

English Language Arts Standards

Table of Contents

| | |
|--|-----------|
| Introduction..... | 3 |
| Standards for College and Career Readiness..... | 5 |
| Acknowledgements..... | 8 |
| Document Sample | 9 |
| Pre-Kindergarten..... | 12 |
| Kindergarten | 14 |
| First Grade | 21 |
| Second Grade | 28 |
| Third Grade | 35 |
| Fourth Grade | 42 |
| Fifth Grade | 49 |
| Sixth Grade | 56 |
| Seventh Grade | 63 |
| Eighth Grade | 70 |

Introduction

Archdiocese of Louisville English Language Arts Standards

The purpose of this document is to define what students should understand and be able to do by the end of each grade. The Archdiocese of Louisville English Language Arts Standards correspond to the College and Career Readiness Standards and the Kentucky Academic Standards for Reading and Writing. The standards set requirements not only for English Language Arts, but also for literacy in history/social studies, science, and technical subjects.

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 are a set of high-quality academic expectations that all students should master by the end of each grade level, but they are not a curriculum. A curriculum includes what is taught, how it is taught, and what materials to use. None of these are included in the Common Core State Standards or in this document. 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 Archdiocese of Louisville has adopted the Common Core State Standards as a baseline set of standards, making adaptations to ensure a rigorous academic curriculum that integrates faith and knowledge. As trained professionals, Catholic administrators and teachers will continue to seek the best instructional methods for educating each student.

Standards, Not Curriculum

The Archdiocese of Louisville English Language Arts Standards do not dictate curriculum or instructional methods. Learning opportunities and pathways will continue to vary across schools; educators should make every effort to meet the needs of individual students based on their pedagogical and professional impressions and assessments. The order in which the standards are presented is not the order in which the standards need to be taught. Standards from various domains are connected and educators will need to determine the best overall design and approach, as well as the instructional materials and strategies needed to support their learners to attain grade-level expectations and the knowledge articulated in these standards.

Document Elements

The various language arts standards are separated into strands: reading literature, reading informational, foundational skills (grades K-5), speaking and listening, and language. All of these strands should be integrated with one another to maximize learning.

Essential Questions were developed to engage students in the “big idea” of the unit. Essential questions serve as a reflective prompt into the big ideas. Answers to essential questions shouldn’t be able to be answered in a textbook or a page of notes; they are open-ended and designed to be thought-provoking and at times counterintuitive. They push students to think critically and to establish authentic, real-world connections, thereby enabling transfer and application of knowledge and ideas.

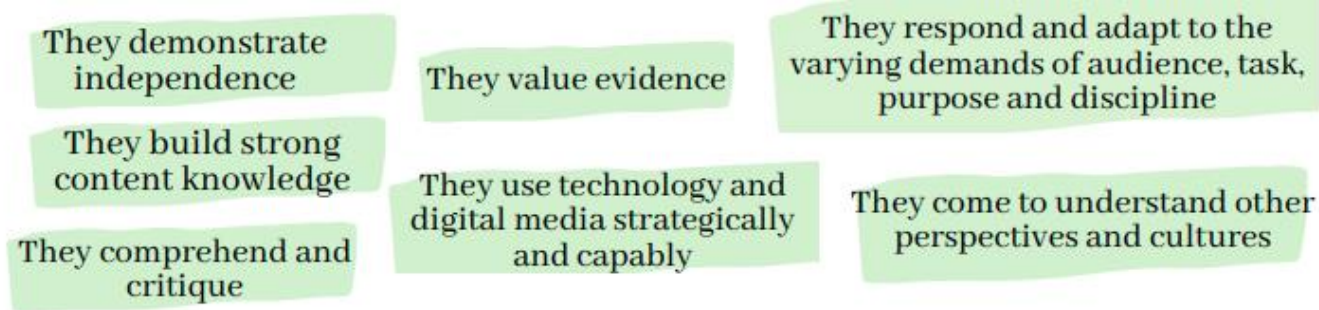
Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.

Writers identified Essential Standards among the Archdiocese of Louisville English Language Arts Standards are denoted with one asterisk in this document. Standards identified as essential were evaluated according to three criteria: 1. They have endurance. The knowledge and skills in this standard are valuable beyond a single unit of study. 2. They have leverage. The knowledge and skills in this standard are valuable in multiple disciplines. 3. They demand readiness. The knowledge and skills in this standard are essential for success at the next grade level. If a standard is noted as essential, the goal is that every student at that particular grade level will achieve mastery of the standard by the end of the academic year. *Essential standards simply hold the priority skills for students to master; all other standards provide meaningful knowledge and grade-level skills.*

Supplementary Document

Writers created a supplementary “Standards at a Glance” Document. This supplement intends to give a clear picture of the standards in an easily accessible format. It allows teachers to see the vertical alignment and progression of each standard from grade to grade. It is meant to serve as a resource for teachers/staff who work with students in multiple grade levels, intervention, and/or teachers who utilize backwards design to plan their instruction. Essential standards are highlighted in yellow within the document. The document can be accessed [here](#).

Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language



College and Career Readiness Anchor Standards for Reading

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.

College and Career Readiness Anchor Standards for Writing

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.

College and Career Readiness Anchor Standards for Speaking and Listening

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 and Knowledge of 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.

College and Career Readiness Anchor Standards for Language

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.

Acknowledgements

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|----------------------|---------------------------|
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| Second Grade | |
|---|--|
| Reading Literature (RL) | |
| Understandings | Essential Questions |
| <ol style="list-style-type: none"> 1. We change the way we read based on the purpose for reading. 2. Making text to self, text to world, and text to text connections can deepen our understanding. 3. Choosing appropriate strategies to understand what we read is a skill. 4. Characters in stories can be models of Catholic morals and values. | <ol style="list-style-type: none"> 1. How do we know which strategy to use when we don't understand? 2. How can reading shift our perspective or strengthen our thoughts and ideas? 3. How can we learn from characters in stories? 4. How can a character's actions tell us who they are? |
| Reading Literature Standards | |
| Key Ideas and Details | |
| <p>*RL.2.1 Ask and answer questions to demonstrate understanding of key details in a text</p> <p>*RL.2.2 Retell stories and determine their central message (main idea), lesson, or moral</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges</p> | |
| Craft and Structure | |
| <p>RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song</p> <p>RL.2.5 Describe sequential events in story using beginning, middle, and end</p> <p>RL.2.6 Acknowledge differences in the points of view of characters</p> | |
| Integration of Knowledge and Ideas | |
| <p>*RL.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations and text</p> <p>RL.2.8 Not Applicable to Literature</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures</p> | |

Shorthand Example: RL.2.7
Reading Literature. Grade 2. Standard 7

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Pre-Kindergarten Language and Literacy Performance Standards

