Literature, Religion)
- ✚ Students read novels (*The Midwife's Apprentice*, *Crispin: The Cross of Lead*) and discuss issues of justice and human dignity in historical context. (Literature, Social Studies, Religion)
- ✚ Students read novels that explore the power of nature (*Island of the Blue Dolphins*) and our reliance on nature (*Remote Man*) with a growing understanding of their role of stewardship in the care of creation. (Literature, Science, Religion)
- ✚ Through writing messages to pen pals around the world (email or traditional) students grow in their understanding that we are all one human family. (Social Studies, Written Communication)
- ✚ Students participate in essay contests or activities around Earth Day and Arbor Day, students expressing their responsibilities as guardians of God's Creation. (Social Studies, Science, Health)
- ✚ Students write essays comparing the government of ancient civilizations with modern ones, analyzing how governments have met their responsibility to promote human dignity and protect human rights. (Social Studies, Written Communication)
- ✚ Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- ✚ Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)

TEACHING AND LEARNING WITH TECHNOLOGY IN GRADES 6-8 LANGUAGE ARTS CLASSROOM

- ☐ Select and use appropriate technology for reading, research, and writing tasks
- ☐ Use digital informational resources to acquire and extend content specific knowledge
- ☐ Evaluate online evidence and electronic text information sources and make decisions about the accuracy, relevance and authenticity of such information sources
- ☐ Use various forms of digital communication to collaborate with and learn from others locally and world-wide
- ☐ Understand how to read URLs, websites, etc.
- ☐ Use digital resources to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote

- ☐ Integrate the use of document element tools such as digital cameras, videos, word art, audio, etc. to enhance and improve written work
- ☐ Use digital review elements to proof and edit spelling, grammar, punctuation, and vocabulary skills
- ☐ Create and present an age appropriate multimedia presentation
- ☐ Generate criteria for evaluation of own oral presentations and those of others
- ☐ Use adaptive software and blended learning experiences to increase comprehension skills, locate information, and/or collect data
- ☐ Listen to speeches on the Internet with themes centered on human rights and use those speeches as models in their own presentation on similar issues.
- ☐ Explore and appropriately integrate visuals in reports (charts, maps, graphs, slides etc.) to extend and enhance meaning and presentation
- ☐ Compose a research paper in a curricular area using MLA or APA format. Publish and present conclusions of research in a variety of oral and written mediums
- ☐ Effectively use basic Microsoft or Apple software for word and data processors such as Word documents, Excel spreadsheets, presentations and publications
- ☐ Distinguish between legitimate, faulty, and fraudulent sources on the World Wide Web
- ☐ Access Internet and find multiple sources of information on a topic
- ☐ Use technology to communicate with peers, authors, political and church leaders
- ☐ Interpret maps, graphs, charts as part of an oral presentation

GRADE 7 – LITERATURE

STANDARDS

- L7.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L7.2** Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L7.3** Acquire and use accurately a range of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- L7.4** Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically.
- L7.5** Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner.
- L7.6** Read to learn more about God, their faith, and their role in the mission of the Church.
- L7.7** Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life.
- L7.8** Read a variety of genres closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- L7.9** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- L7.10** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- L7.11** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- L7.12** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*

- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

COMPREHENSION

1. Read in all areas of the curriculum

- Apply appropriate strategies before, during, and after reading to construct meaning
- Interpret charts, maps, pictures, etc.
- Apply reading strategies to taking tests
 - Analyze previous tests
 - Read and reread directions carefully
 - Preview all test items before beginning
 - Answer questions in strategic order: easy questions first, difficult questions last
 - Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes were not made, etc.
- Compare and contrast across media (books, DVDs, audio, etc.)
- Take notes on what is read identifying main idea, details, etc.
- Classify and categorize information read
- Compare and contrast elements in text
- Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, electronic library catalogs)
- Distinguish between important and unimportant details
- Form conclusions and support those conclusions with evidence from text
- Make and justify inferences from implicit and explicit information
- Identify cause and effect
- Make generalizations about and paraphrase what is read
- Summarize and paraphrase text
- Evaluate ideas and formulate hypothesis
- Select and use appropriate technology for reading and research tasks
- Identify and distinguish between fact and opinion
- Evaluate visuals in a variety of texts, including websites
- Compare and contrast across the media
- Recognize persuasion and propaganda techniques
- Recognize editorials and editorializing

2. Set a purpose for reading and adjust that purpose while reading
3. Recognize and read a variety of genres including, but not limited to: biography and autobiography, historical fiction, realistic fiction, drama, poetry, informational essays, screen plays, fables, folktales, myths, tall tales
4. *Independently* apply comprehension strategies to all reading situations:
 - a. Preview text/activate prior knowledge
 - b. Make and verify or revise predictions
 - c. Make connections to self, the world, or other literary texts
 - d. Visualize
 - e. Paraphrase and summarize
 - f. Construct meaning from text, knowledge of text, graphics and other text features
 - g. Self-monitor reading
 - h. Generate and answer questions about what is read
5. Recognize and identify sequential events:
 - a. Distinguish between the order in which events occur and the
 - b. order in which they are told
 - c. Identify key words that indicate time and order
 - d. Identify flashback technique
6. Use informational text to acquire knowledge
 - a. Form opinions based on research from a variety of sources
 - b. Evaluate evidence and sources of information (including Internet sources)
7. Critically analyze texts and authors:
 - a. Identify ways in which authors organize information
 - b. Discuss the literary techniques authors use to make text engaging to readers
 - c. Identify ways in which an author's experience affects why, how and what he/she writes
8. Recognize the structure and elements of texts within each genre:
9. Identify and evaluate standard literary elements: plot, setting, characterization, point of view, conflict, foreshadowing, irony, symbolism, tone and mood, theme, imagery, and figurative language
 - a. Compare and contrast characters, settings, events, etc.
 - b. Analyze character and character's point of view
 - c. Identify theme
 - d. Describe the connection between a character's actions and the consequences that follow
10. Identify the moral criteria that govern choices of characters
11. Evaluate characters' choices in terms of moral criteria

12. Connect events, characters, etc. in reading with own experiences
13. Use technology to increase comprehension, locate information, collect data:
 - a. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)
 - b. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)

VOCABULARY

To successfully meet standards, students are expected to:

14. Consistently apply spelling rules to writing
15. Explore unknown spellings in the dictionary
16. Apply sound and context clues to new words
17. Analyze word structure to discover the meanings of words
18. Use new vocabulary in written and oral language
19. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)

GRADE 7 – LANGUAGE ARTS

STANDARDS

WRITTEN LANGUAGE

- LA7.1** Write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others, as appropriate to various audiences; integrate the writing process.
- LA7.2** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA7.3** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA7.4** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- LA7.5** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others; become a responsible digital citizen.
- LA7.6** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- LA7.7** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- LA7.8** 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 tasks, purposes, and audiences.

