Language Arts
Curriculum Framework

Introduction

Standards for English Language Arts &
Literacy in History/Social Studies, Science, and Technical Subjects

The K-8 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the College and Career Readiness Anchor Standards.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade six and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-8 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

The Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects begin at grade 6. Standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and grade-specific standards in literacy work in tandem to define college and career readiness.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

The Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects begin at grade 6. Standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and grade-specific standards in literacy work in tandem to define college and career readiness.

Common Core State Standards Initiative
June 2, 2010

Common Core State Standards

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work. As new and better evidence emerges, the Standards will be revised accordingly.

Catholic Schools and the Common Core State Standards

Catholic schools have a long-standing commitment to academic excellence that is rooted in the faith-based mission of Catholic education. The Common Core State Standards in no way compromise the Catholic identity or educational program of a Catholic school.

The Common Core State Standards initiative, begun in 2007, is a state-led, bipartisan effort that is not a requirement for participation in the No Child Left Behind Act of 2001 (NCLB) or any other federally-funded program, and there are no mandates for any Catholic school to follow any federal rules if they adopt the Common Core. Adoption of the Common Core is voluntary; individual states, Catholic dioceses, and other private schools make their own decisions about whether to adopt the standards.

The Common Core State Standards are a set of high-quality academic expectations that all students should master by the end of each grade level. The standards establish consistent learning goals for all students that focus on preparing them to succeed in college and careers in a globally competitive workplace. The standards define and clearly communicate grade-specific goals and inform parents about learning outcomes, making it easier for parents to collaborate with teachers in helping their children achieve success.

The Common Core State Standards are not a curriculum. A curriculum includes what is taught, when it is taught, how it is taught, and what materials to use. None of these items are included in the Common Core State Standards. In the Archdiocese of Louisville, all of these elements will continue to be determined by curriculum specialists, principals, and teachers working to meet the needs of their students.

The Common Core represents a fundamental shift in the teaching and learning process. The Common Core establishes clear, measurable goals for students that assist teachers in making instructional decisions. The standards place emphasis on creativity, critical and analytical thinking, and application to curriculum content. The Common Core is not a national curriculum. It guides the way that instruction takes place in each classroom, allowing the Catholic school to develop its own curriculum content.

The Archdiocese of Louisville has adopted the Common Core State Standards and made adaptations to ensure a rigorous academic curriculum that integrates faith and knowledge. As trained professionals, Catholic administrators and teachers continually seek the best instructional methods for educating students.

Common Core Catholic Identity Initiative (CCCII)

To assist those incorporating the new standards, the National Catholic Education Association (NCEA) and partners in Catholic education established the Common Core Catholic Identity Initiative (CCCII). The CCCII provides resources to design and direct the implementation of Common Core within the culture and context of a Catholic school curriculum. Thus Catholic schools can infuse the standards with the faith, principles, values, and social justice themes inherent in the mission of a Catholic school. Various resources can be found by visiting www.cccii-online.org.

Teachers throughout the Archdiocese of Louisville will use these tools and templates or comparable instruments to ensure Catholic identity is integrated throughout all content areas.

NCEA, Position Statement on the Common Core State Standards - May 31, 2013

Reading Literature (RL) – Grade Two

Essential Understandings	Guided Questions
• Reading helps us to understand our world and our place in it. • Reading has intrinsic value. • Reading can be used to access information needed to meet specific demands, explore interests, or solve problems.	• What can we learn from reading a variety of materials? • Why do we read? • What was the author's purpose? • What genre is the text? • What do we do when we come to

Anchor Standard Strand

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	1. Ask and answer such questions as *who, what, where, when,* and *how* to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message (main idea), lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the o̶ ̶ ̶w the beginning introduces the ̶ 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature.) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade-specific Standard

RL.2.10 Reading Literature.Grade 2.Standard 10

College and Career Readiness Anchor Standards for Reading (R.CCR)

The Reading Standards for Literature and Informational Text offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading

To build a foundation for college and career readiness, students in grades K-5 must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that also gives them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The Foundational Skills standards for reading in grades K-5 are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with those concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

To become college and career ready, students in grades 6-8 must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

College and Career Readiness Anchor Standards for Writing (W.CCR)

The Writing Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Range of Writing

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.

Note on Range and Content of Student Writing

To build a foundation for college and career readiness, students in grades K-5 need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

For students in grades 6-8, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

College and Career Readiness Anchor Standards for Speaking and Listening (SL.CCR)

The Speaking and Listening Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

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.

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

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

Presentation of Knowledge and Ideas

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.

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

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

Note on Range and Content of Student Speaking and Listening

To build a foundation and become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner – built around important content in various domains. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

College and Career Readiness Anchor Standards for Language (L.CCR)

The Language Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

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

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

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. 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.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. 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 encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use

To build a foundation for college and career readiness in language, students in grades K-5 must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

The language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

To be college and career ready in language, students in grades 6-8 must have firm control over the conventions of Standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They read to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words – words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that the skills related to conventions, effective language usage, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed they are inseparable from such contexts.

Reading Literature (RL) – Kindergarten

Essential Understandings	Guided Questions
• Identifying important ideas and supporting details is essential to understanding what is read. • Understanding the organization and purpose of a text selection can help the reader answer questions about unfamiliar words. • In real life, comparisons help generate similarities and differences and help determine a focus. • Illustrations and words help the reader to understand the character, setting, and plot. • Characters in stories can serve as models of Catholic values and behaviors.	• What does the author want us to know about the text? • What was the sequence of events in the story? • How can we determine the main idea? What details support the main idea, lesson, or moral? • What strategies can readers use to determine unfamiliar words in a text? • How can learning about the author's and illustrator's purposes aid in understanding a reading selection? • Why is the setting important? • How do the characters impact the events? • How do the events affect the characters? • How do illustrations and print work together to help us gather information? • How do characters demonstrate Catholic values and behaviors?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including main ideas and key details. 3. With prompting and support, identify characters, settings, and sequence of major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding using comprehension strategies.

Reading Standards for Informational Text (RI) – Kindergarten

Essential Understandings	Guided Questions
• Identifying important ideas and supporting details is essential to understanding what is read.	• What does the author want us to know and remember about the text? • How can we determine the main idea of the text selection?
• Words and phrases supply meaning to a selection.	• How do particular words and phrases impact the meaning? • Why is it important to use descriptive words?
• Text features help the reader navigate the text.	• What information can be learned from previewing and locating the text features and components of a reading selection? • How do text features help us as we read a piece of informational text?
• Together the illustrations and print provide information.	• What is gained from examining both print and illustrations?
• Reading invites the reader to use new and prior knowledge and ideas to understand the world and the reader's place in the world.	• Why is it important to read a variety of materials? • How can we use prior knowledge and ideas to build upon the understanding of new material? • How can we learn to understand and respect others through reading?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills (RF) – Kindergarten

Essential Understandings	Guided Questions
• Understanding reading and writing conventions helps the reader to better understand what is read.	• How do spaces on the page help us to make sense of the material we are reading? • How do the conventions of writing help us to read and comprehend what we read?
• Phonological awareness is an essential foundational skill that primes readers for reading print.	• How can the manipulation of sounds change a word's meaning? • How can segmenting a word help when determining the beginning, middle, and ending sounds in words?
• Words are made up of separate and blended sounds.	• How can we use what we know about one word to determine a word with that same beginning, middle, or ending sound?
• Phonics and word-analysis skills can be used to decode, read, and write new words.	• How does knowing phonetic rules help with decoding, reading, and spelling words?
• Syllabication can help in decoding words.	• How does syllabication help us to decode and/or spell a word?
• Comprehension is influenced by the accuracy and rate with which the text is read.	• Why is fluency important when reading?
• Context clues help us to decipher meaning.	• How can we use the illustrations and surrounding words to help us figure out an unknown word?

Academic Expectations	Anchor Standard Strand	Standards

1.2 Students make sense of the variety of materials they read.	**Print Concepts**	1. Demonstrate understanding of the organization and basic features of print.
		  1a. Follow words from left to right, top to bottom, and page by page.
		  1b. Recognize that spoken words are represented in written language by specific sequences of letters.
		  1c. Understand that words are separated by spaces in print.
		  1d. Recognize and name all upper- and lowercase letters of the alphabet.
		  1e. With support and tools, recognize a letter's position in the alphabet.

	Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		  2a. Recognize and produce rhyming words.
		  2b. Count, pronounce, blend, and segment syllables in spoken words.
		  2c. Blend and segment onsets and rimes of single-syllable spoken words.
		  2d. Isolate and pronounce the initial sound, medial vowel, and final sounds (phonemes) in three-phoneme (consonant – vowel – consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

		2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.
		  3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
		  3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
		  3c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
		  3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

Writing (W) – Kindergarten

Essential Understandings	Guided Questions
• Various forms of writing are used for various purposes and audiences.	• How does the writer determine the form of writing to use in a particular instance? • When might it be appropriate to write an opinion piece, an informative/explanatory piece, or a narrative piece?
• Writing invites individuals to produce work that will showcase understanding and knowledge through a variety of print materials.	• How can the writer convey information clearly? • How does our writing express meaning?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• A writer shares opinions and knowledge that comes from research.	• How can resources help us to find the information we wish to share with others? • How can collaboration improve the quality of our research and writing?
• Effective writing is essential to good communication.	• How does the quality of our written work affect our ability to convey our ideas?
• Computer skills are essential in today's world.	• How can the use of technology help us to improve our writing?
• The words that we write belong only to us.	• What makes our work our own?