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> 1. Listening is important to understand the message. 2. To communicate effectively, the speaker must express ideas clearly. 3. Phonological and phonemic awareness are essential skills for early reading. 4. The development of active listening skills and memory aid in comprehension. 5. The use of emergent writing skills is a means of communication. 6. Increased vocabulary promotes the ability to understand and communicate. | <ol style="list-style-type: none"> 1. What does good listening look like? 2. How can we clearly communicate our ideas and knowledge to others? Why is it important to speak clearly and audibly? 3. How can discriminating between sounds support pre-reading skills? 4. How can careful listening help us understand what we hear? 5. How can we convey information through the pictures that we draw? 6. How can we figure out what an unfamiliar word means? |

| Performance Standards |
|---|
| <p>Listening Skills</p> <p>Recognize the intent of verbal and nonverbal cues Listen to stories, directions, and conversations Follow directions that involve two- or three-step sequence of actions Listen to and recognize similar and different sounds in words and rhymes</p> <p>Communication Skills</p> <p>Communicate needs, wants, or thoughts through non-verbal gestures and actions, facial expressions, and/or words Speak audibly and clearly with appropriate tone in five- to six-word sentences Express thoughts, feelings, and ideas clearly Use increasingly complex and varied vocabulary, language, and sentence structure Initiate, ask questions, and respond appropriately in conversation with peers and adults in a variety of contexts Ask and answer questions in order to seek help, get information, or clarify something Describe familiar people, places, things, and events Use most grammatical constructions well Use appropriate pronouns Recite simple fingerplays and nursery rhymes</p> <p>Phonological and Phonemic Awareness</p> <p>Recognize words that rhyme in games, songs, and stories Match or produce words that rhyme Add or substitute individual sounds in simple, one-syllable words to make new words Identify initial sound that corresponds to a picture or object</p> <p>Alphabet Knowledge</p> <p>Demonstrate the ability to recite the alphabet by rote memory</p> |

Recognize and name most uppercase and lowercase letters, especially those in own name
Identify sounds typically associated with letters that are frequently used
Understand the connection between letters and sounds
Begin to associate sounds with letters

Comprehension

Demonstrate understanding of stories and conversations
Predict what will happen next in a story using pictures as a guide
Recall information from a story
Retell a simple story in sequence
Identify characters and the role they play in a story

Word Recognition Skills

Recognize written first name
Demonstrate awareness and beginning knowledge of environmental print (*e.g., stop, on, restaurant or store logo*)

Reading Readiness

Initiate stories and respond to stories told or read aloud
Represent stories told or read aloud through during play
Show beginning understanding of concepts about print engage in “reading” (*e.g., look at pictures in a book; pretend to read*)
“Reread” a book that has been read by another

Emergent Writing

Understand that writing is a means of communication
Use scribbles, shapes, pictures, letter-like symbols, or dictation to represent thoughts or ideas
Begin to copy or write own name using an uppercase letter for only the first letter
Identify meaning of words in read-alouds, conversations, and descriptions of everyday items in the world around them

Background Knowledge and Vocabulary Skills

Make use of new vocabulary in an appropriate manner
Use strategies to figure out word meanings (*e.g., look at pictures, ask someone, use context clues*)
Use previous experiences and acquired vocabulary to demonstrate a bigger understanding of the world around them and the world beyond them

Book Knowledge and Appreciation

Demonstrate interest in a range of texts
Identify the function and location of a book’s front, back, top, bottom, and spine
Demonstrate how to turn the pages of a book properly
Know that books are read from front to back
Point to where to begin reading
Recognize that text flows from left to right and top to bottom
Recognize that there are spaces between words

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Kindergarten

Reading Literature (RL)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> 1. Illustrations and words help the reader to understand the story. 2. Reading is a skill that we use every day for a variety of purposes. 3. Making connections with a story can help us have a deeper understanding. 4. We use a variety of strategies to understand what we read. 5. Characters in stories can be models of Catholic values and behaviors. | <ol style="list-style-type: none"> 1. How do you know you've understood a story? What tools can you use to help you understand? 2. Why do we read? What does the author want us to learn? 3. What connections can I make to this story? 4. How do we determine the important parts of a story? 5. How do characters demonstrate Catholic values and behaviors? |

Reading Literature Standards

Key Ideas and Details

RL.K.1 Ask and answer questions about a text

RL.K.2 Retell stories using main ideas and key details

***RL.K.3** Identify characters, settings, and major events in a story

Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text

RL.K.5 Recognize common types of texts (*e.g., storybooks, poems*)

RL.K.6 Name the author and illustrator and define the role of each in telling the story

Integration of Knowledge and Ideas

***RL.K.7** Describe the relationship between illustrations and the text

RL.K.8 Not Applicable to Literature

RL.K.9 Make text to self, text to world, and text to text connections

Range of Reading and Level of Text Complexity

***RL.K.10** Actively engage in group reading activities with purpose and understanding

Reading Informational (RI)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none"> 1. Reading informational text expands our understanding of the world and its people. 2. Informational texts have specific features that help us understand what we read. 3. Identifying the main idea and supporting details can help us understand informational text. 4. We can use what we already know to help us understand more about what we read. | <ol style="list-style-type: none"> 1. How does reading informational text help us understand our world? 2. How does understanding the structure of informational text help us understand what we read? What can we learn by looking at both the pictures and the words? 3. What does the author want us to know and remember about the text? 4. How can we use what we already know about a topic to build upon new information? |

Reading Informational Standards

Key Ideas and Details

RI.K.1 Develop and answer questions about a text

***RI.K.2** Identify the topic and key details of a text

RI.K.3 Identify connections between individuals, events, and pieces of information in a text

Craft and Structure

RI.K.4 Ask and answer questions about unknown words in a text

RI.K.5 Identify front cover, back cover, and title page of a book

RI.K.6 Name the author and illustrator and define the role of each the text

Integration of Knowledge and Ideas

RI.K.7 Describe the relationship between illustrations and the text

RI.K.8 With support, identify the reasons an author gives to support points in a text

***RI.K.9** Make text to self, text to world, and text to text connections

Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding

Foundational Skills (RF)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. The way a book is organized helps us to understand the story. 2. Good readers understand the relationship between letters and sounds and realize those sounds make up words. 3. Good readers can use language structure, familiar words, and context clues to explore new words and their meaning. 4. We use strategies to ensure we understand what we read. | <ol style="list-style-type: none"> 1. How do we read a book? Why are words separated by spaces, punctuation, or capitalization? 2. What do we do when we encounter an unknown word? 3. What strategies can help us when we do not understand the text? 4. What impact does the rate we read have on our comprehension? |

Foundational Skills Standards

Print Concepts

RF.K.1 Demonstrate understanding of 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 letters position in the alphabet

Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- 2a. Recognize and produce rhyming words
- 2b. Count, blend, and segment syllables in spoken words
- 2c. Blend and segment onsets and rhymes of single syllable spoken words
- *2d. Isolate and pronounce the initial sound, medial vowel, and final sounds in 3 phoneme (CVC) words
- 2e. Create new words by orally manipulating phonemes in one-syllable words

Phonics and Word Recognition

RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words

- *3a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound for each consonant
- 3b. Associate the long and short sounds with common spellings for the 5 major vowels
- 3c. Read common high frequency words by sight (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