CONVENTIONS OF STANDARD ENGLISH

- LA7.9** Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling when communicating through writing or speaking.
- LA7.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

ORAL LANGUAGE

- LA7.11** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- LA7.12** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- LA7.13** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- LA7.14** Present information, findings, and supporting evidence whereby listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA7.15 Participate actively in liturgies and prayer services; listen with reverence during liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

ENABLING SKILLS

WRITTEN LANGUAGE

To successfully meet standards, students are expected to:

1. Write in a variety of formats including but not limited to:
 - a. Expository: (Nonfiction, cause and effect, analysis of books, movies, informational narrative, how-to, etc.) Students include title, opening or thesis statement, main idea, detailed, logical development of an idea, and a concluding sentence. This writing reflects research using both Internet and text sources and interviews, both in person and online. (Teacher supervision)
 - b. Persuasive: Students include an opening or thesis statement, main idea, supporting details, and conclusion. They include detailed reasons for opinions; they present both sides of a given issue and logically defend a point of view. This includes a tenet of faith or a moral issue. This writing reflects some research using both Internet and text sources.
 - c. Narrative: Students include title, well developed characters, detailed settings, events, problems, resolutions; they use chronological order effectively in writing narratives. At this level, narrative writing includes creating a short story.
 - d. Friendly and business letters: Students should identify and include parts of the letter, purpose and audience of letters.
 - e. Personal Narrative: Students include characters, setting, and events in sequence.
 - f. Poetry: Students create both structured and free verse poems.
 - g. Descriptive: Students include title, main idea, details, sensory images, and a conclusion and demonstrate an understanding of spatial development in description writing (top to bottom; left to right).
 - h. Dramas: Students create short dramatic dialogues, plays, radio plays.

- i. Electronic Messages: Messages must be reflective of their purpose and audience and in keeping with the ethical use of technology policy.
2. Write daily across the curriculum:
 - a. Write responses to literature that connects knowledge from a text with personal knowledge
 - b. Write responses to various curricular areas that support judgments with references to the text
 - c. Write in response journals, blogs, wikis
 - d. Summarize notes for comprehension
 - e. Write to prepare for group discussions (book talks, literature circles, roles in reciprocal teaching, collaborative group work, etc.)
 - f. Write reports for submission and oral presentations
 - g. Use visuals in report
 - h. Write from a prompt (oral, electronic, text)
 - i. Explain process and answers to mathematical problems
 - j. Paraphrase and summarize information from texts (i.e. Cornell Note System)
3. Use process writing to vary writing according to purpose and audience with emphasis on nonfiction writing:
 - Pre-write
 - Choose form and topic
 - Identify purpose and audience
 - Gather information from a variety of sources
 - Organize information
(Order details – chronologically, in order of importance, spatially, logically)
 - Draft
 - Write an introduction
 - Include background information
 - Follow a plan
 - Include and expand supporting details
 - Write a conclusion
 - Revise/Edit
 - Evaluate draft
 - Conference/share with peer/teacher
 - Revise/Correct (spelling, usage, etc.)
 - Write revision
 - Publish
 - Share work with others
 - Reflect on the writing process
4. Engage in the research process including:
 - a. Identify prior knowledge and relevant experiences
 - b. Formulate questions for research

- c. Devise a research plan that includes citing information sources
- d. Extract relevant information and record in an organized format
- e. Summarize information in an outline or organized format
- f. Write research paper
- g. Present research in an oral presentation with visuals

5. Use technology in all phases of writing:

- a. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
- b. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work
- c. Use word processing effectively
- d. Distinguish between legitimate and faulty sources on the World Wide Web
- e. Access Internet and use it as a source of information
- f. Send and receive email
- g. Use technology to review skills

****Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.***

CONVENTIONS OF STANDARD ENGLISH

To successfully meet standards, students are expected to:

1. Demonstrate an understanding of English structures and conventions:

- a. Identify nouns and pronouns and explain how they are used in a sentence
- b. Recognize compound and collective nouns and use them correctly in writing (subject-verb agreement, formation of plurals, etc.)
- c. Write with accuracy using pronoun case (nominative, objective, possessive)
- d. Identify and use correctly indefinite, interrogative, and demonstrative pronouns
- e. Identify pronoun antecedents
- f. Recognize the principal parts of and conjugate (simple, perfect and progressive tenses) regular and irregular verbs

- g. Identify and describe the function of linking and auxiliary verbs
 - h. Identify and explain the function of transitive and intransitive verbs, passive and active voice
 - i. Identify and use infinitives appropriately
 - j. Recognize adjectives and use appropriately: definite and indefinite articles, nouns and pronouns used as adjectives, compound adjectives, demonstrative adjectives, interrogative adjectives
 - k. Recognize adverbs and the words they modify
 - l. Correctly use the comparative and superlative forms of adjectives and adverbs
 - m. Distinguish between adjectives and adverbs, adjectival and adverbial clauses and phrases
 - n. Use adjectives and adverbs to improve writing
 - o. Recognize prepositions and prepositional phrases; use them appropriately in writing and speaking
 - p. Distinguish between prepositions and adverbs
 - q. Identify and use conjunctions to connect ideas; identify coordinating, subordinating and correlative conjunctions
 - r. Identify interjections, describe their use in sentences, and use them effectively in communication
2. Understand the structure of sentences and paragraphs:
- a. Within sentences and clauses, identify subjects, predicates, modifiers, direct and indirect objects, linking verb complements
 - b. Identify and punctuate appositives correctly
 - c. Identify compound subjects, predicates, sentences, etc.
 - d. Distinguish between phrases and clauses; phrases that modify and clauses that modify
 - e. Identify verbal phrases: participles and participial phrases, infinitives and infinitive phrases
 - f. Identify dependent and independent clauses
 - g. Combine independent and dependent clauses to form compound sentences and/or complex sentences
 - h. Distinguish between phrases and clauses
 - i. Expand sentences by combining clauses, phrases, etc.
 - j. Vary length and sentence structure in paragraphs
 - k. Avoid sentence fragments and run-ons
 - l. Make subjects and predicates agree in case and number
 - m. Avoid misplaced modifiers
 - n. Avoid double negatives

- o. Avoid common usage problems (affect/effect, accept/except, etc)
- 3. Use punctuation and capitalization to communicate clearly:
 - a. Use periods, question marks, and exclamation marks correctly with declarative, interrogative, exclamatory and imperative sentences
 - b. Use commas correctly in a variety of situations (series, introductory words, phrases and clauses, compound sentences, nonessential phrases and clauses, dates, geographical places, etc.)
 - c. Use semicolons correctly to join independent clauses and in sentences where additional commas would cause confusion
 - d. Use colons correctly as introductory devices
 - e. Use quotation marks correctly
 - f. Write dialogue correctly
 - g. Use quotations, underlining, and italics correctly in bodies of work
 - h. Use hyphens correctly
 - i. Use apostrophes correctly
 - j. Apply rules for capitalization – proper nouns and adjectives, titles, etc.
 - k. Use technology to review skills

ORAL LANGUAGE

To successfully meet standards, students are expected to:

- 1. Take part in class discussions in all areas of the curriculum
- 2. Present formal and informal class projects to peers
- 3. Participate in small group discussions
- 4. Develop informal and formal speaking skills
- 5. Use logical thinking in public speaking
- 6. Create and review a checklist for presenting a speech
- 7. Memorize a short literary selection for class presentation
- 8. Present a dramatic monologue
- 9. Use an organized plan to prepare and present a persuasive speech
- 10. Research a topic and write a speech based on the research
- 11. Prepare and present a multimedia presentation
- 12. Use technology to format presentations and create visual aids
- 13. Demonstrate listening skills – focus on the speaker, make eye contact, eliminate distractions
- 14. Listen to and follow multi-stepped directions
- 15. Listen without interrupting
- 16. Summarize main idea and details when listening
- 17. Take notes while listening











18. Listen for and identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.)
19. Evaluate speeches, lectures, oral presentations
20. Restate message of speaker
21. Paraphrase ideas of speaker
22. Compare one’s interpretation of
23. speaker with other listeners
24. Distinguish between facts and opinions
25. Determine if what the speaker says is relevant or contains faulty reasoning
26. Analyze language of a speech (denotation and connotation, loaded words)
27. Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)
28. Identify a speaker’s use of gesture and body movement
29. Compare and contrast different media (book/movie/audio)
30. Listen to and evaluate a variety of opinions on moral issues and respond in a way that demonstrates faith and an understanding of the Church’s moral teaching

TEACHING AND LEARNING WITH TECHNOLOGY IN GRADES 6-8 LANGUAGE ARTS CLASSROOM

- ☐ Select and use appropriate technology for reading, research, and writing tasks
- ☐ Use digital informational resources to acquire and extend content specific knowledge
- ☐ Evaluate online evidence and electronic text information sources and make decisions about the accuracy, relevance and authenticity of such information sources
- ☐ Use various forms of digital communication to collaborate with and learn from others locally and world-wide
- ☐ Understand how to read URLs, websites, etc.
- ☐ Use digital resources to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
- ☐ Integrate the use of document element tools such as digital cameras, videos, word art, audio, etc. to enhance and improve written work
- ☐ Use digital review elements to proof and edit spelling, grammar, punctuation, and vocabulary skills
- ☐ Create and present an age appropriate multimedia presentation
- ☐ Generate criteria for evaluation of own oral presentations and those of others

- ☐ Use adaptive software and blended learning experiences to increase comprehension skills, locate information, and/or collect data
- ☐ Listen to speeches on the Internet with themes centered on human rights and use those speeches as models in their own presentation on similar issues.
- ☐ Explore and appropriately integrate visuals in reports (charts, maps, graphs, slides etc.) to extend and enhance meaning and presentation
- ☐ Compose a research paper in a curricular area using MLA or APA format. Publish and present conclusions of research in a variety of oral and written mediums
- ☐ Effectively use basic Microsoft or Apple software for word and data processors such as Word documents, Excel spreadsheets, presentations and publications
- ☐ Distinguish between legitimate, faulty, and fraudulent sources on the World Wide Web
- ☐ Access Internet and find multiple sources of information on a topic
- ☐ Use technology to communicate with peers, authors, political and church leaders
- ☐ Interpret maps, graphs, charts as part of an oral presentation

Suggested Cross Curricular and Catholic Social Teaching Links
Grade Seven

-  Students listen to speeches on the Internet with themes centered on human rights and use those speeches as models in their own presentation on similar issues. (Social Studies, Religion, Listening Skills)
-  Students read and discuss novels that deal with personal growth and overcoming obstacles (*Hatchet*, *Where the Red Fern Grows*, *Lyddie*), and articulate an understanding of the dignity of the human person and the responsibility of Christians to work for justice in the workplace. (Religion, History, Literature)
-  Students read a variety of nonfiction pieces about environmental issues and natural resources to develop an understanding of themselves as guardians of creation. (Science, Religion, Literature)
-  Students research topics for essays in science, history, geography in both text and online sources and consistently observe copyright laws, demonstrating respect for the rights and dignity of others. (History, Geography, Science)
-  Students read and write about the many conflicts in American history and reflect on the need for lasting peace and what it means to be a peacemaker. (History, Religion, Literature, Written Language)
-  Students read and write essays and speeches that connect excessive economic, social and cultural inequalities to conflicts between nations and among peoples (both in the present and past), articulating the link between peace and justice. (Social Studies, Science, Religion, Literature, Written Language)
-  Students write poems about peace recognizing it as more than "...just the absence of war...." (Pope John Paul II). (Religion, Social Studies, Written Language)
-  Students write persuasive essays and speeches supporting one political leader over another because he/she better reflects an understanding of society's moral responsibility to protect human rights. (Religion, Social Studies, Written Language)
-  Students write short stories describing the consequences of moral choices. (Religion, Written Language)
-  Students write about and calculate the cost of war, natural disasters, unemployment, etc., expressing an understanding that, as Catholic Christians, we are called to work globally and locally for justice. (Math, Social Studies, Science)

GRADE 8 – LITERATURE

STANDARDS

- L8.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L8.2** Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L8.3** Acquire and use accurately a range of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- L8.4** Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically.
- L8.5** Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner.
- L8.6** Read to learn more about God, their faith, and their role in the mission of the Church.
- L8.7** Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life.
- L8.8** Read a variety of genres closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- L8.9** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- L8.10** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- L8.11** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- L8.12** Read and comprehend complex literary and informational texts independently and proficiently.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*

- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Read in all areas of the curriculum
2. Apply appropriate strategies before, during, and after reading to construct meaning
3. Interpret charts, maps, pictures, etc.
4. Apply reading strategies to taking tests:
 - a. Analyze previous tests
 - b. Read and reread directions carefully
 - c. Preview all test items before beginning
 - d. Answer questions in strategic order: easy questions first, difficult questions last
 - e. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes were not made, etc.
5. Compare and contrast across media (books, DVDs, audio, etc.)
6. Take notes on what is read identifying main idea, details, etc. (i.e., Cornell Note System)
7. Classify and categorize information read
8. Compare and contrast elements in text
9. Make generalizations about and paraphrase what is read
10. Summarize and paraphrase text
11. Evaluate ideas and formulate hypotheses
12. Select and use appropriate technology for reading and research tasks
13. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, electronic library catalogs)
14. Evaluate visuals in a variety of texts, including websites
15. Distinguish between important and unimportant details
16. Form conclusions and support those conclusions with evidence from text
17. Make and justify inferences from implicit and explicit information
18. Identify and distinguish between fact and opinion
19. Identify cause and effect
20. Recognize persuasion and propaganda techniques
21. Recognize editorials and editorializing