Academic Expectations	Anchor Standard Strand	Standards
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.	**Text Types and Purposes**	1. Use a combination of drawing, dictating, pre-writing, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). 2. Use a combination of drawing, dictating, pre-writing, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, pre-writing, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
	Production and Distribution of Writing	4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

3.4 Students demonstrate the ability to be resourceful and creative.		6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
4.2 Students use productive team membership skills.	**Research to Build and Present Knowledge**	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.		9. (Begins in grade 4)
	Range of Writing	10. (Begins in grade 3)
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.		

Speaking and Listening (SL) – Kindergarten

Essential Understandings	Guided Questions
• Listening is important to the understanding of the message.	• What skills does it take to be a good listener? • How does listening help us to recall and retell the information that is presented to us? • How can we gather, organize, and evaluate material through listening?
• There are important rules for discussion.	• Why are the rules for discussion necessary? • Why do we ask questions and seek clarification when listening to another?
• To communicate, it is essential that the speaker is able to express ideas clearly.	• How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences? • Why is speaking clearly and audibly essential to good communication?
• There is a difference between hearing and listening.	• What is the difference between hearing and listening?
• Working collaboratively reflects our response to God's call to love and care for others.	• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given us? • How do others learn about our responsiveness to God's message by what we say and the way we say it?

Academic Expectations	Anchor Standard Strand	Standards

1.4   Students make sense of the various messages to which they listen.
 	
1.12   Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16   Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
2.59   Students demonstrate an understanding of Catholic principles foundational to all relationships.
 	
4.2   Students use productive team membership skills.
	Comprehension and Collaboration
	
	Presentation of Knowledge and Ideas
		1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
		  1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
		  1b. Continue a conversation through multiple exchanges.
		2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
		
		4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
		5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
		6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language (L) – Kindergarten

Essential Understandings	Guided Questions
• Rules of spelling, punctuation, and capitalization are a necessity for good writing.	• Why is it important to use grammar and usage rules when writing?
• Language is divided into categories known as parts of speech.	• How do we use language to clearly communicate our ideas and knowledge to others?
• Strategies help us to determine unfamiliar words.	• How does familiarity with one word help us to determine unknown words? • How do context clues help us to understand unfamiliar words and phrases?
• Understanding the connections between roots and affixes help us to expand our vocabulary.	• How does adding a prefix and/or suffix to a known root help us to expand our vocabulary? • How does understanding the meaning of common affixes help us to determine the meaning of an unfamiliar word?

Academic Expectations	Anchor Standard Strand	Standards
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Conventions of Standard English**	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 1a. Print all upper- and lowercase letters. 1b. Use frequently occurring nouns and verbs. 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes).* 1d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how).* 1e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with).* 1f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 2a. Capitalize the first word in a sentence and the pronoun *I.* 2b. Recognize and name end punctuation. 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	Knowledge of Language	3. (Begins in grade 2)

	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.*
		   4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *duck).*
		   4b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less)* as a clue to the meaning of an unknown word.
		5. With guidance and support from adults, explore word relationships and nuances in word meanings.
		   5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of concepts the categories represent.
		   5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
		   5c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
		   5d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
		6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Reading Literature (RL) – Grade One

Essential Understandings	Guided Questions
• Identifying important ideas and supporting details is essential to understanding what is read. • Understanding the organization and purpose of a text selection can help the reader answer questions about unfamiliar words. • In real life, comparisons help generate similarities and differences and help determine a focus. • Illustrations and words help the reader to understand the character, setting, and plot. • Characters in stories can serve as models of Catholic values and behaviors.	• What does the author want us to know about the text? • What was the sequence of events in the story? • How can we determine the main idea? What details support the main idea, lesson, or moral? • What strategies can readers use to determine unfamiliar words in a text? • How can learning about the author's and illustrator's purposes aid in understanding a reading selection? • Why is the setting important? • How do the characters impact the events? • How do the events affect the characters? • How do illustrations and print work together to help us gather information? • How do characters demonstrate Catholic values and behaviors?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message (main idea) or lesson. 3. Describe characters, settings, and sequence of major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text (RI) – Grade One

Essential Understandings	Guided Questions
• Identifying important ideas and supporting details is essential to understanding what is read.	• What does the author want us to know and remember about the text? • How can we determine the main idea of the text selection?
• Words and phrases supply meaning to a selection.	• How do particular words and phrases impact the meaning? • Why is it important to use descriptive words?
• Text features help the reader navigate the text.	• What information can be learned from previewing and locating the text features and components of a reading selection? • How do text features help us as we read a piece of informational text?
• Together the illustrations and print provide information.	• What is gained from examining both print and illustrations?
• Reading invites the reader to use new and prior knowledge and ideas to understand the world and the reader's place in the world.	• Why is it important to read a variety of materials? • How can we use prior knowledge and ideas to build upon the understanding of new material? • How can we learn to understand and respect others through reading?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 10. With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards: Foundational Skills (RF) – Grade One

Essential Understandings	Guided Questions
- Understanding reading and writing conventions helps the reader to better understand what is read. - Phonological awareness is an essential foundational skill that primes readers for reading print. - Words are made up of separate and blended sounds. - Phonics and word-analysis skills can be used to decode, read, and write new words. - Syllabication can help in decoding words. - Comprehension is influenced by the accuracy and rate with which the text is read. - Context clues help us to decipher meaning.	- How do spaces on the page help us to make sense of the material we are reading? - How do the conventions of writing help us to read and comprehend what we read? - How can the manipulation of sounds change a word's meaning? - How can segmenting a word help when determining the beginning, middle, and ending sounds in words? - How can we use what we know about one word to determine a word with that same beginning, middle, or ending sound? - How does knowing phonetic rules help with decoding, reading, and spelling words? - How does syllabication help us to decode and/or spell a word? - Why is fluency important when reading? - How can we use the illustrations and surrounding words to help us figure out an unknown word?

Academic Expectations	Anchor Standard Strand	Standards

1.2 Students make sense of the variety of materials they read.	**Print Concepts**	1. Demonstrate understanding of the organization and basic features of print.
		   1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
		   1b. Alphabetize words to the first and second letter.

	Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		   2a. Distinguish long from short vowel sounds in spoken single-syllable words.
		   2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
		   2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		   2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.
		3a. Know the spelling-sound correspondences for common consonant diagraphs.
		3b. Decode regularly spelled one-syllable words.
		3c. Know final –e and common vowel team conventions for representing long vowel sounds.
		3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		3e. Decode two-syllable words following basic patterns by breaking the words into syllables.
		3f. Read words with inflectional endings.
		3g. Recognize and read grade-appropriate irregularly spelled words.
	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.
		4a. Read grade-level text with purpose and understanding.
		4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
		4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W) – Grade One

Essential Understandings	Guided Questions
• Various forms of writing are used for various purposes and audiences.	• How does the writer determine the form of writing to use in a particular instance? • When might it be appropriate to write an opinion piece, an informative/explanatory piece, or a narrative piece?
• Writing invites individuals to produce work that will showcase understanding and knowledge through a variety of print materials.	• How can the writer convey information clearly? • How does our writing express meaning?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• A writer shares opinions and knowledge that comes from research.	• How can resources help us to find the information we wish to share with others? • How can collaboration improve the quality of our research and writing?
• Effective writing is essential to good communication.	• How does the quality of our written work affect our ability to convey our ideas?
• Computer skills are essential in today's world.	• How can the use of technology help us to improve our writing?
• The words that we write belong only to us.	• What makes our work our own?

Academic Expectations	Anchor Standard Strand	Standards
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Text Types and Purposes**	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 3.4 Students demonstrate the ability to be resourceful and creative.	**Production and Distribution of Writing**	4. (Begins in grade 3) 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.	**Research to Build and Present Knowledge** **Range of Writing**	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4) 10. (Begins in grade 3)

Speaking and Listening (SL) – Grade One

Essential Understandings	Guided Questions
• Listening is important to the understanding of the message.	• What skills does it take to be a good listener? • How does listening help us to recall and retell the information that is presented to us? • How can we gather, organize, and evaluate material through listening?
• There are important rules for discussion.	• Why are the rules for discussion necessary? • Why do we ask questions and seek clarification when listening to another?
• To communicate, it is essential that the speaker is able to express ideas clearly.	• How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences? • Why is speaking clearly and audibly essential to good communication?
• There is a difference between hearing and listening.	• What is the difference between hearing and listening?
• Working collaboratively reflects our response to God's call to love and care for others.	• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given us? • How do others learn about our responsiveness to God's message by what we say and the way we say it?

Academic Expectations	Anchor Standard Strand	Standards

1.4   Students make sense of the various messages to which they listen.
 	
1.12   Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16   Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
2.59   Students demonstrate an understanding of Catholic principles foundational to all relationships.
 	
4.2   Students use productive team membership skills.
	Comprehension and Collaboration
	
	Presentation of Knowledge and Ideas
		1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
		   1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
		   1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
		   1c. Ask questions to clear up any confusion about the topics and texts under discussion.
		2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		
		4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade One

Essential Understandings	Guided Questions
• Rules of spelling, punctuation, and capitalization are a necessity for good writing.	• Why is it important to use grammar and usage rules when writing?
• Language is divided into categories known as parts of speech.	• How do we use language to clearly communicate our ideas and knowledge to others?
• Strategies help us to determine unfamiliar words.	• How does familiarity with one word help us to determine unknown words? • How do context clues help us to understand unfamiliar words and phrases?
• Understanding the connections between roots and affixes help us to expand our vocabulary.	• How does adding a prefix and/or suffix to a known root help us to expand our vocabulary? • How does understanding the meaning of common affixes help us to determine the meaning of an unfamiliar word?