***RF.K.4** Read and comprehend grade-level texts

Writing (W)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Writing form and structure changes depending on the purpose for writing. 2. The purpose for writing determines genre. 3. Writing can help us express ourselves, communicate with others, and/or show what we know. 4. Technology is an important tool writers can use in many different ways. | <ol style="list-style-type: none"> 1. What makes a piece of writing strong or effective? 2. How does writing change as the writer's purpose changes? 3. How can what we write reflect who we are? 4. Where do writers get their ideas? 5. How can writers use technology as a tool? |

Writing Standards**Text Types and Purposes**

W.K.1 Use a combination of drawing, dictating, and writing to compose pieces that state an opinion and a reason to support that opinion

W.K.2 Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information

W.K.3 Use a combination of drawing, dictating, and writing to narrate an event or events in a sequence

Production and Distribution of Writing

W.K.4 Begins in grade 3

W.K.5 Respond to questions and suggestions from peers to strengthen writing as needed

W.K.6 Explore digital tools to produce and publish writing

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects

***W.K.8** With support, recall information from experiences or gather information from provided sources to answer a question

W.K.9 Begins in grade 4

Range of Writing

W.K.10 Begins in grade 3

Speaking and Listening (SL)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none">1. Speaking and listening skills are important for learning and communicating.2. To communicate well, the speaker must express their ideas in a clear and organized way.3. There are rules for discussion that are important to follow so everyone's ideas can be expressed and understood . | <ol style="list-style-type: none">1. How do you know someone is listening to you?2. Why is it important to clearly express and listen to thoughts and ideas?3. How can I use my voice, body, and eyes to speak and listen well?4. How do verbal and nonverbal cues help us to communicate properly? |

Speaking and Listening Standards

Comprehension and Collaboration

***SL.K.1** Participate in collaborative conversations with diverse peers and adults in a variety of settings

1a. Follow agreed-upon rules for discussion

1b. Continue a conversation through multiple exchanges

SL.K.2 Ask and answer questions about key details to confirm understanding of a text

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify

Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events with detail

SL.K.5 Create and/or utilize visual displays to support descriptions

***SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly

Language (L)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none">1. Correct use of language structure and conventions help us communicate effectively.2. Understanding the connections between roots and affixes helps us to expand our vocabulary and determine the meaning of unfamiliar words. | <ol style="list-style-type: none">1. Why do we have standards and rules for language?2. What tools can you use to figure out an unknown word? |

Language Standards

Conventions of Standard English

L.K.1 Demonstrate command of conventions of standards english grammar and usage when writing or speaking

- 1a. Print all upper and lowercase letters
- 1b. Use nouns and verbs
- 1c. Form regular plural nouns *orally* by adding /s/ or /es/
- 1d. Understand and use question words
- 1e. Use common prepositions
- 1f. Produce and expand complete sentences in shared language activities

L.K.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. Name and use end punctuation
- 2c. Write a letter or letters for most consonant and short vowel sounds (phonemes)
- 2d. Spell simple words phonetically

Knowledge of Language

L.K.3 Begins in grade 2

Vocabulary Acquisition and Use

L.K.4 Explore and use new vocabulary and multiple-meaning words and phrases

- 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*)

L.K.5 Explore and discuss word relationships and meanings

- 5a. Sort common objects into categories to gain a sense of concepts the categories represent
- 5b. Demonstrate understanding of verbs and adjectives by relating them to their antonym
- 5c. Identify real-life connections between words and their use (*e.g. note places at school that are colorful*)
- 5d. Explore variations among verbs that describe the same general action (*e.g. walk, march, gallop*) by acting out the meanings

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

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First Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Illustrations and words help the reader to understand the story. 2. Reading is a skill that we use every day for a variety of purposes. 3. Making text to self, text to world, and text to text connections can aid in our understanding. 4. We use tools and strategies in order to understand what we read. 5. Characters in stories can be models of Catholic values and behaviors. | <ol style="list-style-type: none"> 1. What strategies can you use to help you understand? 2. How can reading change or strengthen our thoughts and ideas? 3. How can we use our own experiences to help us understand a story? 4. How do we determine the important parts of a story? 5. How does a character's actions tell us who they are? |

Reading Literature Standards

Key Ideas and Details

RL.1.1 Ask and answer questions about a text

RL.1.2 Retell stories using main ideas and key details

***RL.1.3** Describe characters, settings, and sequence of events in a story

Craft and Structure

RL.1.4 Identify specific words that express feelings and senses

RL.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts

RL.1.6 Identify who is telling the story at various points in a text

Integration of Knowledge and Ideas

RL.1.7 Use illustrations and detail to describe characters, setting, or events

RL.1.8 Not Applicable to Literature

***RL.1.9** Make text to self, text to world, and text to text connections

Range of Reading and Level of Text Complexity

***RL.1.10** Read grade 1 prose and poetry with purpose and understanding

Reading Informational (RI)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none">1. Reading informational text helps us learn more about ourselves, the world, and others.2. Informational texts have specific features that help us understand what we read.3. Identifying the main idea and supporting details can help us summarize a text. | <ol style="list-style-type: none">1. How does reading informational text help us to be better children of God?2. How does understanding the structure of informational text help us understand what we read?3. How does understanding the author's purpose help us to read texts differently?4. How do we identify the main idea and details of a text? |

Reading Informational Standards**Key Ideas and Details**

RI.1.1 Ask and answer questions about key details in a text

RI.1.2 Identify the main topic and retell key details of a text

RI.1.3 Describe the connection between individuals, events, ideas, or pieces of information in a text

Craft and Structure

RI.1.4 Ask and answer questions to determine or clarify unknown words in a text

***RI.1.5** Use text features to locate key facts or information in a text

RI.1.6 Describe how illustrations and words in a text provide different information

Integration of Knowledge and Ideas

RI.1.7 Use illustrations and details in a text to describe its key ideas

RI.1.8 Identify the reasons an author gives to support points in a text

RI.1.9 Make text to self, text to world, and text to text connections

Range of Reading and Level of Text Complexity

RI.1.10 Read grade 1 informational texts with purpose and understanding

Foundational Skills (RF)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none"> 1. The way a book is organized helps us to understand and interact with the story. 2. Good readers use blending and segmenting to decode words. 3. Good readers can use context clues and familiar words to explore new words and their meaning. 4. We use a variety of reading strategies to make sure we understand what we read. | <ol style="list-style-type: none"> 1. What do you notice about the way a book is structured? What is the same from text to text, and what is different? 2. What skills do we need to master before we can read fluently? 3. What strategies can we use to help us when we do not understand what we read or come across an unknown word? 4. What does it look like when good readers read a text aloud? |

Foundational Skills Standards

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print

1a. Recognize distinguishing features of a sentence (*e.g. first word, capitalization, punctuation*)

1b. Alphabetize words to the first and second letter

Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

2a. Distinguish long from short vowel sounds in single-syllable words

2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends

2c. Isolate and pronounce the initial, medial vowel, and final sounds in spoken single syllable words