22. Set a purpose for reading and adjust that purpose while reading
23. Recognize and read a variety of genres from many different cultures including, but not limited to: nonfiction, biography and autobiography, historical fiction, realistic fiction, fables, folktales, myths, tall tales, informational essays, drama, screen plays, and poetry
24. Independently apply comprehension strategies to all reading situations:
25. Preview text/activate prior knowledge
26. Make, verify or revise predictions
27. Visualize
28. Make connections to other texts, life experiences, world events
29. Paraphrase and summarize
30. Construct meaning from text, knowledge of text, graphics and other text features
31. Self-monitor reading
32. Generate and answer questions about what is read
33. Recognize and identify sequential events:
34. Distinguish between the order in which events occur and the order in which they are told
35. Identify key words that indicate time and order
36. Identify flashback technique
37. Use informational text to acquire knowledge:
38. Form opinions based on research from a variety of sources
39. Evaluate evidence and sources of information (including Internet sources)
40. Use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts)
41. Evaluate electronic and text information sources and make decisions about the accuracy and relevance of such information
42. Use directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, electronic library catalogs)
43. Critically analyze texts and authors:
 - a. Identify ways in which authors organize information
 - b. Discuss the literary techniques authors use to make text engaging to readers
 - c. Identify ways in which authors organize information
 - d. Identify ways in which an author's experience affects why, how and what he/she writes
 - e. Identify ways in which authors communicate bias in their writing
 - f. Discuss ways in which authors deal with social and political issues

44. Recognize the structure and elements of texts:
- a. Identify and evaluate standard literary elements: plot, setting, characterization, point of view, conflict, foreshadowing, irony, symbolism, tone and mood, theme, imagery, and figurative language
 - b. Compare and contrast characters, settings, events, etc.
 - c. Analyze character and character's point of view
 - d. Identify theme, motifs, foreshadowing
 - e. Describe the connection between a character's actions and the consequences that follow
 - f. Evaluate characters' choices in terms of moral criteria
 - g. Discuss and debate the moral criteria that govern choices of characters
 - h. Relate events, characters, etc. in reading to their own personal experiences, other texts, or the world
45. Use technology to increase comprehension, locate information, collect data
46. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)
47. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)
48. Use directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, library catalogs)

VOCABULARY

To successfully meet standards, students are expected to:

- 49. Correctly spell everyday vocabulary and sight words
- 50. Link spelling to meaning and word derivation
- 51. Use patterns and rules of spelling in written language
- 52. Consistently apply spelling rules
- 53. Explore unknown spellings in the dictionary
- 54. Apply sound, word origin and context clues to new words
- 55. Analyze word structure to discover the meanings of words
- 56. Use new vocabulary in written and oral language
- 57. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)

GRADE 8 – LANGUAGE ARTS

STANDARDS

WRITTEN LANGUAGE

- LA8.1** Write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others, as appropriate to various audiences; integrate the writing process.
- LA8.2** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA8.3** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA8.4** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- LA8.5** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others; become a responsible digital citizen.
- LA8.6** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- LA8.7** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- LA8.8** 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 tasks, purposes, and audiences.

CONVENTIONS OF STANDARD ENGLISH

- LA8.9** Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling when communicating through writing or speaking.
- LA8.10** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

ORAL LANGUAGE

- LA8.11** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- LA8.12** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- LA8.13** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- LA8.14** Present information, findings, and supporting evidence whereby listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA8.15 Participate actively in liturgies and prayer services; listen with reverence during liturgies and prayer services.

OVERARCHING ESSENTIAL QUESTIONS

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

ENABLING SKILLS

By the end of eighth grade, students will write clear, well-developed essays of at least five paragraphs for a variety of purposes. (BENCHMARK)

*A well-developed research paper that integrates two content areas is required at this level.

WRITTEN LANGUAGE

To successfully meet standards, students are expected to:

1. Write in a variety of formats including, but not limited to:
 - a. Expository essays and papers: (Nonfiction, cause and effect, analysis of books, movies, information, etc.) Students include a title, opening or thesis statement, main idea, detailed, logical development of an idea, and a concluding sentence. At this level, expository writing includes a *research paper in a curriculum area.
 - b. Informational essays: Include title, opening or thesis statement, main idea, supporting details, and a concluding sentence. This writing reflects research using both Internet and traditional source.
 - c. Persuasive essays: Write an opening or thesis statement, main idea, supporting details, and conclusion. Students develop detailed reasons for opinions; they present both sides of a given issue and logically defend a point of view. This includes a tenet of faith or a moral issue. This writing reflects research using both Internet and traditional sources.
 - d. Descriptive essays: Compose title, main idea, details, sensory images, and a conclusion; demonstrate an understanding of spatial order in description (top to bottom; left to right).
 - e. Friendly and Business Letters: Identify and include parts of the letter, purpose, and audience of letters.
 - f. Narrative: Include title, well developed characters, detailed settings, events, problems, resolutions; they create narratives that demonstrate understanding of chronological order. Narrative writing includes creating a short story.

- g. Personal Narrative: Include characters, setting, events in sequence, plot
- h. Dramas: Create short dramatic dialogues, plays, radio plays, etc.
- i. Dialogues that use a variety of language patterns and dialects
- j. *Poetry*: Compose both structured and free verse poems
- k. Electronic messages: Students' messages are reflective of their purpose, audience, and moral and ethical practices

CONVENTIONS OF STANDARD ENGLISH

To successfully meet standards, students are expected to:

1. Demonstrate an understanding of English structures and conventions:
 - a. Identify parts of speech
 - b. Identify nouns and pronouns, and explain how they are used in a sentence
 - c. Recognize compound and collective nouns and use them correctly in writing (subject-verb agreement, formation of plurals, etc.)
 - d. Write with accuracy using pronoun case (nominative, objective, possessive)
 - e. Identify and use correctly indefinite, interrogative, and demonstrative pronouns
 - f. Identify pronoun antecedents
 - g. Recognize the principal parts of and conjugate (simple, perfect and progressive tenses) regular and irregular verbs
 - h. Identify and describe the function of linking and auxiliary verbs
 - i. Identify and explain the function of transitive and intransitive verbs, passive and active voice
 - j. Identify and use infinitives appropriately
 - k. Recognize adjectives and use appropriately: definite and indefinite articles, nouns and pronouns used as adjectives, compound adjectives, demonstrative adjectives, interrogative adjectives
 - l. Recognize adverbs and the words they modify
 - m. Correctly use the comparative and superlative forms of adjectives and adverbs
 - n. Distinguish between adjectives and adverbs, adjectival and adverbial clauses and phrases
 - o. Use adjectives and adverbs to improve writing

- p. Recognize prepositions and prepositional phrases; use them appropriately in writing and speaking
 - q. Distinguish between prepositions and adverbs
 - r. Identify and use conjunctions to connect ideas; identify coordinating, subordinating and correlative conjunctions
 - s. Identify interjections, describe their use in sentences, and use them effectively in communication
2. Understand the structure of sentences and paragraphs:
- a. Within sentences and clauses, identify subjects, predicates, modifiers, direct and indirect objects, linking verb complements
 - b. Identify and punctuate appositives correctly
 - c. Identify compound subjects, predicates, sentences, etc.
 - d. Distinguish between phrases and clauses; phrases that modify and clauses that modify
 - e. Identify verbal phrases: participles and participial phrases, infinitives and infinitive phrases
 - f. Identify dependent and independent clauses
 - g. Combine independent and dependent clauses to form compound sentences and/or complex sentences
 - h. Distinguish between phrases and clauses
 - i. Expand sentences by combining clauses, phrases, etc.
 - j. Vary length and sentence structure in paragraphs
 - k. Avoid sentence fragments and run-ons
 - l. Make subjects and predicates agree in case and number
 - m. Avoid misplaced modifiers
 - n. Avoid double negatives
 - o. Avoid common usage problems (affect/effect, accept/except, etc.)
3. Use punctuation and capitalization to communicate clearly:
- a. Use periods, question marks, and exclamation marks correctly with declarative, interrogative, exclamatory and imperative sentences