Academic Expectations	Anchor Standard Strand	Standards

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
 	
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
	Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
		  1a. Print all upper- and lowercase letters proficiently.
		  1b. Use common, proper, and possessive nouns.
		  1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
		  1d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my, they, them, their; anyone, everything*).
		  1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
		  1f. Use frequently occurring adjectives.
		  1g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
		  1h. Use determiners (e.g. articles, demonstratives).
		  1i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
		  1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		  2a. Capitalize dates and names of people.
		  2b. Use end punctuation for sentences.
		  2c. Use commas in dates and to separate single words in a series.
		  2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		  2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language	3. (Begins in grade 2)

Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	  4a. Use sentence-level context as a clue to the meaning of a word or phrase.
	  4b. Use frequently occurring affixes as a clue to the meaning of a word.
	  4c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
	  4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly*).
	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	  5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	  5b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
	  5c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
	  5d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Reading Literature (RL) – Grade Two

Essential Understandings	Guided Questions
- Identifying important ideas and supporting details is essential to understanding what is read. - Understanding the organization and purpose of a text selection can help the reader answer questions about unfamiliar words. - In real life, comparisons help generate similarities and differences and help determine a focus. - Illustrations and words help the reader to understand the character, setting, and plot. - Characters in stories can serve as models of Catholic values and behaviors.	- What does the author want us to know about the text? - What was the sequence of events in the story? - How can we determine the main idea? What details support the main idea, lesson, or moral? - What strategies can readers use to determine unfamiliar words in a text? - How can learning about the author's and illustrator's purposes aid in understanding a reading selection? - Why is the setting important? - How do the characters impact the events? - How do the events affect the characters? - How do illustrations and print work together to help us gather information? - How do characters demonstrate Catholic values and behaviors?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas**	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message (main idea), lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall sequential structure of a story, describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (RI) – Grade Two

Essential Understandings	Guided Questions
• Identifying important ideas and supporting details is essential to understanding what is read.	• What does the author want us to know and remember about the text? • How can we determine the main idea of the text selection?
• Words and phrases supply meaning to a selection.	• How do particular words and phrases impact the meaning? • Why is it important to use descriptive words?
• Text features help the reader navigate the text.	• What information can be learned from previewing and locating the text features and components of a reading selection? • How do text features help us as we read a piece of informational text?
• Together the illustrations and print provide information.	• What is gained from examining both print and illustrations?
• Reading invites the reader to use new and prior knowledge and ideas to understand the world and the reader's place in the world.	• Why is it important to read a variety of materials? • How can we use prior knowledge and ideas to build upon the understanding of new material? • How can we learn to understand and respect others through reading?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas**	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.

	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		

Reading Standards: Foundational Skills (RF) – Grade Two

Essential Understandings	Guided Questions
• Understanding reading and writing conventions helps the reader to better understand what is read.	• How do spaces on the page help us to make sense of the material we are reading? • How do the conventions of writing help us to read and comprehend what we read?
• Phonological awareness is an essential foundational skill that primes readers for reading print.	• How can the manipulation of sounds change a word's meaning? • How can segmenting a word help when determining the beginning, middle, and ending sounds in words?
• Words are made up of separate and blended sounds.	• How can we use what we know about one word to determine a word with that same beginning, middle, or ending sound?
• Phonics and word-analysis skills can be used to decode, read, and write new words.	• How does knowing phonetic rules help with decoding, reading, and spelling words?
• Syllabication can help in decoding words.	• How does syllabication help us to decode and/or spell a word?
• Comprehension is influenced by the accuracy and rate with which the text is read.	• Why is fluency important when reading?
• Context clues help us to decipher meaning.	• How can we use the illustrations and surrounding words to help us figure out an unknown word?

Academic Expectations	Anchor Standard Strand	Standards

1.2 Students make sense of the variety of materials they read.	**Phonics and Word Recognition**	3. Know and apply grade-level phonics and word analysis skills in decoding words.
		  3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
		  3b. Know spelling-sound correspondences for additional common vowel teams.
		  3c. Decode regularly spelled two-syllable words with long vowels.
		  3d. Decode words with common prefixes and suffixes.
		  3e. Identify words with inconsistent but common spelling-sound correspondences.
		  3f. Recognize and read grade-appropriate irregularly spelled words.

	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.
		  4a. Read grade-level text with purpose and understanding.
		  4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
		  4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W) – Grade Two

Essential Understandings	Guided Questions
• Various forms of writing are used for various purposes and audiences.	• How does the writer determine the form of writing to use in a particular instance? • When might it be appropriate to write an opinion piece, an informative/explanatory piece, or a narrative piece?
• Writing invites individuals to produce work that will showcase understanding and knowledge through a variety of print materials.	• How can the writer convey information clearly? • How does our writing express meaning?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• A writer shares opinions and knowledge that comes from research.	• How can resources help us to find the information we wish to share with others? • How can collaboration improve the quality of our research and writing?
• Effective writing is essential to good communication.	• How does the quality of our written work affect our ability to convey our ideas?
• Computer skills are essential in today's world.	• How can the use of technology help us to improve our writing?
• The words that we write belong only to us.	• What makes our work our own?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	**Text Types and Purposes**	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	Production and Distribution of Writing	4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Research to Build and Present Knowledge**	7. 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). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.	**Range of Writing**	10. (Begins in grade 3)
3.4 Students demonstrate the ability to be resourceful and creative.		
4.2 Students use productive team membership skills.		
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.		
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.		

Speaking and Listening (SL) – Grade Two

Essential Understandings	Guided Questions
• Listening is important to the understanding of the message.	• What skills does it take to be a good listener? • How does listening help us to recall and retell the information that is presented to us? • How can we gather, organize, and evaluate material through listening?
• There are important rules for discussion.	• Why are the rules for discussion necessary? • Why do we ask questions and seek clarification when listening to another?
• To communicate, it is essential that the speaker is able to express ideas clearly.	• How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences? • Why is speaking clearly and audibly essential to good communication?
• There is a difference between hearing and listening.	• What is the difference between hearing and listening?
• Working collaboratively reflects our response to God's call to love and care for others.	• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given us? • How do others learn about our responsiveness to God's message by what we say and the way we say it?

Academic Expectations	Anchor Standard Strand	Standards

1.4 Students make sense of the various messages to which they listen.
 	
 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.
 	
 4.2 Students use productive team membership skills.
	Comprehension and Collaboration
	
	 Presentation of Knowledge and Ideas
		1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
		   1a. 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).
		   1b. Build on others' talk in conversations by linking their comments to the remarks of others.
		   1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
		 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic.
		 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
		 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade Two

Essential Understandings	Guided Questions
• Rules of spelling, punctuation, and capitalization are a necessity for good writing.	• Why is it important to use grammar and usage rules when writing?
• Language is divided into categories known as parts of speech.	• How do we use language to clearly communicate our ideas and knowledge to others?
• Strategies help us to determine unfamiliar words.	• How does familiarity with one word help us to determine unknown words? • How do context clues help us to understand unfamiliar words and phrases?
• Understanding the connections between roots and affixes help us to expand our vocabulary.	• How does adding a prefix and/or suffix to a known root help us to expand our vocabulary? • How does understanding the meaning of common affixes help us to determine the meaning of an unfamiliar word?

Academic Expectations	Anchor Standard Strand	Standards

1.11   Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.12   Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
2.37   Students demonstrate skills and work habits that lead to success in future schooling and work.
 	
6.3   Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
	Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
		  1a. Use collective nouns (e.g., *group*).
		  1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
		  1c. Use reflexive pronouns (e.g., *myself, ourselves*).
		  1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
		  1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
		  1f. 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*).
		  1g. Use cursive to write letters and words proficiently.
		2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		  2a. Capitalize holidays, product names, and geographic names.
		  2b. Use commas in greetings and closings of letters.
		  2c. Use an apostrophe to form contractions and frequently occurring possessives.
		  2d. Generalize learned spelling patterns when writing words.
		  2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.. 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell).* 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*) 4d. Use knowledge of compound words in oral and written expression. 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). 5c. Identify synonyms, antonyms, homophones, and homonyms. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Reading Literature (RL) – Grade Three

Essential Understandings	Guided Questions
• Reading can be a source of knowledge and/or entertainment.	• How do we derive meaning from text? • How do we understand our world and its diversity through reading?
• Illustrations and author's point of view convey information and themes within a story.	• How do the illustrations extend our understanding of the story? • How can comparing and contrasting major themes of different stories, written by the same author, help us to understand the author's point of view?
• Characters in stories can serve as models of Catholic values and behaviors.	• How do characters demonstrate Catholic values and behaviors?
• Common themes can be found in multiple forms of writing throughout time.	• How do themes in parables relate to themes in stories, poems, folktales, and fables?
• Visual and oral presentations help to extend the meaning of the text and enhance the author's point of view.	• How do visual and oral presentations extend the understanding of the story? • How does comparing and contrasting major themes and topics in stories, myths, and literature help us to understand information in the reading?
• Visual and multimedia elements contribute to the meaning, tone, and beauty of a text, and enhance the author's point of view.	• How do multimedia elements extend our understanding of the story? • How does comparing and contrasting stories of the same genre help us to understand similar themes and topics?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	Key Ideas and Details	1. Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message (main idea), lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.

membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.	**Integration of Knowledge and Ideas**	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Range of Reading and Level of Text Complexity**	10. By the end of the year, read and comprehend a variety of genres, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards for Informational Text (RI) – Grade Three

Essential Understandings	Guided Questions
• The way different types of text are read varies based on form and purpose.	• How do we determine key ideas in our reading? • How does the way we read various types of texts differ?
• Particular periods and events in history can reflect Catholic beliefs and values.	• How can particular periods and events in history support or veer from Catholic beliefs and values?
• Using evidence from the text strengthens responses and understanding.	• How do we use text-based evidence to deepen our understanding of a text?
• When conducting research, it is important to examine multiple credible sources.	• How can the reader determine the credibility of a source? • How can information in more than one source differ?
• Print and digital components are used to enhance understanding and strengthen the text.	• How does the combination of print and visual elements enhance a piece?
• Reading is used to access information needed to meet specific demands, explore interests, or solve problems.	• Why is it important to read a wide range of selections?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	**Key Ideas and Details**	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. 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.
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Craft and Structure**	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.