2d. Blend and segment individual sounds (phonemes) in *spoken* words

Phonics and Word Recognition

***RF.1.3** Know and apply grade level phonics and word analysis skills in decoding words

3a. Know letter-sound correspondences for common consonant blends and digraphs

3b. Decode regularly spelled one-syllable words

3c. Know the final -e and common vowel team conventions for representing long vowel sounds

3d. Use knowledge that every syllable must have a vowel to determine how many syllables are in a word

3e. Decode two-syllable words by breaking words into syllables

3f. Read words with inflectional endings

3g. Read grade 1 high-frequency words by sight

Fluency

***RF.1.4** Read with fluency and accuracy to comprehend grade-level texts

Writing (W)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none">1. Writers write to persuade, inform, or entertain. Their writing style and organization changes based on their purpose for writing.2. Writing can help us express ourselves, communicate with others, and/or show what we know.3. Technology is an important tool writers can use in many different ways. | <ol style="list-style-type: none">1. What makes a piece of writing strong or effective?2. How does writing change as the writer's purpose changes?3. How can we organize our writing to persuade, inform, or entertain?4. How can what we write reflect who we are?5. How can writers use technology as a tool? |

Writing Standards**Text Types and Purposes**

W.1.1 Write opinion pieces that have an introduction, reasons to support the opinion, and some sense of closure

W.1.2 Write informative/explanatory pieces that introduce the topic, supply facts, and provide closure

W.1.3 Write narratives which recount events in sequence, provide some detail, use transition words, and provide closure

Production and Distribution of Writing

W.1.4 Begins in grade 3

W.1.5 Respond to feedback; answer questions and add detail to strengthen writing

W.1.6 Collaborate with peers to use digital tools to produce and publish writing

Research to Build and Present Knowledge

W.1.7 Participate in shared research and writing projects

***W.1.8** Recall information from experiences or gather information from provided sources to answer a question

W.1.9 Begins in grade 4

Range of Writing

W.1.10 Begins in grade 3

Speaking and Listening (SL)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none">1. Active listening helps us to navigate and understand the world.2. To communicate well, the speaker must express their ideas in a clear and organized way.3. Speaking and listening are the foundation for human relationships.4. There are rules for discussion that are important to follow so everyone's ideas can be expressed and understood. | <ol style="list-style-type: none">1. How would your life change if speaking and listening weren't a part of it?2. How do we know someone is listening to you?3. How do we speak so that others can understand our message?4. How do verbal and nonverbal cues help us to communicate properly? |

Speaking and Listening Standards

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse peers and adults in a variety of settings

1a. Follow agreed-upon rules for discussion

***1b.** Advance discussion by responding to the comments of others through multiple exchanges

1c. Ask clarifying questions about topics and texts under discussion

SL.1.2 Ask and answer questions about key details in a read-aloud or presentation

SL.1.3 Ask and answer questions in order to clarify what the speaker says and identify a speaker's point of view

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events and with relevant detail, expressing ideas and feelings clearly

SL.1.5 Create and/or utilize visual displays to clarify ideas, thoughts, or feelings

***SL.1.6** Express thoughts, feelings and ideas clearly, using complete sentences

Language (L)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none">1. Correct use of language structure and conventions help us communicate effectively.2. Understand that connections between roots and affixes help us to expand our vocabulary and determine the meaning of unfamiliar words. | <ol style="list-style-type: none">1. Why is grammar and conventions important for communicating?2. What tools can you use to figure out an unknown word?3. What patterns do you notice in words? |

Language Standards

Conventions of Standard English

L.1.1 Demonstrate command of conventions of standards English grammar and usage when writing or speaking

- 1a. Print all upper and lowercase letters using correct letter formation
- 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*)
- 1e. Use past, present, and future tense verbs
- 1f. Use frequently occurring adjectives
- 1g. Use frequently occurring conjunctions
- 2h. Use determiners (*e.g. articles, demonstratives*)
- 1i. Use frequently occurring prepositions
- 1j. Respond to prompts using a variety of varied sentence types and structures

***L.1.2** 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. Spell grade 1 irregular words correctly, use conventional spelling for words with common spelling patterns
- 2e. Use spelling patterns and phonemic awareness to spell untaught words

Knowledge of Language

L.1.3 Begins in grade 2

Vocabulary Acquisition and Use

L.1.4 Explore and use new vocabulary and multiple-meaning words and phrases

- 4a. Use sentence-level context as a clue to the meaning or phrase
- 4b. Use the most frequently affixes as a clue to the meaning of a word
- 4c. Identify frequently occurring root words (*e.g. look*) and their inflectional endings (*e.g. looks, looked, looking*)
- 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words

L.1.5 Explore and discuss word relationships and meanings

- 5a. Sort common objects into categories to gain a sense of concepts the categories represent
- 5b. Define words by category and one or more attributes
- 5c. Identify real-life connections between words and their use (*e.g. note places at school that are colorful*)
- 5d. Distinguish shades of meaning and differing intensity in verbs and adjectives by defining them or acting out the meanings

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

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Second Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. We change the way we read based on the purpose for reading. 2. Making text to self, text to world, and text to text connections can deepen our understanding. 3. Choosing appropriate strategies to understand what we read is a skill. 4. Characters in stories can be models of Catholic morals and values. | <ol style="list-style-type: none"> 1. How do we know which strategy to use when we don't understand? 2. How can reading shift our perspective or strengthen our thoughts and ideas? 3. How can we learn from characters in stories? 4. How can a character's actions tell us who they are? |

Reading Literature Standards

Key Ideas and Details

***RL.2.1** Ask and answer questions to demonstrate understanding of key details in a text

***RL.2.2** Retell stories and determine their central message (main idea), lesson, or moral

RL.2.3 Describe how characters in a story respond to major events and challenges

Craft and Structure

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song

RL.2.5 Describe sequential events in story using beginning, middle, and end

RL.2.6 Acknowledge differences in the points of view of characters

Integration of Knowledge and Ideas

***RL.2.7** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations and text

RL.2.8 Not Applicable to Literature

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures

Range of Reading and Level of Text Complexity

RL.2.10 Read with purpose and comprehend literature in the grades 2-3 text complexity band, with scaffolding as needed

Reading Informational (RI)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> 1. Reading informational text helps us learn more about ourselves, the world, and others. 2. Text features and our own schema are important tools for comprehension in informational texts. 3. Summarizing a text using the main idea and key details is an important way to demonstrate comprehension. | <ol style="list-style-type: none"> 1. How does reading informational text help us to be better children of God? 2. How and why are informational texts structured differently from other types of texts? 3. Why is it important to understand the author's purpose? How might we change the way we read based on the author's purpose? |

Reading Informational Standards

Key Ideas and Details

RI.2.1 Ask and answer questions to demonstrate understanding of key details in a text

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

RI.2.3 Describe the connections between a series of ideas, concepts, or events

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently

***RI.2.6** Identify the main purpose of a text and identify what the author wants to answer, explain, or describe

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (*e.g., a diagram showing how a machine works*) contribute to and clarify a text