- b. Use commas correctly in a variety of situations (series, introductory words, phrases and clauses, compound sentences, nonessential phrases and clauses, dates, geographical places, etc.)
- c. Use semicolons correctly to join independent clauses and in sentences where additional commas would cause confusion
- d. Use colons correctly as introductory devices
- e. Use quotation marks correctly
- f. Write dialogue correctly
- g. Use quotations, underlining, and italics correctly in bodies of work
- h. Use hyphens correctly
- i. Use apostrophes correctly
- j. Apply rules for capitalization – proper nouns and adjectives, titles, etc.
- k. Use technology to review skills

ORAL LANGUAGE

To successfully meet standards, students are expected to:

- 1. Develop informal and formal speaking skills
- 2. Use logical thinking in public speaking
- 3. Use an organized plan to prepare and present a persuasive speech
- 4. Take part in class discussions in all areas of the curriculum
- 5. Present formal and informal class projects to peers
- 6. Create media rich materials to teach peers
- 7. Take part in small group discussions
- 8. Demonstrate a skill for classmates
- 9. Memorize a short literary selection for class presentation
- 10. Present a dramatic monologue
- 11. Prepare a multimedia presentation
- 12. Research a topic and write a speech based on the research
- 13. Create and review a checklist for presenting a speech
- 14. Use technology to format presentations and create visual aids (graphs, charts, etc.)
- 15. Interpret maps, graphs, charts as part of an oral presentation
- 16. Read scripture and prayers orally during liturgies and prayer services
- 17. Demonstrate listening skills – focus on the speaker, make eye contact, eliminate distractions

18. Listen to and follow multi-stepped directions
19. Listen without interrupting
20. Summarize main idea and details when listening
21. Evaluate speeches, lectures, oral presentations
22. Restate message of speaker (lector)
23. Restate/summarize scripture reading
24. Compare one's interpretation of speaker with other listeners
25. Distinguish between facts and opinions
26. Determine if what the speaker says is relevant or contains faulty reasoning
27. Analyze language of a speech (denotation and connotation, loaded words)
28. Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)
29. Identify a speaker's use of gesture and body movement

**Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.*

Suggested Cross Curricular and Catholic Social Teaching Links

Grade Eight

- ✚ Students read literature with dialects orally and demonstrate their appreciation of and respect for human diversity and dignity. (Religion, Social Studies, Literature)
- ✚ As students express opinions in class discussions of current events, they are encouraged to comment on world events in terms of Catholic social teaching. (Social Studies, Religion, Oral Language)
- ✚ Acting as lectors in liturgies and prayer services, students participate actively in their parish and school communities. (Religion, Oral Language)
- ✚ Students read and discuss novels that deal with social issues (*Roll of Thunder, Hear My Cry, To Kill a Mockingbird, The Outsiders, Izzy Willy Nilly, etc.*), reflect on characters and events in light of what they have learned about the dignity of every human person. (Religion, History, Literature)
- ✚ Students read nonfiction articles and essays, both text and online, about the fragility of natural resources, and describe how they see themselves as guardians of creation. (Science, Religion, Reading, Written and Oral Language)
- ✚ Students research topics for essays in science, history, geography, observing copyright laws, thus respecting the rights and dignity of others. (History, Geography, Science, Religion, Reading)
- ✚ Students read a variety of texts describing American involvement in wars throughout its history and determine how they can work for peace. (History, Religion, Reading)
- ✚ Students use dialect in written work, demonstrating their appreciation of and respect for human diversity and dignity. (Religion, Social Studies)
- ✚ Students write essays that show how to preserve the goods of the earth and define the call of Catholic Christians to stewardship of God's creation. (Religion, Science)
- ✚ Students write letters* that support human dignity and the sacredness of life to political leaders and/or newspapers, helping to create a moral vision for their communities. (Religion, Social Studies)
- ✚ Students create graphs describing the inequality of the consumption of the world's resources and design service projects that address local and global injustice. (Math, Religion, Science)

***Parental permission should be sought whenever students write letters that might be published.**

TEACHING AND LEARNING WITH TECHNOLOGY IN GRADES 6-8 LANGUAGE ARTS CLASSROOM

- ☐ Select and use appropriate technology for reading, research, and writing tasks
- ☐ Use digital informational resources to acquire and extend content specific knowledge
- ☐ Evaluate online evidence and electronic text information sources and make decisions about the accuracy, relevance and authenticity of such information sources
- ☐ Use various forms of digital communication to collaborate with and learn from others locally and world-wide
- ☐ Understand how to read URLs, websites, etc.
- ☐ Use digital resources to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
- ☐ Integrate the use of document element tools such as digital cameras, videos, word art, audio, etc. to enhance and improve written work
- ☐ Use digital review elements to proof and edit spelling, grammar, punctuation, and vocabulary skills

- ☐ Create and present an age appropriate multimedia presentation
- ☐ Generate criteria for evaluation of own oral presentations and those of others
- ☐ Use adaptive software and blended learning experiences to increase comprehension skills, locate information, and/or collect data
- ☐ Listen to speeches on the Internet with themes centered on human rights and use those speeches as models in their own presentation on similar issues.
- ☐ Explore and appropriately integrate visuals in reports (charts, maps, graphs, slides etc.) to extend and enhance meaning and presentation
- ☐ Compose a research paper in a curricular area using MLA or APA format. Publish and present conclusions of research in a variety of oral and written mediums
- ☐ Effectively use basic Microsoft or Apple software for word and data processors such as Word documents, Excel spreadsheets, presentations and publications
- ☐ Distinguish between legitimate, faulty, and fraudulent sources on the World Wide Web
- ☐ Access Internet and find multiple sources of information on a topic
- ☐ Use technology to communicate with peers, authors, political and church leaders
- ☐ Interpret maps, graphs, charts as part of an oral presentation

GRADES 9-12 – LITERATURE

STANDARDS

COMPREHENSION

- CV9-12.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CV9-12.2** Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively and analytically.
- CV9-12.3** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CV9-12.4** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- CV9-12.5** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CV9-12.6** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CV9-12.7** Assess how point of view or purpose shapes the content and style of a text.
- CV9-12.8** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- CV9-12.9** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CV9-12.10** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CV9-12.11** Read for a variety of purposes including pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner.
- CV9-12.12** Read to learn more about their God, their faith and their role in the mission of the Church.
- CV9-12.13** Use various, relevant resources, including online information resources, to meet the needs of research.
- CV9-12.14** Read and comprehend complex literary and informational texts independently and proficiently.