	Integration of Knowledge and Ideas	7. Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.		8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (RF) – Grade Three

Essential Understandings	Guided Questions
• Patterns help to make sense of print. • Phonics and word recognition skills can be used to decode, read, and write unfamiliar words. • Reading is important to daily life and understanding how words are formed and origins of words leads to fluency.	• How do we make sense of printed information? • How can we use phonics and word recognition skills to determine unfamiliar words? • How can we use what we know about root words and affixes to determine unfamiliar words? • Why is it important to read fluently? • How can knowing word origins help to improve reading fluency?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read.	**Phonics and Word Recognition** **Fluency**	3. Know and apply grade-level phonics and word analysis skills in decoding words. 3a. Identify and know the meaning of the most common prefixes and derivational suffixes. 3b. Decode words with common Latin suffixes. 3c. Decode multi-syllable words. 3d. Read grade-appropriate irregularly spelled words. 4. Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and understanding. 4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing (W) – Grade Three

Essential Understandings	Guided Questions
• The choice of text type is influenced by task, purpose, and audience. • Writing can be used to communicate new learning. • Our written work is a reflection of the person that we are. • Effective writing includes the use of accurate facts and concrete details. • Using a formal writing process strengthens the written work. • Writing is essential to communication. • Computer skills are crucial in today's world. • The words that others write belong only to them.	• How do we determine whether to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can we convey information and our ideas through dialogue? • How can we build upon our knowledge by seeking out new information? • How do we communicate new information? • How can what we write reflect our character? • Why is it important to substantiate our writing with facts and details? • How do planning, revising, and editing enhance our writing? • Why is writing important? • How do we make our writing interesting? • How can the use of the computer help us to improve our writing? • What is plagiarism? • Why must we respect an author's ownership of his or her writing?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize,	**Text Types and Purposes**	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 　1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 　1b. Provide reasons that support the opinion. 　1c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. 　1d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 　2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 　2b. Develop the topic with facts, definitions, and details. 　2c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. 　2d. Provide a concluding statement or section.

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and communicate information and ideas.
 	
2.59   Students demonstrate an understanding of Catholic principles foundational to all relationships.
 	
3.4   Students demonstrate the ability to be resourceful and creative.
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		  3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
		  3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
		  3c. Use temporal words and phrases to signal event order.
		  3d. Provide a sense of closure.

4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.	**Production and Distribution of Writing**	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.	**Research to Build and Present Knowledge**	7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or legally and ethically gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)
	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Speaking and Listening (SL) – Grade Three

Essential Understandings	Guided Questions
• The task, purpose, and audience help to determine the most effective way to communicate information.	• How does effective communication enhance learning? • How can we engage our audience with clear and concise presentations of our knowledge? • Why do we consider our audience when determining the best way to communicate our ideas?
• Listening is important to the understanding of the message.	• How does listening help us to recall and retell the information that is presented to us? • What skills does it take to be a good listener? • How can we gather, organize, and evaluate material through listening?
• There is a difference between listening and hearing.	• What is the difference between listening and hearing?
• There are important rules for collaborative discussion.	• Why are the rules for discussion necessary? • Why do we ask questions when listening to a speaker?
• To communicate, it is essential that the speaker is able to express ideas clearly.	• How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences?
• Speech is a reflection of the speaker.	• Why is it important to communicate clearly? • Why is it essential to use correct grammar in speaking?
• To communicate, it is important to express thoughts clearly.	• How can we effectively express our ideas to our audience?
• When retelling a sequence of events or conveying a message, it is important to use appropriate facts and relevant, descriptive details.	• How can we enhance our oral communication?
• Working collaboratively reflects our response to God's call to love and care for others.	• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given to us? • How do others learn about our responsiveness to God's message by what we say and the way we say it?

Academic Expectations	Anchor Standard Strand	Standards
1.4 Students make sense of the various messages to which they listen. 1.12 Students speak using appropriate forms, conventions, and styles to	**Comprehension and Collaboration**	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.

communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.		1a. 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. 1b. 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). 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 1d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	Presentation of Knowledge and Ideas	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

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Language (L) – Grade Three

Essential Understandings	Guided Questions
• The choice of words and phrases impacts the effectiveness of communication.	• How does word choice influence another's understanding of our message?
• Rules of spelling, punctuation, and capitalization are essential for clarity and communication in writing.	• What is the importance of knowing and using rules of writing?
• Using correct grammar is important to effective written and oral communication.	• Why is it necessary to use correct grammar in writing and speaking?
• Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words.	• How can we use knowledge of root words and affixes to determine the meaning of unknown words?
• Written work often includes literal and non-literal meanings for words and phrases.	• How can we use context to determine the meaning of words and phrases?

Academic Expectations	Anchor Standard Strand	Standards

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
 	
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
	Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
		  1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		  1b. Form and use regular and irregular plural nouns.
		  1c. Use abstract nouns (e.g., *childhood).*
		  1d. Form and use regular and irregular verbs.
		  1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
		  1f. Ensure subject-verb and pronoun-antecedent agreement.
		  1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		  1h. Use coordinating and subordinating conjunctions.
		  1i. Produce simple, compound, and complex sentences.
		2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		  2a. Capitalize appropriate words in titles.
		  2b. Use commas in addresses.
		  2c. Use commas and quotation marks in dialogue.
		  2d. Form and use possessives.

		2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3a. Choose words and phrases for effect. 3b. Recognize and observe differences between the conventions of spoken and written Standard English.
	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies*.* 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). 5b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). 5c. Recognize and explain the meaning of words using synonyms, antonyms, homophones, and homonyms. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Reading Literature (RL) – Grade Four

Essential Understandings	Guided Questions
• Reading can be a source of knowledge and/or entertainment.	• How do we derive meaning from text? • How do we understand our world and its diversity through reading?
• Illustrations and author's point of view convey information and themes within a story.	• How do the illustrations extend our understanding of the story? • How can comparing and contrasting major themes of different stories, written by the same author, help us to understand the author's point of view?
• Characters in stories can serve as models of Catholic values and behaviors.	• How do characters demonstrate Catholic values and behaviors?
• Common themes can be found in multiple forms of writing throughout time.	• How do themes in parables relate to themes in stories, poems, folktales, and fables?
• Visual and oral presentations help to extend the meaning of the text and enhance the author's point of view.	• How do visual and oral presentations extend the understanding of the story? • How does comparing and contrasting major themes and topics in stories, myths, and literature help us to understand information in the reading?
• Visual and multimedia elements contribute to the meaning, tone, and beauty of a text, and enhance the author's point of view.	• How do multimedia elements extend our understanding of the story? • How does comparing and contrasting stories of the same genre help us to understand similar themes and topics?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences in poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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| membership skills.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. | **Integration of Knowledge and Ideas**

Range of Reading and Level of Text Complexity | 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text,
8. (Not applicable to literature)
9. 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.

10. By the end of the year, read and comprehend a variety of genres, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

Reading Standards for Informational Text (RI) – Grade Four

Essential Understandings	Guided Questions
• The way different types of text are read varies based on form and purpose.	• How do we determine key ideas in our reading? • How does the way we read various types of texts differ?
• Particular periods and events in history can reflect Catholic beliefs and values.	• How can particular periods and events in history support or veer from Catholic beliefs and values?
• Using evidence from the text strengthens responses and understanding.	• How do we use text-based evidence to deepen our understanding of a text?
• When conducting research, it is important to examine multiple credible sources.	• How can the reader determine the credibility of a source? • How can information in more than one source differ?
• Print and digital components are used to enhance understanding and strengthen the text.	• How does the combination of print and visual elements enhance a piece?
• Reading is used to access information needed to meet specific demands, explore interests, or solve problems.	• Why is it important to read a wide range of selections?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Key Ideas and Details** **Craft and Structure**	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. 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. 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills (RF) – Grade Four

Essential Understandings	Guided Questions
• Patterns help to make sense of print. • Phonics and word recognition skills can be used to decode, read, and write unfamiliar words. • Reading is important to daily life and understanding how words are formed and origins of words leads to fluency.	• How do we make sense of printed information? • How can we use phonics and word recognition skills to determine unfamiliar words? • How can we use what we know about root words and affixes to determine unfamiliar words? • Why is it important to read fluently? • How can knowing word origins help to improve reading fluency?