***RI.2.8** Describe how reasons support specific points the author makes in a text

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic

Range of Reading and Level of Text Complexity

RI.2.10 Read with purpose and comprehend informational texts in the 2-3 text complexity band, with scaffolding as needed

Foundational Skills (RF)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none">1. Books are organized strategically to help us to understand and interact with the story.2. Good readers can use context clues and familiar words to explore new words and their meanings.3. We cannot say we are reading if we don't comprehend the text. | <ol style="list-style-type: none">1. What do you notice about the way a book is structured? What is the same from text to text, and what is different?2. What makes someone a good reader?3. What strategies can we use to help us when we do not understand what we read or come across an unknown word? |

Foundational Skills Standards**Print Concepts**

Addressed in K-1

Phonological Awareness

Addressed in K-1

Phonics and Word Recognition

RF.2.3 Know and apply 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 common vowel teams

***3c.** Decode regularly spelled two-syllable words

3d. Decode words with common prefixes and suffixes

3e. Identify words with inconsistent but common spelling-sound correspondences

3f. Read all common high-frequency words by sight

Fluency

***RF.2.4** Read with fluency and accuracy to comprehend grade-level texts

Writing (W)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none">1. Writers write to persuade, inform, or entertain. The writing style and organization changes based on the purpose for writing.2. Writing can help us express ourselves, communicate with others, and/or show what we know.3. Technology is an important tool writers can use to strengthen their message. | <ol style="list-style-type: none">1. What makes a piece of writing strong or effective?2. How does writing change as the writer's purpose changes?3. How can we tailor our writing to persuade, inform, or entertain?4. How can what we write reflect who we are?5. How can writers use technology as a tool? |

Writing Standards**Text Types and Purposes**

W.2.1 Write opinion pieces that have an introduction, state an opinion, and provide reasons to support the opinion; use linking words to connect reasons and opinion

W.2.2 Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement

W.2.3 Write narratives which recount events in sequence, provide detail and descriptions, use transition words, and provide closure

Production and Distribution of Writing

W.2.4 Begins in grade 3

***W.2.5** Strengthen writing as needed by revising and editing based on feedback from adults and peers

W.2.6 Collaborate with peers to use digital tools to produce and publish writing

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects

***W.2.8** Recall or gather information from provided sources to answer a question

W.2.9 Begins in grade 4

Range of Writing

W.2.10 Begins in grade 3

Speaking and Listening (SL)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none"> Active listening is a crucial life skill. To communicate well, the speaker must express their ideas in a clear and organized way. There are rules for discussion that are important to follow so everyone's ideas can be expressed and understood. Asking questions is an effective way to open up dialogue between a speaker and the audience. | <ol style="list-style-type: none"> How would our life change if speaking and listening weren't a part of it? How do we know someone is listening to us? How do we organize our ideas to communicate clearly? How can we collaborate with others to improve our communication skills? |

Speaking and Listening Standards

Comprehension and Collaboration

***SL.2.1** Participate in collaborative conversations with diverse peers and adults in a variety of settings

1a. Follow agreed-upon rules for discussion

1b. Build on others' talk in conversations by linking their comments to the remarks of others

1c. Ask clarifying questions about topics and texts under discussion

SL.2.2 Recount or describe key ideas or details from texts, media, or oral presentation

SL.2.3 Ask and answer questions about what a speaker says; respectfully agree or disagree with the speaker's point of view, providing a reason(s)

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

SL.2.5 Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings

SL.2.6 Express thoughts, feelings and ideas clearly, using complete and detailed sentences

Language (L)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> Correct use of language structure and conventions help us communicate effectively. Knowing common prefixes and suffixes can help us understand unfamiliar words. | <ol style="list-style-type: none"> How can the rules of language affect communication? What tools can you use to figure out an unknown word? What patterns do you notice in words? What is the difference between formal and informal language? |

Language Standards

Conventions of Standard English

L.2.1 Demonstrate command of 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*)
- 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

***L.2.2** 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 as needed to check and correct spellings

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using 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
- 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 digital and printed reference materials to determine the meaning of words and phrases

L.2.5 Explore and discuss word relationships and meanings

- 5a. Identify real life connections between words and their use
- 5b. Distinguish shades of meaning among closely related verbs and adjectives
- 5c. Identify synonyms, antonyms, homophones, and homonyms

L.2.6 Use words and phrases acquired through responding to texts, including using adjectives and adverbs to describe (*e.g. when other kids are happy that makes me happy*)

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Third Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Reading expands understanding of the world, people, and oneself. 2. Readers use strategies to construct meaning. 3. Reading is a lifelong skill that enhances learning and provides enjoyment. 4. Characters in stories can serve as models of Catholic values and behaviors. | <ol style="list-style-type: none"> 1. What is the connection between reading and communication in the global world? 2. How can reading help create understanding of God's world and His creations? 3. How do readers construct meaning from a text? 4. How could a different point of view change the way a story is told? |

Reading Literature Standards

Key Ideas and Details

***RL.3.1** Use text evidence and support to ask and answer questions about a text

***RL.3.2** Retell stories and determine the main idea and how it is supported by key details

RL.3.3 Explain how character actions contribute to the sequence of events in a story

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language

RL.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza

RL.3.6 Distinguish one's own point of view from those of the characters or narrator(s)

Integration of Knowledge and Ideas

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

RL.3.8 Not Applicable to Literature

RL.3.9 Compare and contrast the themes, settings or plots of two or more texts

Range of Reading and Level of Text Complexity

***RL.3.10** Read with purpose and comprehend literature in the grades 2-3 text complexity band independently and proficiently

Reading Informational (RI)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none">1. Reading expands our understanding of the world and its people.2. Readers think and talk with others to allow a text to change their thinking. They ask questions and think beyond the words on the page to grow ideas.3. Readers evaluate an author's argument by examining valid reasoning and relevant evidence to determine the validity of the claim.4. Using evidence from the text strengthens responses and understanding. | <ol style="list-style-type: none">1. How do we determine the credibility of a source?2. How do text features enhance our understanding of the material?3. How can using the text to justify my answers help me better understand what the author is saying?4. How can we learn about Catholic beliefs and values through reading? |

Reading Informational Standards

Key Ideas and Details

***RI.3.1** Use text evidence and support to ask and answer questions about a text or topic

***RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea

RI.3.3 Describe the connections between ideas, concepts, or a series of events using temporal language and/or cause and effect

Craft and Structure

RI.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words

RI.3.5 Use text features and digital search tools to locate information relevant to a given topic efficiently

RI.3.6 Distinguish one's own point of view from that of the author of a text

Integration of Knowledge and Ideas

RI.3.7 Use information gained from visual displays and words in a text to demonstrate understanding of the text

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence, etc)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic

Range of Reading and Level of Text Complexity

***RI.3.10** Read with purpose and comprehend informational texts in the 2-3 text complexity band, independently and proficiently