VOCABULARY

- CV9-12.15** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CV9-12.16** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CV9-12.17** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

OVERARCHING ESSENTIAL QUESTIONS

- *How does literature make our lives more meaningful?*
- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *What do I need to have in mind when I approach a new text?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand Catholic social teaching?*
- *How does reading enable us to access information needed to explore interests or solve problems?*
- *Why is it important to become a strong reader, good writer, effective speaker, and disciplined listener?*

ENABLING SKILLS GRADES 9-10

To successfully meet standards, students are expected to:

1. Use PRO (preview, read, organize) system without prompting
2. Take notes on text reading
3. Use variety of methods to organize information (graphic organizers)
4. Effectively use a variety of comprehension skills before, during, and after reading
 - a. Preview, predict, infer, compare and contrast, self-monitor, summarize, etc.
 - b. Identify purpose for reading
 - c. Make connections between what they already know or have experienced and what is to be read
 - d. Adjust strategies based on purpose for reading
 - e. Identify main ideas and details

- f. Paraphrase passages
 - g. Draw inferences from what they have read
- 5. Skim written material for information
- 6. Differentiate between fact and opinion
- 7. Recognize biased writing
- 8. Evaluate usefulness of information, its relevance for a specific purpose
- 9. Identify and recognize propaganda techniques and logical fallacies
- 10. Rewrite a passage to reflect a different point of view or to remove bias
- 11. Demonstrate an understanding of connections between a character's actions and their consequences
- 12. Identify moral criteria that govern a character's choices
 - a. Evaluate a character's choices in terms of moral criteria
 - b. Connect literary moral criteria to own life experiences
- 13. Conduct web searches to obtain information
 - a. Analyze web sites for authenticity
 - b. Access specific information from print and non-print resources by using internal organizers (e.g. indexes, cross references)
 - c. Distinguish between legitimate and faulty sources on the Internet
- 14. Differentiate among genres
 - a. Identify the defining feature of each genre
- 15. Demonstrate familiarity with terms and criteria of literary analysis
- 16. Determine author's purpose in using specific literary techniques and analyze the degree of success
- 17. Outline or diagram the plot of a short story
- 18. Write a poem, essay, or short story
- 19. Critique literature based on set criteria
- 20. Read and identify the specific characteristics of American, British, and World literature
- 21. Critically analyze a variety of American, British, and World literature
- 22. Read literature from own and world cultures and different time periods
- 23. Identify universal themes in multicultural literary pieces
- 24. Express similarities among writers of different traditions
- 25. Draw connections from multicultural literature to their own experiences
- 26. Choose from a selection of titles a book that fulfills stated criteria

27. Develop overarching essential questions to comprehend literature
28. Demonstrate the ability to solve problems by collecting, analyzing, and interpreting data
29. Recognize stereotypes
30. Identify and interpret older language forms and styles
31. Research historical allusions
32. Adapt stories of other periods to contemporary settings
33. Imitate the style of an earlier writer
34. Prepare time lines, charts, or other graphic organizers
35. Demonstrate how literature is a response to historical events
36. Demonstrates comprehension of reading selections under specific timed conditions (SAT prep)
37. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
38. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
39. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)
40. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)
41. Analyze multiple interpretations of a genre (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text
42. Demonstrate knowledge of how two or more texts from the same period treat similar themes or topics
43. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
44. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

VOCABULARY

The students will:

1. Analyze words to discover meaning and expand vocabulary

2. Demonstrate understanding of vocabulary through writing in proper context
3. Correctly spell everyday vocabulary and sight words
4. Link spelling to meaning and word derivation
5. Use patterns and rules of spelling in written language
6. Consistently apply spelling rules
7. Apply sound, word origin and context clues to new words
8. Analyze word structure to discover the meanings of words
9. Use new vocabulary in written and oral language
10. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)
11. Determine or clarify the meaning of unknown and multiple-meaning words and choosing flexibly from a range of strategies
12. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
13. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*)
14. 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, its part of speech, or its etymology
15. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
16. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text
17. Analyze nuances in the meaning of words with similar denotations
18. Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

**Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.*

ENABLING SKILLS GRADES 11-12

1. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
2. Analyze multiple interpretations of a genre (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist and critical analysis of secondary sources.)
3. Demonstrate how two or more texts from the same period treat similar themes or topics
4. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
5. Determine one or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
6. Analyze the impact of the author's choices regarding how to develop and relate elements of a genre and/or text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
7. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how an author uses or refines the meaning of a key term or terms over the course of a text including but not limited to the cumulative impact of specific word choices on meaning and tone
8. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear and convincing
9. Determine an author's point of view or purpose in a text in whereby the rhetoric is particularly effective, analyzing how style and content contribute to the power and persuasiveness of the text
10. Integrate and evaluate multiple sources of information presented in different media and formats as well as in words in order to address a question or solve a problem
11. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

GRADE 9-12 – LANGUAGE ARTS

STANDARDS

WRITTEN LANGUAGE

- WL9-12.1** The student will write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others.
- WL9-12.2** The student will comprehend the importance of structure and usage conventions to communicate successfully.
- WL9-12.3** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WL9-12.4** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WL9-12.5** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WL9-12.6** Develop and strengthen all phases of the writing process by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
- WL9-12.7** Appropriately use technology, including the Internet, to produce and publish writing and to interact and collaborate with others; and to update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically and to become responsible digital citizens
- WL9-12.8** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL9-12.9** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- WL9-12.10** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WL9-12.11** 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 tasks, purposes, and audiences.
- WL9-12.12** Participate and support parish and civic communities through written communication.

ORAL LANGUAGE

- OL9-12.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- | | |
|-----------|---|
| OL9-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| OL9-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| OL9-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| OL9-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to express information and to enhance understanding of findings, reasoning, and evidence and to add interest. |
| OL9-12.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| OL9-12.7 | Adjust use of spoken language (conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes. |
| OL9-12.8 | Conduct research on issues and interests by generating ideas and questions orally and posing oral problems. |
| OL9-12.9 | Develop active, critical listening and speaking skills; initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on appropriate, grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| OL9-12.10 | Participate in and listen with reverence during liturgies and prayer services. |

CONVENTIONS OF STANDARD ENGLISH

- | | |
|-----------|---|
| CSE9-12.1 | Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing or speaking and to communicate ideas effectively. |
| CSE9-12.2 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| CSE9-12.3 | The student will write to discover, record, develop, reflect on ideas, and to solve problems. |
| CSE9-12.4 | The student will use rules for correct usage, capitalization and punctuation to clarify and enhance meaning. |

- CSE9-12.5** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CSE9-12.6** Demonstrate understanding of word relationships and nuances in word meanings.
- CSE9-12.7** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

OVERARCHING ESSENTIAL QUESTIONS

- *How does the study of the language arts increase and deepen our experiences and understanding of writing genres?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, community, global society, and parish life?*
- *Is technology essential for communication in today's world?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *Why is it important to respect an author's ownership of his or her writing?*
- *Why is it important to become a strong reader, good writer, effective speaker, and disciplined listener?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

ENABLING SKILLS

To successfully meet standards, students are expected to:

1. Organize ideas by means of a variety of methods
2. Apply research and writing skills in the writing of term papers
 - a. Write clear introduction, transitions, and conclusions
 - b. Compose a thesis statement
 - c. Identify sources that relate to their own theses
 - d. Set up a bibliography and works cited sheet
 - e. Employ a variety of note taking techniques
 - f. Arrange information in a logical outline
 - g. Demonstrate an understanding of the laws of copyrighting
 - h. Apply established citation standards for a wide range of information sources and formats
3. Choose and arrange words to suit style and tone
 - a. Revise for clarity and coherence
 - b. Edit for grammar, mechanics, and usage

- c. Self assess using a rubric or another performance based assessment
- 4. Write electronic messages reflective of their purpose and audience
- 5. Utilize technological inquiries to enhance content area skills
- 6. Write online journals and publish works to the Internet in accordance with acceptable use policies of individual schools and the Office of Catholic Schools
- 7. Utilize the Internet as a field for primary source information
- 8. Expand personal vocabulary through reading and listening to challenging literature
- 9. Differentiate among synonyms on the basis of connotations and specific meanings
- 10. Demonstrate an understanding of connotations and rhetorical techniques

INFORMATIVE/EXPLANATORY

- 11. Introduce precise knowledge-based claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
- 12. Develop claim(s) and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that demonstrates an awareness of the audience
- 13. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- 14. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 15. Provide a concluding statement or section that follows from and supports the argument presented
- 16. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- 17. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 18. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- 19. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- 20. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

21. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

NARRATIVES

22. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
23. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
24. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
25. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
26. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

RESEARCH

27. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem:
 - a. narrow or broaden the inquiry when appropriate
 - b. Develop OVERARCHING ESSENTIAL QUESTIONS related to a topic and formulate research hypotheses
 - c. Determine a course of action that demonstrates appropriate strategies and resources for addressing OVERARCHING ESSENTIAL QUESTIONS
 - d. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - e. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
 - f. Assess the usefulness of each source in answering the research question
 - g. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

ORAL LANGUAGE

1. Identify and use a variety of levels of diction
2. Demonstrate an understanding of connotations and rhetorical techniques
3. Demonstrate master of voice control; ability to project, to modulate voice, and to enunciate
4. Choose words to suit setting and purpose
5. Use appropriate body language: eye contact, straight posture, poise
6. Take effective notes
7. Summarize audio and visual media content
8. Summarize discussions
9. Paraphrase speeches or informal remarks

10. Report with accuracy the finer points of an exhibit or presentation
11. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
12. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed
13. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
14. Respond thoughtfully to diverse perspectives
 - a. synthesize comments, claims, and evidence made on all sides of an issue
 - b. summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
 - c. resolve contradictions when possible
 - d. determine what additional information or research is required to deepen the investigation or complete the task

CONVENTIONS OF STANDARD ENGLISH

1. Spell correctly
2. Edit own and others' work
3. Use technology to edit written work
4. Use parallel structure
5. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations
6. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation; observe hyphenation conventions
7. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type
8. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
9. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading
10. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

11. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*)
12. 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, its part of speech, its etymology, or its standard usage
13. 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)
14. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text
15. Analyze nuances in the meaning of words with similar denotations

**Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm or concern.*

Catholic Social Teaching: Major Themes

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. It offers moral principles and coherent values that are badly needed in our time. In this time of widespread violence and diminished respect for human life and dignity in our country and around the world, the Gospel of life and the biblical call to justice need to be proclaimed and shared with new clarity, urgency, and energy.

Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents that explore and express the social demands of our faith. The depth and richness of this tradition can be understood best through a direct reading of these documents, many of which are cited in the Report of the Content Subgroup (pp. xx-xx). In these brief reflections, we wish to highlight several of the key themes that are at the heart of our Catholic social tradition. We hope they will serve as a starting point for those interested in exploring the Catholic social tradition more fully.

Life and Dignity of the Human Person

In a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing use of the death penalty. The dignity of life is undermined when the creation of human life is reduced to the manufacture of a product, as in human cloning or proposals for genetic engineering to create "perfect" human beings. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Call to Family, Community, and Participation

In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society, in economics and politics, in law and policy, directly affects human dignity and the capacity of individuals to grow in community. The family is the central social institution that must be supported and strengthened, not undermined. While our society often exalts individualism, the Catholic tradition teaches that human beings grow and achieve fulfillment in community. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.

Rights and Responsibilities

In a world where some speak mostly of "rights" and others mostly of "responsibilities," the Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities, to one another, to our families, and to the larger society. While public debate in our nation

is often divided between those who focus on personal responsibility and those who focus on social responsibilities, our tradition insists that both are necessary.

Option for the Poor and Vulnerable

In a world characterized by growing prosperity for some and pervasive poverty for others, Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

The Dignity of Work and the Rights of Workers

In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected, the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative. Respecting these rights promotes an economy that protects human life, defends human rights, and advances the well-being of all.

Solidarity

Our culture is tempted to turn inward, becoming indifferent and sometimes isolationist in the face of international responsibilities. Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that "loving our neighbor" has global dimensions in an interdependent world. This virtue is described by John Paul II as "a firm and persevering determination to commit oneself to the common good; that is to say to the good of all and of each individual, because we are all really responsible for all" (*Sollicitudo Rei Socialis*, no. 38).

Care for God's Creation

On a planet conflicted over environmental issues, the Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

**Sharing Catholic Social Teaching Selected Resources:
Background for Teachers and Reading
Materials for Older Students**

- Compendium of the Social Doctrine of the Church (Pontifical Council for Justice and Peace; Order through USCCB, 1/800-235-8722). Provides a complete and systematic overview of the Church's social teaching with an extensive index for easy reference on almost any topic.
- A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Protect the Dignity of All God's Children (USCCB, 1/800-235-8722). The U.S. bishops remind us that central to our identity as disciples of Jesus Christ is our concern for those who are poor or suffering.
- Faithful Citizenship: A Catholic Call to Political Responsibility (USCCB, 1/800/235-8722) The 2003 bishops' statement includes Church teaching about civic participation, as well as the Church's position on a range of issues.
- The Challenge of Faithful Citizenship (USCCB, 1/800/235-8722) This two-color brochure summarizes the bishops' statement, Faithful Citizenship: A Catholic Call to Political Responsibility and includes "Question for the Campaign" for voters and candidates.
- Sharing Catholic Social Teaching: Challenges and Directions (USCCB, 800/235-8722) A statement of the U.S. bishops urging that Catholic social teaching be incorporated into every Catholic educational program. Identifies seven key themes of Catholic social teaching.
- A Leader's Guide to Sharing Catholic Social Teaching (USCCB, 800/235-8722) Step-by-step process to help catechetical leaders and other adults explore Catholic social teaching. Includes camera-ready handouts.
- Leaven for the Modern World: Catholic Social Teaching and Catholic Education (National Catholic Education Association, 202/337-6232) A resource designed to help educators at the secondary level deepen their understanding of Catholic social teaching and explore ways to share it with young people.
- Everyday Christianity: To Hunger and Thirst for Justice (USCCB, 202/835-8722) The most important way lay Catholics work for justice and peace is through their choices and actions every day.
- Brothers and Sisters to Us/Nuestros Hermanos y Hermanas (USCCB, 800/235-8722) The U.S. bishops promote discussion and action against racism.
- The Challenge of Peace (USCCB, 800/235-8722) U.S. bishops' landmark pastoral on nuclear weapons and the arms race.
- Living the Gospel of Life: A Challenge to American Catholics (USCCB, 800/235-8722) Calls U.S. Catholics to recover their identity as followers of Jesus Christ and to be leaders in the renewal of U.S. respect for the sanctity of life.
- Sharing the Light of Faith: An Official Commentary (USCCB, Department of Education, 800/235-8722) Chapter VII explores Catholic social teaching and guidelines on catechesis for social ministry.
- Confronting a Culture of Violence: A Catholic Framework for Action (USCCB, 800/235-9722) This statement recognizes programs in dioceses, parishes and schools across the country.
- Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy by the U.S. bishops (USCCB, 800/235-8722) Resources such as posters and suggestions for using the pastoral letters in the classroom.
- Renewing the Earth (National Catholic Rural Life Conference, 515/270-2634) Study guides for children, teens and adults on the bishops' environment statement. Materials for Classroom and Small Groups
- In the Footsteps of Jesus: Resource Manual on Catholic Social Teaching (USCCB, 800/253-8722) Provides background reading, lesson plans for all ages, camera-ready resource, and other tools. Designed to be used with the video, *In the Footsteps of Jesus*.
- From the Ground Up: Teaching Catholic Social Principles in Elementary Schools (National Catholic Education Association, 202/337-6232) A faculty preparation guide that includes a process for faculty development and sample activities for sharing the seven key themes of Catholic social in grades K through 8.