Academic Expectations	Anchor Standard Strand	Standards
1.2 Students make sense of the variety of materials they read.	**Phonics and Word Recognition** **Fluency**	3. Know and apply grade-level phonics and word analysis skills in decoding words. 3a. 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. 4. Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and understanding. 4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W) – Grade Four

Essential Understandings	Guided Questions
• The choice of text type is influenced by task, purpose, and audience.	• How do we determine whether to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can we convey information and our ideas through dialogue?
• Writing can be used to communicate new learning.	• How can we build upon our knowledge by seeking out new information? • How do we communicate new information?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• Effective writing includes the use of accurate facts and concrete details.	• Why is it important to substantiate our writing with facts and details?
• Using a formal writing process strengthens the written work.	• How do planning, revising, and editing enhance our writing?
• Writing is essential to communication.	• Why is writing important? • How do we make our writing interesting?
• Computer skills are crucial in today's world.	• How can the use of the computer help us to improve our writing?
• The words that others write belong only to them.	• What is plagiarism? • Why must we respect an author's ownership of his or her writing?

Academic Expectations	Anchor Standard Strand	Standards

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 	
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		   1a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
		   1b. Provide reasons that are supported by facts and details.
		   1c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
		   1d. Provide a concluding statement or section related to the opinion presented.
		2. Write informative/explanatory tests to examine a topic and convey ideas and information clearly.
		   2a. 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
		   2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.		2c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
		2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.		2e. Provide a concluding statement or section related to the information or explanation presented.
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3.4 Students demonstrate the ability to be resourceful and creative.		3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
		3b. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.
4.2 Students use productive team membership skills.		3c. Use a variety of transitional words and phrases to manage the sequence of events.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.		3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
		3e. Provide a conclusion that follows from the narrated experiences or events.
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.	**Production and Distribution of Writing**	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
		5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
		6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		8. Recall relevant information from experiences or legally and ethically gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
		9a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
		9b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening (SL) – Grade Four

Essential Understandings	Guided Questions
• The task, purpose, and audience help to determine the most effective way to communicate information.	• How does effective communication enhance learning? • How can we engage our audience with clear and concise presentations of our knowledge? • Why do we consider our audience when determining the best way to communicate our ideas?
• Listening is important to the understanding of the message.	• How does listening help us to recall and retell the information that is presented to us? • What skills does it take to be a good listener? • How can we gather, organize, and evaluate material through listening?
• There is a difference between listening and hearing.	• What is the difference between listening and hearing?
• There are important rules for collaborative discussion.	• Why are the rules for discussion necessary? • Why do we ask questions when listening to a speaker?
• To communicate, it is essential that the speaker is able to express ideas clearly.	• How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences?
• Speech is a reflection of the speaker.	• Why is it important to communicate clearly? • Why is it essential to use correct grammar in speaking?
• To communicate, it is important to express thoughts clearly.	• How can we effectively express our ideas to our audience?
• When retelling a sequence of events or conveying a message, it is important to use appropriate facts and relevant, descriptive details.	• How can we enhance our oral communication?
• Working collaboratively reflects our response to God's call to love and care for others.	• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given to us? • How do others learn about our responsiveness to God's message by what we say and the way we say it?

Academic Expectations	Anchor Standard Strand	Standards
1.4 Students make sense of the various messages to which they listen. 1.12 Students speak using appropriate forms, conventions, and styles to	**Comprehension and Collaboration**	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly.

communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.	**Presentation of Knowledge and Ideas**	1a. 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. 1b. Follow agreed-upon rules for discussions and carry out assigned roles. 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade Four

Essential Understandings	Guided Questions
• The choice of words and phrases impacts the effectiveness of communication.	• How does word choice influence another's understanding of our message?
• Rules of spelling, punctuation, and capitalization are essential for clarity and communication in writing.	• What is the importance of knowing and using rules of writing?
• Using correct grammar is important to effective written and oral communication.	• Why is it necessary to use correct grammar in writing and speaking?
• Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words.	• How can we use knowledge of root words and affixes to determine the meaning of unknown words?
• Written work often includes literal and non-literal meanings for words and phrases.	• How can we use context to determine the meaning of words and phrases?

Academic Expectations	Anchor Standard Strand	Standards
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Conventions of Standard English**	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 1a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). 1b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. 1c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. 1d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). 1e. Form and use prepositional phrases. 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 1g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 2a. Use correct capitalization. 2b. Use commas and quotation marks to mark direct speech and quotations from a text. 2c. Use a comma before a coordinating conjunction in a compound sentence.

		2d. Spell grade-appropriate words correctly, consulting references as needed.
	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3a. Choose words and phrases to convey ideas precisely. 3b. Choose punctuation for effect. 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. 4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. 5c. Demonstrate understanding of words by relating them to synonyms, antonyms, homophones, and homonyms. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Reading Literature (RL) – Grade Five

Essential Understandings	Guided Questions
• Reading can be a source of knowledge and/or entertainment. • Illustrations and author's point of view convey information and themes within a story. • Characters in stories can serve as models of Catholic values and behaviors. • Common themes can be found in multiple forms of writing throughout time. • Visual and oral presentations help to extend the meaning of the text and enhance the author's point of view. • Visual and multimedia elements contribute to the meaning, tone, and beauty of a text, and enhance the author's point of view.	• How do we derive meaning from text? • How do we understand our world and its diversity through reading? • How do the illustrations extend our understanding of the story? • How can comparing and contrasting major themes of different stories, written by the same author, help us to understand the author's point of view? • How do characters demonstrate Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How do visual and oral presentations extend the understanding of the story? • How does comparing and contrasting major themes and topics in stories, myths, and literature help us to understand information in the reading? • How do multimedia elements extend our understanding of the story? • How does comparing and contrasting stories of the same genre help us to understand similar themes and topics?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	**Key Ideas and Details**	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. 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. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team	**Craft and Structure**	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.

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| membership skills.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. | **Integration of Knowledge and Ideas**

Range of Reading and Level of Text Complexity | 7. 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).
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

10. By the end of the year, read and comprehend a variety of genres, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |

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Reading Standards for Informational Text (RI) – Grade Five

Essential Understandings	Guided Questions
• The way different types of text are read varies based on form and purpose.	• How do we determine key ideas in our reading? • How does the way we read various types of texts differ?
• Particular periods and events in history can reflect Catholic beliefs and values.	• How can particular periods and events in history support or veer from Catholic beliefs and values?
• Using evidence from the text strengthens responses and understanding.	• How do we use text-based evidence to deepen our understanding of a text?
• When conducting research, it is important to examine multiple credible sources.	• How can the reader determine the credibility of a source? • How can information in more than one source differ?
• Print and digital components are used to enhance understanding and strengthen the text.	• How does the combination of print and visual elements enhance a piece?
• Reading is used to access information needed to meet specific demands, explore interests, or solve problems.	• Why is it important to read a wide range of selections?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	**Key Ideas and Details**	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Craft and Structure**	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/situation) of events, ideas, concepts, or information in two or more texts.

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2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (RF) – Grade Five

Essential Understandings	Guided Questions
• Patterns help to make sense of print. • Phonics and word recognition skills can be used to decode, read, and write unfamiliar words. • Reading is important to daily life and understanding how words are formed and origins of words leads to fluency.	• How do we make sense of printed information? • How can we use phonics and word recognition skills to determine unfamiliar words? • How can we use what we know about root words and affixes to determine unfamiliar words? • Why is it important to read fluently? • How can knowing word origins help to improve reading fluency?

Academic Expectations	Anchor Standard Strand	Standards

1.2 Students make sense of the variety of materials they read.	**Phonics and Word Recognition**
	
	Fluency
		3. Know and apply grade-level phonics and word analysis skills in decoding words.
		   3a. 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.
		
		4. Read with sufficient accuracy and fluency to support comprehension.
		   4a. Read grade-level text with purpose and understanding.
		   4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		   4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W) – Grade Five

Essential Understandings	Guided Questions
• The choice of text type is influenced by task, purpose, and audience.	• How do we determine whether to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can we convey information and our ideas through dialogue?
• Writing can be used to communicate new learning.	• How can we build upon our knowledge by seeking out new information? • How do we communicate new information?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• Effective writing includes the use of accurate facts and concrete details.	• Why is it important to substantiate our writing with facts and details?
• Using a formal writing process strengthens the written work.	• How do planning, revising, and editing enhance our writing?
• Writing is essential to communication.	• Why is writing important? • How do we make our writing interesting?
• Computer skills are crucial in today's world.	• How can the use of the computer help us to improve our writing?
• The words that others write belong only to them.	• What is plagiarism? • Why must we respect an author's ownership of his or her writing?

Academic Expectations	Anchor Standard Strand	Standards

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 	
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		  1a. 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.
		  1b. Provide logically ordered reasons that are supported by facts and details.
		  1c. Link opinions and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
		  1d. Provide a concluding statement or section related to the opinion presented.
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
		  2a. 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.
		  2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 	
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.
 	
3.4 Students demonstrate the ability to be resourceful and creative.
 	
4.2 Students use productive team membership skills.
 	
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
 	
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
	Production and Distribution of Writing
	
	Research to Build and Present Knowledge
		2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
		2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
		2e. Provide a concluding statement or section related to the information or explanation presented.
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		  3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
		  3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
		  3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
		  3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
		  3e. Provide a conclusion that follows from the narrated experiences or events.
		4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
		5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
		6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
		7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
		8. Recall relevant information from experiences or legally and ethically gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
		  9a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
		  9b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]".).