Foundational Skills (RF)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none">1. Effective communication relies on the usage of proper forms.2. Written communication and proper grammar mechanics promote fluency of communication.3. Conventional spelling promotes common understanding. | <ol style="list-style-type: none">1. How does my fluency and accuracy affect my understanding of any text I read?2. How does my reading need to change when I read different kinds of texts?3. How do we figure out a word we do not recognize?4. How can I use my understanding of word parts to spell words correctly? |

Foundational Skills Standards**Print Concepts**

Addressed in K-1

Phonological Awareness

Addressed in K-1

Phonics and Word Recognition

RF.3.3 Know and apply phonics and word analysis skills in decoding words

***3a.** Identify and know the meaning of most common prefixes and suffixes

3b. Decode words with common Latin suffixes

3c. Decode multisyllabic words

3d. Read grade-appropriate irregularly spelled words

Fluency

***RF.3.4** Read with sufficient accuracy and fluency to support comprehension

4a. Read grade-level text with purpose and understanding

4b. Read grade level texts aloud with accuracy, appropriate rate, and expression

4c. Use context to confirm or self correct, rereading as necessary

Writing (W)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none"> 1. Written communication and proper grammar mechanics promote fluency of communication. 2. Writing is a process used to communicate wants, needs, ideas, and knowledge. 3. The purpose for writing determines the genre. | <ol style="list-style-type: none"> 1. How does the writing process make me a better writer? 2. How can I use reasons to support my opinion? 3. How can we use examples of skilled writing to improve the quality of our own work? 4. What is plagiarism? |

Writing Standards**Text Types and Purposes**

W.3.1 Write an opinion piece with an argument to support a claim, using clear reasons and relevant evidence

1a. Introduce topic, state an opinion, and follow a clear organizational structure

1b. Provide reasons that support the opinion

1c. Use language to link/connect opinion and reasons

1d. Provide a conclusion

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

2a. Provide an introduction and organize ideas clearly

2b. Develop the topic with facts, definitions, and details.

2c. Using language to link/connect ideas

2d. Provide a conclusion

***W.3.3** Write narratives using effective technique, descriptive details, and clear sequence

3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally

3b. Use dialogue and details to develop the story

3c. Use temporal words and phrases to signal event order

3d. Provide a conclusion

Production and Distribution of Writing

***W.3.4** Produce writing in which the development and organization are appropriate to task and purpose

***W.3.5** Develop and strengthen writing as needed by planning, revising, and editing

W.3.6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic

W.3.8 Recall information from experiences or gather information from print and digital sources to serve as evidence

W.3.9 Begins in grade 4

Range of Writing

W.3.10 Write routinely for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening (SL)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> Active listening helps us navigate and understand our world. There is a structure governing language that allows us to clearly communicate our message. Effective speakers think about their purpose and audience. They tailor their message to the audience using clear organizational structure and valid evidence. | <ol style="list-style-type: none"> How can we speak so others will understand our message? What can we do to prove we are active listeners? How do I determine what is important when listening to and/or watching a presentation? Why do I need to think about the audience and purpose each time I speak? |

Speaking and Listening Standards

Comprehension and Collaboration

***SL.3.1** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others

- Come to discussions prepared and knowledgeable on the topic
- Follow agreed-upon rules for discussions
- ask questions to check for understanding
- Explain their own ideas and understanding in light of the discussion

SL.3.2 Determine the main ideas and supporting details from texts, media, or oral presentations

***SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Presentation of Knowledge and Ideas

SL.3.4 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

SL.3.5 Include digital media and/or visual displays in presentations to emphasize certain facts or details

SL.3.6 Identify contexts that call for academic English or informal discourse

Language (L)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> Rules and conventions help readers and writers to understand what is being communicated. Knowing common prefixes and suffixes can help us understand unfamiliar words. | <ol style="list-style-type: none"> How does having command of the English language affect our daily lives? How can I learn and use academic and domain-specific vocabulary appropriately? How can we use knowledge of common prefixes and suffixes to determine the meaning of unknown words? |

Language Standards

Conventions of Standard English

L.3.1 Demonstrate command of conventions of standard english grammar and usage when writing or speaking

- 1a. Explain the function of the basic parts of speech and their purpose in particular sentences
- 1b. Form and use regular and irregular pronouns
- 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. Use comparative and superlative adjectives and adverbs appropriately
- 1h. Use coordinating and subordinating conjunctions
- 1i. Produce simple, compound, and complex sentences

***L.3.2** 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 when adding suffixes to base words
- 2f. Use spelling patterns and generalizations in writing words
- 2g. Consult reference materials as needed to check and correct spellings

Knowledge of Language

L.3.3 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

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using 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
- 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 digital and printed reference materials to determine the meaning of words and phrases

L.3.5 Explore and discuss word relationships and meanings

- 5a. Identify real life connections between words and their use
- 5b. Distinguish shades of meaning among closely related verbs and adjectives
- 5c. Identify synonyms, antonyms, homophones, and homonyms

L.3.6 Use words and phrases acquired through responding to texts, including using adjectives and adverbs to describe

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Fourth Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Readers use language structure and context clues to identify the intended meaning of words and phrases. 2. Strategic readers select and apply strategies (connect, infer, question, visualize, etc) to enhance their comprehension. 3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Words powerfully affect meaning. 4. Literature is a tool that expands our understanding of the world. | <ol style="list-style-type: none"> 1. Why do we read? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How do different cultures approach stories with similar events, themes and topics? |

Reading Literature Standards

Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text

RL.4.3 Describe a character, setting, or event, drawing on specific details in the text

Craft and Structure

RL.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words

RL.4.5 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

***RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

Integration of Knowledge and Ideas

RL.4.7 Make connections between the text and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text

RL.4.8 Not Applicable to Literature

RL.4.9 Compare and contrast common themes and topics in stories, myths, and traditional literature from different cultures

Range of Reading and Level of Text Complexity

RL.4.10 Read with purpose and comprehend a variety of genres in the 4-5 text complexity band- scaffolding as needed

Reading Informational (RI)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none"> 1. Reading informational text expands our understanding of the world and its people. 2. Analyzing texts for structure, purpose, and viewpoints allows an effective reader to gain insights and strengthen understanding. 3. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world and self. | <ol style="list-style-type: none"> 1. Why do readers need to evaluate what they read? 2. How does understanding "point of view" strengthen a reader's understanding? 3. How can I use my schema and learn to read between the lines to deepen my understanding? |

Reading Informational Standards

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.4.3 Based on specific information in the text, explain events, procedures, ideas, or concepts in historical, scientific, or technical texts

Craft and Structure

RI.4.4 Determine the meaning of academic and domain-specific words or phrases in a text

RI.4.5 Describe the overall structure (*e.g., chronology, cause/effect, problem/solution*) of events, ideas, concepts, or information in a text

RI.4.6 Compare and contrast a primary and secondary source on the same event or topic

Integration of Knowledge and Ideas

RI.4.7 Interpret information presented visually, orally, or quantitatively; explain how the information contributes to an understanding of the text