- Excerpts from Sharing Catholic Social Teaching (USCCB, 800/253-8722) An easy to distribute card summarizing the seven themes of Catholic social teaching. Also available as a poster.
- Making a Place at the Table (USCCB, 1/800235-8722) A brief, compelling, four-panel brochure summarizing the bishops' statement on poverty.
- That's Not Fair! (Tom Turner, Bishop Sullivan Center, 816-231-0984) A complete kit with exercises and handouts to teach middle school students about Catholic social doctrine, culminating in an advocacy/lobbying project on a social justice issue.
- Lesson Plans on Poverty (www.povertyusa.org). Lesson plans for grades K-12 and adults developed by the Catholic Campaign for Human Development.
- A Catholic Framework for Economic Life (USCCB, 800/235-8722) A card containing ten key principles of Catholic social teaching on economic life.
- Catholic Call to Justice: An Activity Book for Raising Awareness of Social Justice Issues (www.usccb.org/CCHD) A lesson plan designed for ages 14-22 to experience through an obstacle course the major themes of Catholic social teaching.
- Teaching Resources on Sweatshops & Child Labor (Archdiocese of Newark, 973-497-4000) A complete kit including video, background materials, and classroom exercises and handouts to help educators teach about sweatshops and child labor.
- Integrating Catholic Social Teaching in the High School Curriculum: English and Religion (University of St. Thomas, 651-962-5712) A curriculum resource developed by Catholic high school educators.
- Building God's Kingdom: Implementing Catholic Social Teaching—Resources and Activities for Grades K – 12 (Religious Education Dept., Diocese of Toledo, 419/244-6711) Resources for schools and religious education programs.
- A Good Friday Appeal to End the Death Penalty (USCCB, 800/235-8722) A brochure containing the U.S. bishops' 1999 statement urging abolition of the death penalty.
- Sharing the Tradition, Shaping the Future (Catholic Campaign for Human Development, 800/541-3212). A small group workbook on seven themes of Catholic social teaching.
- Educating for Peace and Justice: Religious Dimensions, Grades 7-12 and Grades K-6 by James McGinnis (Institutes for Peace and Justice, 314/533-4445)
- Food Fast (Catholic Relief Services, 800/222-0025) Free materials include a detailed coordinator's manual with an outline for a 24-hour fast and activities that can be used in a classroom setting to explore issues of hunger and poverty.
- Math for a Change/Math for a World that Rocks (Mathematical Teachers' Association, 847/827-1361) Two booklets that use situations of injustice to apply or illustrate mathematics for grades 8-12.
- Offering of Letters Kit and other resources (Bread for the World, 301/608-2400)
- Operation Rice Bowl (Catholic Relief Services, 800/222-0025) Lenten program of fasting, education, almsgiving and prayer. The free materials include a video and religious educator's guide.
- Videos *In the Footsteps of Jesus* (USCCB, 800/235-8722) Part I (9 minutes): A compelling overview of seven key themes of Catholic social teaching. Part II (19 minutes): A more in-depth illustration of the seven themes highlighting people who have lived them.
- Faithful Citizenship (USCCB, 800/235-8722) Great for small groups and classes, an appealing video message about the Catholic tradition of political responsibility.
- Global Solidarity (USCCB, 800/235-8722) The U.S. bishops' message of solidarity with our brothers and sisters throughout the world.
- Sisters and Brothers Among Us (Catholic Campaign for Human Development, 202/541-3212) A 16-minute video that tells the story of poverty through the faces and voices of the poor.

CATHOLIC SOCIAL TEACHING (CST) RESOURCES FOR ELEMENTARY EDUCATION

Office for Social Justice, Archdiocese of St. Paul and Minneapolis

http://www.osjspm.org/catholic_social_teaching.aspx

U.S. Conference of Catholic Bishops:

Office of Justice, Peace and Human Development

<http://www.usccb.org/sdwp/foreducators2.shtml>

Diocese of Richmond – <http://www.richmonddiocese.org/cst/cst%202.htm>

Ten different themes of Catholic Social Teaching divided by grade level (K-2, 3-5, 6-8, 9-12):

- *Human Dignity*
- *Respect for Human Life*
- *Participation*
- *Option for the Poor*
- *Equality*
- *Solidarity*
- *Stewardship*
- *Subsidiarity*
- *The Common Good*
- *Association*

Catholic Relief Services - <http://www.crs.org/kids/lessons.cfm>

Click on lesson titles for elementary level lesson plans relating CST to global issues like poverty and hunger in countries around the world

Visit CRS' website for kids (<http://www.crs.org/kids>) and click link for teachers

Poverty USA – <http://www.usccb.org/cchd/povertyusa/edcenter/gradeK5.shtml>



Poverty awareness website from the Catholic Campaign for Human Development



Education Center for grades K-5



Click on “Activity” for classroom exercises that teach about poverty



Click on “Learning More” for list of relevant children’s books

“From the Ground Up: Teaching Catholic Social Principles in Elementary Schools”

Downloadable PDF article from the National Catholic Educational Association:

<http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED431704>

Planning and resource guide for Catholic school educators (K-8) to integrate CST into the curriculum

Sample lesson plans from teachers around the country

University of St. Thomas – Catholic Social Teaching & Education

<http://www.stthomas.edu/cathstudies/cst/educ/elem/default.html>



Resources for elementary teachers



CST in Elementary Literature



List of children’s books that explore themes of CST (refers to specific chapters and page numbers)