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

Speaking and Listening (SL) – Grade Five

Essential Understandings	Guided Questions
• The task, purpose, and audience help to determine the most effective way to communicate information.	• How does effective communication enhance learning? • How can we engage our audience with clear and concise presentations of our knowledge? • Why do we consider our audience when determining the best way to communicate our ideas?
• Listening is important to the understanding of the message.	• How does listening help us to recall and retell the information that is presented to us? • What skills does it take to be a good listener? • How can we gather, organize, and evaluate material through listening?
• There is a difference between listening and hearing.	• What is the difference between listening and hearing?
• There are important rules for collaborative discussion.	• Why are the rules for discussion necessary? • Why do we ask questions when listening to a speaker?
• To communicate, it is essential that the speaker is able to express ideas clearly.	• How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences?
• Speech is a reflection of the speaker.	• Why is it important to communicate clearly? • Why is it essential to use correct grammar in speaking?
• To communicate, it is important to express thoughts clearly.	• How can we effectively express our ideas to our audience?
• When retelling a sequence of events or conveying a message, it is important to use appropriate facts and relevant, descriptive details.	• How can we enhance our oral communication?
• Working collaboratively reflects our response to God's call to love and care for others.	• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given to us? • How do others learn about our responsiveness to God's message by what we say and the way we say it?

Academic Expectations	Anchor Standard Strand	Standards
1.4 Students make sense of the various messages to which they listen. 1.12 Students speak using appropriate forms, conventions, and styles to	**Comprehension and Collaboration**	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others' ideas and expressing their own clearly.

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communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.		1a. 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. 1b. Follow agreed-upon rules for discussions and carry out assigned roles. 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Presentation of Knowledge and Ideas	4. 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. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade Five

Essential Understandings	Guided Questions
• The choice of words and phrases impacts the effectiveness of communication.	• How does word choice influence another's understanding of our message?
• Rules of spelling, punctuation, and capitalization are essential for clarity and communication in writing.	• What is the importance of knowing and using rules of writing?
• Using correct grammar is important to effective written and oral communication.	• Why is it necessary to use correct grammar in writing and speaking?
• Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words.	• How can we use knowledge of root words and affixes to determine the meaning of unknown words?
• Written work often includes literal and non-literal meanings for words and phrases.	• How can we use context to determine the meaning of words and phrases?

Academic Expectations	Anchor Standard Strand	Standards
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Conventions of Standard English**	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 　1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 　1b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. 　1c. Use verb tense to convey various times, sequences, states, and conditions. 　1d. Recognize and correct inappropriate shifts in verb tense. 　1e. Use correlative conjunctions (e.g., *either/or, neither/nor*). 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 　2a. Use punctuation to separate items in a series. 　2b. Use a comma to separate an introductory element from the rest of the sentence. 　2c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). 　2d. Use underlining, quotation marks, or italics to indicate titles of works. 　2e. Spell grade-appropriate words correctly, consulting references as needed.

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	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		  3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		  3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

Reading Literature (RL) – Grade Six

Essential Understandings	Guided Questions
• Central themes are developed over the course of a text through the characters, setting, and plot.	• How does an understanding of the characters, setting, and plot help us to identify the central idea? • How does reading shape values and morals?
• An author uses dialogue to communicate important information.	• How do we learn about the character and other story elements through dialogue?
• Using text evidence strengthens the understanding of text.	• Why is it essential to cite evidence from the text to support thinking?
• Comparing and contrasting multiple texts or other mediums on the same topic or by the same author contributes to deeper understanding of text.	• How does comparing and contrasting texts, videos, audios, and live versions support our understanding?
• Reading a variety of texts is important for expanding knowledge and understanding the world.	• Why is it important to read a variety of challenging tests?
• Readers form images when reading.	• Why do images formed when reading a text often differ from those seen while viewing a video or live performance of that text? • Why does a video or live version of a text often differ from the original work?
• Different forms or genres approach themes or topics differently.	• How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account?
• Similar themes, characters, and events can be found in works of fiction throughout time.	• How do characters, themes, or events from a particular modern work of fiction resemble characters, themes, or events from myths and traditional stories? • How do characters in stories serve as models of Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables?
• Authors choose words and phrases carefully and for specific purposes.	• How does word choice impact the overall text?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific	**Key Ideas and Details**	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. 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.

demands, explore interests, or solve specific problems.		3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Craft and Structure**	4. 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. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure or form of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.
4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.	**Integration of Knowledge and Ideas**	7. 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. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Range of Reading and Level of Text Complexity**	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range..

Reading Standards for Informational Text (RI) – Grade Six

Essential Understandings	Guided Questions
• Writers use specific words, phrases, and formats to convey meaning.	• How does the author of a text affect our understanding of the text?
• Topics and ideas are presented in print and digital text, video, and multimedia formats or mediums.	• Why is a particular format effective for understanding and interpreting information? • Why would another medium have been more effective to present the information?
• Information in text is backed up by arguments or claims using reasoning and evidence.	• What strategies did the writer use to come to his/her conclusions? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • Why should readers retrace the reasoning used by a writer to back up information?
• Particular periods and events in history or scientific work and discoveries can reflect Catholic beliefs and values.	• How can particular periods and events in history or scientific work and discoveries support or veer from Catholic beliefs and values?
• Texts can have conflicting information on the same topic.	• How can texts on the same topic have different facts? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts?
• Phonics and word recognition skills as well as context can be used to identify unfamiliar words.	• How do we find the meaning of new words or phrases? • How does the structure of a text help us to understand it?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand and respect diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read.	**Key Ideas and Details** **Craft and Structure**	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Integration of Knowledge and Ideas** **Range of Reading and Level of Text Complexity**	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 7. 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. 8. 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. 9. 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). 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Writing (W) – Grade Six

Essential Understandings	Guided Questions
• Following the writing process allows students to engage in specific steps for communicating ideas.	• How does the writing process help us to strengthen our writing and communicate ideas more effectively?
• Computer skills are essential in today's world.	• How can we use technology to gather information? • How can we use technology to improve our writing?
• Considering the task, purpose, and audience is important to effective writing.	• How do the task, purpose, and audience influence the organization and style used in our writing? • How do we determine the most appropriate form of writing in a particular situation?
• Ethical procedures are required for the use of technology.	• How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use?
• The words that others write belong only to them.	• How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• Information found in various sources can differ.	• Why is it important to refer to multiple sources when gathering information? • How does the researcher determine if a source is credible?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Text Types and Purposes**	1. Write arguments to support claims with clear reasons and relevant evidence. 　1a. Introduce claim(s) and organize the reasons and evidence clearly. 　1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 　1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 　1d. Establish and maintain a formal style. 　1e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 　2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 　2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 3.4 Students demonstrate the ability to be resourceful and creative. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.		2c. Use appropriate transitions to clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 　3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 　3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 　3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 　3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 　3e. Provide a conclusion that follows from the narrated experiences or events.
	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6) 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources legally and ethically; 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 　9a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics."). 　9b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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.").

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

Speaking and Listening (SL) – Grade Six

Essential Understandings	Guided Questions
• It is essential to be able to work with others and discuss what is encountered in the classroom.	• How do we effectively convey to others what we know? • Why are there rules to guide collaborative work and discussions?
• Organization, clarity, and focus are essential in presenting information.	• Why is it important to communicate ideas in a clear, organized way? • How does the way a speaker talks influence the effectiveness of the speech? • How does the way a speaker acts influence the effectiveness of the speech? • What makes a good oral presentation?
• Verbal and non-verbal communication skills improve oral presentations.	• How can the use of both verbal and non-verbal communication impact the clarity of a presentation?
• Multimedia and visual displays enhance oral presentations.	• How can the use of multimedia and visual displays help us to improve our oral presentations?
• The way a speaker communicates depends on the topic, purpose, and audience.	• When would it be acceptable to use informal English in an oral presentation? • Why is it important to use formal English for some speeches? • How would an oral presentation change for different audiences?
• To communicate, you must express your thoughts clearly.	• How does the use of specific words, rate of speech, expression, and concrete evidence help us to express our thoughts clearly?
• You must listen to obtain information.	• How can compassion and understanding be increased through listening?
• There is a difference between listening and hearing.	• What skills does it take to be a good listener?

Academic Expectations	Anchor Standard Strand	Standards
1.4 Students make sense of the various messages to which they listen. 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an	**Comprehension and Collaboration**	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. 1a. 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. 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.		2. 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. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Presentation of Knowledge and Ideas	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade Six

Essential Understandings	Guided Questions
• Rules of grammar, mechanics, usage, and spelling are important to effective written and oral communication.	• Why is it important to correctly use grammar and mechanics in speaking? In writing? • Why is it important to spell words correctly in written communication?
• Students use collaborative skills and critical thinking skills to create original writing.	• How does collaboration improve our writing?
• Students write for a variety of purposes including narrative, informational, and argumentative writing.	• Why is it important to write for a variety of purposes?
• Effectively using our language is essential to communication.	• Why is it important to use our language correctly when writing, speaking, reading, or listening? • How does good communication affect understanding?
• Language can be used to achieve desired effects.	• How can we use language to make ideas more interesting and exciting? • How can we use language to show our emotions? • How can we use language to help our audience visualize our ideas?
• The use of phonics skills and known words assist in decoding and understanding unknown or multiple-meaning words.	• How can our understanding of Greek and Latin roots and affixes help us to determine the meaning of new words? • How can knowledge of language and conventions help us with writing, reading, and speaking?