***RI.4.8** Explain how claims in a text are supported by relevant reasons and evidence

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Range of Reading and Level of Text Complexity

RI.4.10 Read with purpose and comprehend informational texts in the 4-5 text complexity band- with scaffolding as necessary

Foundational Skills (RF)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none">1. Phonics and word recognition skills can be used to decode, read, and write.2. Reading with accuracy and fluency aids in comprehension.3. Reading is important to daily life and understanding how words are formed and origins of words leads to fluency. | <ol style="list-style-type: none">1. What strategies can I use to determine the meaning of a word?2. How does my fluency and accuracy affect my understanding of any text I read?3. How does my reading need to change when I read different kinds of texts? |

Foundational Skills Standards**Print Concepts**

Addressed in K-1

Phonological Awareness

Addressed in K-1

Phonics and Word Recognition

RF.4.3 Know and apply phonics and word analysis skills in decoding words

3a. Use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context and out of context

Fluency

***RF.4.4** Read with sufficient accuracy and fluency to support comprehension

4a. Read grade-level text with purpose and understanding

4b. Read grade level texts aloud with accuracy, appropriate rate, and expression

4c. Use context to confirm or self correct, rereading as necessary

Writing (W)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none">1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.3. The stages of the writing process are enhanced with collaboration and technology. | <ol style="list-style-type: none">1. Why do writers write?2. How do good writers express themselves?3. How does each step in the writing process impact your writing?4. How can evaluation and reflection be used to improve writing? |

Writing Standards

Text Types and Purposes

W.4.1 Write opinion pieces on topics or texts with a clear point of view and text evidence for support

*1a. Introduce topic, state an opinion, and follow a clear organizational structure

*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, etc.*)

1d. Provide a conclusion related to the opinion presented

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

*2a. Provide a clear introduction; group related information in paragraphs, using headings, illustrations, and multimedia when useful

2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples

2c. Link ideas within categories of information using words and phrases (*e.g., another, for example, also, etc.*)

2d. Use precise language and domain-specific vocabulary to inform about or explain the topic

2e. Provide a conclusion or section related to the information or explanation presented

W.4.3 Write narratives using effective technique, descriptive details, and clear sequence of events

3a. Establish a situation and introduce a narrator and/or characters

3b. Use dialogue and detailed descriptions to develop the story

3c. Use a variety of transitional words and phrases 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

Production and Distribution of Writing

***W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.4.5 Develop and strengthen writing as needed by planning, revising, and editing

W.4.6 Conduct research to answer questions, and to build knowledge through investigating multiple aspects of a topic

Research to Build and Present Knowledge

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic

W.4.8 Recall information from experiences or gather information from print and digital sources *to serve as evidence*; take notes and categorize information, and provide a list of sources

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

9a. Apply grade 4 reading standards to literature

9b. Apply grade 4 reading standards to informational texts

Range of Writing

W.4.10 Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening (SL)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> 1. Listening is the process of receiving, constructing meaning from, and responding to verbal and/nonverbal messages. 2. Effective listeners are able to interpret and evaluate increasingly complex messages. 3. A speaker selects a form and an organizational pattern based on the audience and purpose. | <ol style="list-style-type: none"> 1. How does a speaker communicate so others will listen and understand the message? 2. How does the choice of words affect the speaker's message and the listener's response? 3. How can discussion increase our knowledge and understanding? |

Speaking and Listening Standards

Comprehension and Collaboration

- *SL.4.1** Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly
- 1a.** Come to discussions prepared and knowledgeable on the topic; 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
- SL.4.2** Paraphrase portions of information presented in diverse formats (*e.g., including visual, quantitative, and oral*)
- SL.4.3** Identify the reasons and evidence a speaker provides to support particular points

Presentation of Knowledge and Ideas

- SL.4.4** 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
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
- SL.4.6** Distinguish between contexts that call for formal English versus informal discourse; use formal English when appropriate to task and situation

Language (L)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none"> 1. Rules, conventions of language, help readers understand what is being communicated. 2. Words powerfully affect meaning. 3. Conventional spelling promotes common understanding. | <ol style="list-style-type: none"> 1. How do rules of language affect communication? 2. Why is it important to spell correctly? 3. How do I show I know how to use words accurately and effectively? |

Language Standards

Conventions of Standard English

- L.4.1** Demonstrate command of 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*)
- *L.4.2** 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

- L.4.3** 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 and situations where informal discourse is appropriate

Vocabulary Acquisition and Use

- L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array 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
 - 4c.** Use general and printed reference materials to determine the pronunciation and meaning of key words and phrases
- L.4.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- 5a.** Explain the meaning of simple similes and metaphors 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
- L.4.6** 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

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Fifth Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Literature is a tool that expands our understanding of the world. 2. We change the way we read based on the author's purpose. 3. Fiction follows a predictable structure that helps us in comprehending what is read. 4. Multimedia and visual elements contribute to meaning, tone, and beauty of a story. | <ol style="list-style-type: none"> 1. What is a theme? How do readers determine the theme? How do a character's actions contribute to the theme? 2. Why do readers quote from what they read? 3. How does the point of view influence how a story is told? 4. How do the characters motivate the reader to reflect on their own morals and values? |

Reading Literature Standards

Key Ideas and Details

***RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RL.5.2 Determine a theme or central idea and explain how it is supported by key details and literary elements; summarize a text

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in the text to influence meaning, tone, or mood

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described

Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text

RL.5.8 Not Applicable to Literature

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics

Range of Reading and Level of Text Complexity

***RL.5.10** Read with purpose and comprehend a variety of genres in the 4-5 text complexity band independently and proficiently

Reading Informational (RI)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none">1. Reading informational text expands our understanding of the world and its people.2. Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.3. Researchers gather and critique information from different sources for specific purposes. | <ol style="list-style-type: none">1. Why is it important to think while you read?2. What is the process and value of conducting research?3. How can we synthesize information from multiple sources to build knowledge?4. How can I determine if I am reading from a reliable source? |

Reading Informational Standards**Key Ideas and Details**

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

***RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

RI.5.3 Explain the relationship between two or more individuals, events, ideas, or concepts based on specific evidence from the text

Craft and Structure

RI.5.4 Determine the meaning of academic and content-specific words or phrases in a text

RI.5.5 Compare and contrast the overall structure (*e.g., chronology, comparison, etc.*) of events, ideas, concepts, or information in two or more texts

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Integration of Knowledge and Ideas

RI.5.7 Analyze how visual and multimedia elements contribute to meaning of informational texts

***RI.5.8** Explain how an author uses reasons and evidence to support points in a text, linking reasons and evidence to specific point(s)

RI.5.9 Synthesize information from several texts on the same topic in order to write or speak about the subject knowledgeably

Range of Reading and Level of Text Complexity

RI.5.10 Read with purpose and comprehend informational texts in the 4-5 text complexity band- independently and proficiently