Academic Expectations	Anchor Standard Strand	Standards

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
 	
6.3 Students expand their understanding
	Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
		   1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
		   1b. Use intensive pronouns (e.g., *myself, ourselves*).
		   1c. Recognize and correct inappropriate shifts in pronoun number and person.
		   1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
		   1e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		   2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
		   2b. Spell correctly.

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| of existing knowledge by making connections with new knowledge, skills, and experiences. | **Knowledge of Language** | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3a. Vary sentence patterns for meaning, reader/listener interest, and style.
3b. Maintain consistency in style and tone. |
| | **Vocabulary Acquisition and Use** | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5a. Interpret figures of speech (e.g., personification) in context.
5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Reading Literature (RL) – Grade Seven

Essential Understandings	Guided Questions
• Central themes are developed over the course of a text through the characters, setting, and plot.	• How does an understanding of the characters, setting, and plot help us to identify the central idea? • How does reading shape values and morals?
• An author uses dialogue to communicate important information.	• How do we learn about the character and other story elements through dialogue?
• Using text evidence strengthens the understanding of text.	• Why is it essential to cite evidence from the text to support thinking?
• Comparing and contrasting multiple texts or other mediums on the same topic or by the same author contributes to deeper understanding of text.	• How does comparing and contrasting texts, videos, audios, and live versions support our understanding?
• Reading a variety of texts is important for expanding knowledge and understanding the world.	• Why is it important to read a variety of challenging tests?
• Readers form images when reading.	• Why do images formed when reading a text often differ from those seen while viewing a video or live performance of that text? • Why does a video or live version of a text often differ from the original work?
• Different forms or genres approach themes or topics differently.	• How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account?
• Similar themes, characters, and events can be found in works of fiction throughout time.	• How do characters, themes, or events from a particular modern work of fiction resemble characters, themes, or events from myths and traditional stories? • How do characters in stories serve as models of Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables?
• Authors choose words and phrases carefully and for specific purposes.	• How does word choice impact the overall text?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific	**Key Ideas and Details**	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

demands, explore interests, or solve specific problems.		3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
1.2 Students make sense of the variety of materials they read. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 4.2 Students use productive team membership skills.	**Craft and Structure**	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Integration of Knowledge and Ideas**	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (RI) – Grade Seven

Essential Understandings	Guided Questions
• Writers use specific words, phrases, and formats to convey meaning.	• How does the author of a text affect our understanding of the text?
• Topics and ideas are presented in print and digital text, video, and multimedia formats or mediums.	• Why is a particular format effective for understanding and interpreting information? • Why would another medium have been more effective to present the information?
• Information in text is backed up by arguments or claims using reasoning and evidence.	• What strategies did the writer use to come to his/her conclusions? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • Why should readers retrace the reasoning used by a writer to back up information?
• Particular periods and events in history or scientific work and discoveries can reflect Catholic beliefs and values.	• How can particular periods and events in history or scientific work and discoveries support or veer from Catholic beliefs and values?
• Texts can have conflicting information on the same topic.	• How can texts on the same topic have different facts? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts?
• Phonics and word recognition skills as well as context can be used to identify unfamiliar words.	• How do we find the meaning of new words or phrases? • How does the structure of a text help us to understand it?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand and respect diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	**Key Ideas and Details**	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
1.2 Students make sense of the variety of materials they read.	**Craft and Structure**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.		5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
		6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.	**Integration of Knowledge and Ideas**	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
4.2 Students use productive team membership skills.		8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.		9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		

Writing (W) – Grade Seven

Essential Understandings	Guided Questions
• Following the writing process allows students to engage in specific steps for communicating ideas.	• How does the writing process help us to strengthen our writing and communicate ideas more effectively?
• Computer skills are essential in today's world.	• How can we use technology to gather information? • How can we use technology to improve our writing?
• Considering the task, purpose, and audience is important to effective writing.	• How do the task, purpose, and audience influence the organization and style used in our writing? • How do we determine the most appropriate form of writing in a particular situation?
• Ethical procedures are required for the use of technology.	• How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use?
• The words that others write belong only to them.	• How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• Information found in various sources can differ.	• Why is it important to refer to multiple sources when gathering information? • How does the researcher determine if a source is credible?

Academic Expectations	Anchor Standard Strand	Standards

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 	
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
	Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence.
		  1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
		  1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
		  1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
		  1d. Establish and maintain a formal style.
		  1e. Provide a concluding statement or section that follows from and supports the argument presented.
		2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		  2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 3.4 Students demonstrate the ability to be resourceful and creative. 4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.		2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; demonstrate sufficient command of keyboarding skills.
	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources legally and ethically, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 9a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the

		same period as a means of understanding how authors of fiction use or alter history.").
		9b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").
	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening (SL) – Grade Seven

Essential Understandings	Guided Questions
• It is essential to be able to work with others and discuss what is encountered in the classroom.	• How do we effectively convey to others what we know? • Why are there rules to guide collaborative work and discussions?
• Organization, clarity, and focus are essential in presenting information.	• Why is it important to communicate ideas in a clear, organized way? • How does the way a speaker talks influence the effectiveness of the speech? • How does the way a speaker acts influence the effectiveness of the speech? • What makes a good oral presentation?
• Verbal and non-verbal communication skills improve oral presentations.	• How can the use of both verbal and non-verbal communication impact the clarity of a presentation?
• Multimedia and visual displays enhance oral presentations.	• How can the use of multimedia and visual displays help us to improve our oral presentations?
• The way a speaker communicates depends on the topic, purpose, and audience.	• When would it be acceptable to use informal English in an oral presentation? • Why is it important to use formal English for some speeches? • How would an oral presentation change for different audiences?
• To communicate, you must express your thoughts clearly.	• How does the use of specific words, rate of speech, expression, and concrete evidence help us to express our thoughts clearly?
• You must listen to obtain information.	• How can compassion and understanding be increased through listening?
• There is a difference between listening and hearing.	• What skills does it take to be a good listener?

Academic Expectations	Anchor Standard Strand	Standards

1.4   Students make sense of the various messages to which they listen.
 	
1.12   Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16   Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
2.59   Students demonstrate an
	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
		   1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		   1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
		   1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
		   1d. Acknowledge new information expressed by others, and, when warranted, modify their own views.

understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.		2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade Seven

Essential Understandings	Guided Questions
• Rules of grammar, mechanics, usage, and spelling are important to effective written and oral communication.	• Why is it important to correctly use grammar and mechanics in speaking? In writing? • Why is it important to spell words correctly in written communication?
• Students use collaborative skills and critical thinking skills to create original writing.	• How does collaboration improve our writing?
• Students write for a variety of purposes including narrative, informational, and argumentative writing.	• Why is it important to write for a variety of purposes?
• Effectively using our language is essential to communication.	• Why is it important to use our language correctly when writing, speaking, reading, or listening? • How does good communication affect understanding?
• Language can be used to achieve desired effects.	• How can we use language to make ideas more interesting and exciting? • How can we use language to show our emotions? • How can we use language to help our audience visualize our ideas?
• The use of phonics skills and known words assist in decoding and understanding unknown or multiple-meaning words.	• How can our understanding of Greek and Latin roots and affixes help us to determine the meaning of new words? • How can knowledge of language and conventions help us with writing, reading, and speaking?

Academic Expectations	Anchor Standard Strand	Standards

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
 	
6.3 Students expand their understanding
	Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
		  1a. Explain the function of phrases and clauses in general and their function in specific sentences.
		  1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
		  1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
		2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		  2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt).*
		  2b. Spell correctly.

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| of existing knowledge by making connections with new knowledge, skills, and experiences. | **Knowledge of Language** | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| | **Vocabulary Acquisition and Use** | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
   4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
   4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Reading Literature (RL) – Grade Eight

Essential Understandings	Guided Questions
• Central themes are developed over the course of a text through the characters, setting, and plot.	• How does an understanding of the characters, setting, and plot help us to identify the central idea? • How does reading shape values and morals?
• An author uses dialogue to communicate important information.	• How do we learn about the character and other story elements through dialogue?
• Using text evidence strengthens the understanding of text.	• Why is it essential to cite evidence from the text to support thinking?
• Comparing and contrasting multiple texts or other mediums on the same topic or by the same author contributes to deeper understanding of text.	• How does comparing and contrasting texts, videos, audios, and live versions support our understanding?
• Reading a variety of texts is important for expanding knowledge and understanding the world.	• Why is it important to read a variety of challenging tests?
• Readers form images when reading.	• Why do images formed when reading a text often differ from those seen while viewing a video or live performance of that text? • Why does a video or live version of a text often differ from the original work?
• Different forms or genres approach themes or topics differently.	• How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account?
• Similar themes, characters, and events can be found in works of fiction throughout time.	• How do characters, themes, or events from a particular modern work of fiction resemble characters, themes, or events from myths and traditional stories? • How do characters in stories serve as models of Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables?
• Authors choose words and phrases carefully and for specific purposes.	• How does word choice impact the overall text?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific	**Key Ideas and Details**	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

| | | 3. | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |

demands, explore interests, or solve specific problems.

	Craft and Structure	

1.2   Students make sense of the variety of materials they read.

1.16   Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

4.2   Students use productive team membership skills.

5.1   Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

6.3   Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Standards for Informational Text (RI) – Grade Eight

Essential Understandings	Guided Questions
• Writers use specific words, phrases, and formats to convey meaning.	• How does the author of a text affect our understanding of the text?
• Topics and ideas are presented in print and digital text, video, and multimedia formats or mediums.	• Why is a particular format effective for understanding and interpreting information? • Why would another medium have been more effective to present the information?
• Information in text is backed up by arguments or claims using reasoning and evidence.	• What strategies did the writer use to come to his/her conclusions? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • Why should readers retrace the reasoning used by a writer to back up information?
• Particular periods and events in history or scientific work and discoveries can reflect Catholic beliefs and values.	• How can particular periods and events in history or scientific work and discoveries support or veer from Catholic beliefs and values?
• Texts can have conflicting information on the same topic.	• How can texts on the same topic have different facts? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts?
• Phonics and word recognition skills as well as context can be used to identify unfamiliar words.	• How do we find the meaning of new words or phrases? • How does the structure of a text help us to understand it?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand and respect diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read.	**Key Ideas and Details**	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.		5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.		6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
4.2 Students use productive team membership skills.	Integration of Knowledge and Ideas	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.		8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
		9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W) – Grade Eight

Essential Understandings	Guided Questions
• Following the writing process allows students to engage in specific steps for communicating ideas.	• How does the writing process help us to strengthen our writing and communicate ideas more effectively?
• Computer skills are essential in today's world.	• How can we use technology to gather information? • How can we use technology to improve our writing?
• Considering the task, purpose, and audience is important to effective writing.	• How do the task, purpose, and audience influence the organization and style used in our writing? • How do we determine the most appropriate form of writing in a particular situation?
• Ethical procedures are required for the use of technology.	• How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use?
• The words that others write belong only to them.	• How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing?
• Our written work is a reflection of the person that we are.	• How can what we write reflect our character?
• Information found in various sources can differ.	• Why is it important to refer to multiple sources when gathering information? • How does the researcher determine if a source is credible?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	**Text Types and Purposes**	1. Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

2.59   Students demonstrate an understanding of Catholic principles foundational to all relationships.
 	
3.4   Students demonstrate the ability to be resourceful and creative.
 	
4.2   Students use productive team membership skills.
 	
5.1   Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
 	
5.2   Students use creative thinking skills to develop or invent novel, constructive ideas or products.
		2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
		2e. Establish and maintain a formal style.
		2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
		  3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
		  3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
		  3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
		  3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		  3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources legally and ethically, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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		9a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.").
		9b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").
	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening (SL) – Grade Eight

Essential Understandings	Guided Questions
• It is essential to be able to work with others and discuss what is encountered in the classroom.	• How do we effectively convey to others what we know? • Why are there rules to guide collaborative work and discussions?
• Organization, clarity, and focus are essential in presenting information.	• Why is it important to communicate ideas in a clear, organized way? • How does the way a speaker talks influence the effectiveness of the speech? • How does the way a speaker acts influence the effectiveness of the speech? • What makes a good oral presentation?
• Verbal and non-verbal communication skills improve oral presentations.	• How can the use of both verbal and non-verbal communication impact the clarity of a presentation?
• Multimedia and visual displays enhance oral presentations.	• How can the use of multimedia and visual displays help us to improve our oral presentations?
• The way a speaker communicates depends on the topic, purpose, and audience.	• When would it be acceptable to use informal English in an oral presentation? • Why is it important to use formal English for some speeches? • How would an oral presentation change for different audiences?
• To communicate, you must express your thoughts clearly.	• How does the use of specific words, rate of speech, expression, and concrete evidence help us to express our thoughts clearly?
• You must listen to obtain information.	• How can compassion and understanding be increased through listening?
• There is a difference between listening and hearing.	• What skills does it take to be a good listener?

Academic Expectations	Anchor Standard Strand	Standards

1.4   Students make sense of the various messages to which they listen.
 	
1.12   Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16   Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
2.59   Students demonstrate an
	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
		    1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		    1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		    1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
		    1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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understanding of Catholic principles foundational to all relationships. 4.2 Students use productive team membership skills.		2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
	Presentation of Knowledge and Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language (L) – Grade Eight

Essential Understandings	Guided Questions
• Rules of grammar, mechanics, usage, and spelling are important to effective written and oral communication.	• Why is it important to correctly use grammar and mechanics in speaking? In writing? • Why is it important to spell words correctly in written communication?
• Students use collaborative skills and critical thinking skills to create original writing.	• How does collaboration improve our writing?
• Students write for a variety of purposes including narrative, informational, and argumentative writing.	• Why is it important to write for a variety of purposes?
• Effectively using our language is essential to communication.	• Why is it important to use our language correctly when writing, speaking, reading, or listening? • How does good communication affect understanding?
• Language can be used to achieve desired effects.	• How can we use language to make ideas more interesting and exciting? • How can we use language to show our emotions? • How can we use language to help our audience visualize our ideas?
• The use of phonics skills and known words assist in decoding and understanding unknown or multiple-meaning words.	• How can our understanding of Greek and Latin roots and affixes help us to determine the meaning of new words? • How can knowledge of language and conventions help us with writing, reading, and speaking?

Academic Expectations	Anchor Standard Strand	Standards

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
 	
 6.3 Students expand their understanding
	Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
		   1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
		   1b. Form and use verbs in the active and passive voice.
		   1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
		   1d. Recognize and correct inappropriate shifts in verb voice and mood.
		 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		   2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
		   2b. Use an ellipsis to indicate an omission.
		   2c. Spell correctly.

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| of existing knowledge by making connections with new knowledge, skills, and experiences. | **Knowledge of Language** | 3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| | **Vocabulary Acquisition and Use** | 4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5a. Interpret figures of speech (e.g., verbal irony, puns) in context.
5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Reading Standards for Literacy in History/Social Studies (RH) – Grades Six - Eight

Essential Understandings	Guided Questions
• Central themes emerge over the course of time.	• How does an understanding of a particular period or person in history help us to understand other times and people? • How does reading shape values and morals?
• Using text evidence strengthens the understanding of text.	• Why is it essential to cite evidence from primary and secondary sources to support thinking?
• Comparing and contrasting multiple texts or other mediums on the same topic contributes to deeper understanding of the topic.	• How does comparing and contrasting multiple text selections or other forms of communication support our understanding?
• Different forms or genres approach themes or topics differently.	• How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account?
• Particular periods or events in history can reflect Catholic beliefs and values.	• How can particular periods or events in history support or veer from Catholic beliefs and values?
• Information in text is backed up by arguments or claims using reasoning and evidence.	• Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim?
• Texts can have conflicting information on the same topic.	• How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts?
• Wide reading enhances the ability to understand and respect diversity.	• How can we learn to understand and respect diverse cultures and traditions through reading?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read.	**Key Ideas and Details** **Craft and Structure**	1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions (e.g., paraphrasing and note-taking). 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.	**Integration of Knowledge and Ideas**	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.
2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Range of Reading and Level of Text Complexity**	10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects (RST) – Grades Six - Eight

Essential Understandings	Guided Questions
• Using text evidence strengthens the understanding of text.	• Why is it essential to cite evidence from the text to support thinking?
• Scientific work and discoveries can reflect Catholic beliefs and values.	• How can scientific work and discoveries support or veer from Catholic beliefs and values?
• Comparing and contrasting multiple texts or other mediums on the same topic contributes to deeper understanding of text.	• How does comparing and contrasting multiple texts and other forms of information support our understanding? • How does the combination of print and visual information impact our understanding? • How does the information gained from actually doing or seeing differ from information gained from reading about a topic?
• Following procedures precisely impacts the overall outcome.	• Why is it important to follow multi-step procedures precisely when conducting scientific experiments?
• In science and technical subjects, it is essential to understand the meaning of domain-specific symbols and key terms.	• Why is it important to understand the particular symbols and terms of a field of study?

Academic Expectations	Anchor Standard Strand	Standards
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. 1.2 Students make sense of the variety of materials they read. 1.10 Students organize information through development and use of classification rules and systems. 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. 2.59 Students demonstrate an understanding of Catholic principles	**Key Ideas and Details** **Craft and Structure** **Integration of Knowledge and Ideas**	1. Cite specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics.* 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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foundational to all relationships. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	**Range of Reading and Level of Text Complexity**	10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)
Grades Six - Eight

Essential Understandings	Guided Questions
• Writers use domain-specific words and phrases and various formats to convey meaning.	• How does the author of a text affect our understanding of the text?
• Technology plays a critical role in gathering reliable information.	• How can we use technology to gather information? • How can we use technology to improve our written communication on a particular topic?
• Ethical procedures are required for the use of technology.	• How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use?
• The words that others write belong only to them.	• How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing?
• Information found in various sources can differ.	• Why is it important to refer to multiple sources when gathering information for our written work? • How does the researcher determine if a source is credible?

Academic Expectations	Anchor Standard Strand	Standards

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 	
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 	
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 	
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
	Text Types and Purposes	1. Write arguments focused on *discipline-specific content*.
		   1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
		   1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
		   1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
		   1d. Establish and maintain a formal style.
		   1e. Provide a concluding statement or section that follows from and supports the argument presented.
		2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
		   2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		   2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		   2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.		2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style and objective tone. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. (See Note: not applicable as a separate requirement) *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*
	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.
	Range of Writing	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.