Foundational Skills (RF)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none">1. Effective readers monitor their understanding of a text by adjusting their strategies to enhance their comprehension.2. Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.3. Readers use language structure and context clues to identify the intended meaning of words and phrases. | <ol style="list-style-type: none">1. How do we figure out a word we do not recognize?2. How does understanding a text's structure and purpose help the reader to better understand its meaning?3. What do readers do when they do not understand everything in a text? |

Foundational Skills Standards

Print Concepts

Addressed in K-1

Phonological Awareness

Addressed in K-1

Phonics and Word Recognition

RF.5.3 Know and apply phonics and word analysis skills in decoding words

3a. Use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context and out of context

Fluency

***RF.5.4** Read with sufficient accuracy and fluency to support comprehension

4a. Read grade-level text with purpose and understanding

4b. Read prose and poetry with accuracy, appropriate rate, and expression

4c. Use context to confirm or self correct, rereading as necessary

Writing (W)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none">1. Writing is a process used to communicate to a specific audience for a particular purpose.2. Strong writers provide credible, relevant, and convincing evidence to support their ideas.3. Having a clear reason for writing helps determine the purpose, task, and audience. | <ol style="list-style-type: none">1. How do writers develop ideas to engage their audience and write with purpose?2. How can technology be used as a tool to write, publish, and/or collaborate?3. Why is it important to adopt the routine of research, reflection, and revision? |

Writing Standards

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts with a clear point of view and evidentiary support

- 1a.** Provide a clear introduction, state an opinion, and create a 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 conclusion related to the opinion presented

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- 2a.** Provide a clear introduction; group related information in paragraphs, using headings, illustrations, and multimedia when useful
- *2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- 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

W.5.3 Write narratives using effective technique, descriptive details, and clear sequence of events

- 3a.** Establish a situation and introduce a narrator and/or characters; organize event sequence that unfolds naturally
- 3b.** Use narrative techniques (*e.g. dialogue, description, pacing*) to develop experiences and events or show how characters respond
- 3c.** Use a variety of transitional words and phrases 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

Production and Distribution of Writing

***W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.5.5 Collaborate to develop and strengthen writing as needed by planning, revising, and editing

W.5.6 Use technology to produce and publish writing, to collaborate with others, and to demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

W.5.8 Recall information from experiences or gather information from print and digital sources to serve as evidence; summarize or paraphrase information in notes and finished work, and provide a list of sources

***W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

- 9a.** Apply grade 5 reading standards to literature
- 9b.** Apply grade 5 reading standards to informational texts

Range of Writing

W.5.10 Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening (SL)

| Understandings | Essential Questions |
|--|--|
| <ol style="list-style-type: none"> Active listening helps us navigate and understand our world. There is a structure governing language that allows us to clearly communicate our message. Working collaboratively reflects our response to God's call to love and care for others. | <ol style="list-style-type: none"> How do we speak so others will understand our message? How do we determine the speaker's message? Why do we need to think about the audience and purpose each time we speak? |

Speaking and Listening Standards

Comprehension and Collaboration

- *SL.5.1** Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly
- Come to discussions prepared and knowledgeable on the topic; draw on that preparation and other information known about the topic to explore ideas under discussion
 - Follow agreed-upon rules for discussions and carry out assigned roles
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

SL.5.2 Summarize information presented in diverse formats (*e.g., including visual, quantitative, and oral*)

***SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

Presentation of Knowledge and Ideas

SL.5.4 Present information about a topic through clear communication using appropriate sequencing, details, and ideas

SL.5.5 Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate

Language (L)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> Rules and conventions help readers and writers to understand what is being communicated. Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words. The choice of words and phrases impacts the effectiveness of communication and message. Written work often includes literal and nonliteral meanings for words and phrases. | <ol style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? How does my language change based on the situation and audience? How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? |

Language Standards

Conventions of Standard English

L.5.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking

- 1a.** Explain the function of conjunctions, prepositions, and interjections
- 1b.** Form and use the perfect tense (*had walked, have walked*)
- 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*)

***L.5.2** 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*, to set off a question, and to directly address someone
- 2d.** Use underlining, quotation marks, or italics to indicate titles of works
- 2e.** Spell grade-appropriate words correctly, consulting references as needed

Knowledge of Language

L.5.3 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

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies

- 4a.** Use context (e.g., *cause/effect*) 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
- 4c.** Use digital and printed reference materials to determine the pronunciation and meaning of key words and phrases

L.5.5 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

L.5.6 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*)

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Sixth Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none"> 1. Themes are universal and apply to our lives as well as fictional stories. 2. The basic elements of literature help us find commonality and understanding. 3. Using specific examples from texts will strengthen understanding and create connections. | <ol style="list-style-type: none"> 1. How can identifying the elements of literature (plot, setting, conflict, theme) help us understand and make connections with a text? 2. How can we use context clues from the characters' actions and dialogue to infer meaning? 3. How do characters, conflicts, and themes within a fictional story relate to Catholic values? |

Reading Literature Standards

Key Ideas and Details

***RL.6.1** Cite text evidence to support an analysis of what the text says explicitly and when drawing inferences

***RL.6.2** Determine a theme or central idea and explain how it is supported by key details and literary elements; summarize a text

RL.6.3 Describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution

Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

***RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text

Integration of Knowledge and Ideas

RL.6.7 Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject

RL.6.8 Not Applicable to Literature

RL.6.9 Compare and contrast the approaches to themes and topics in stories in different formats or genres

Range of Reading and Level of Text Complexity

RL.6.10 Read with purpose and comprehend a variety of genres and formats in the 6-8 text complexity band with scaffolds as necessary

Reading Informational (RI)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> 1. Reading informational texts expands our understanding of the world and its people. 2. Using context clues, vocabulary, and cross curricular information while we read can help improve our understanding. 3. Recognizing key ideas and using specific examples will strengthen understanding, bolster arguments, and help draw connections between different topics. | <ol style="list-style-type: none"> 1. How might an author's life experiences affect or inform their nonfiction text? 2. How can identifying the thesis statement and paragraph topics help us to understand the purpose of a piece? 3. How can informational/opinion texts be used as a model to create our own papers? 4. How can reading about different cultures and traditions help lead to greater understanding, empathy, and create connections with one's own background? |

Reading Informational Standards

Key Ideas and Details

***RI.6.1** Cite text evidence to support an analysis of what the text says explicitly and when making inferences

***RI.6.2** Determine the 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

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

Craft and Structure

***RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

RI.6.5 Analyze how a sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas

***RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

Integration of Knowledge and Ideas

RI.6.7 Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject

***RI.6.8** Trace and evaluate a text's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not

RI.6.9 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*)

Range of Reading and Level of Text Complexity

RI.6.10 Read with purpose and comprehend a variety of nonfiction texts in the 6-8 text complexity band with scaffolds as necessary

Writing (W)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none"> Following each step in the writing process with fidelity will improve the final piece of writing. Technology is a tool we can use to create effective written work. Understanding the audience and purpose of a text is key. Using specific examples and clear descriptions are important in every type of writing. | <ol style="list-style-type: none"> How does a change in purpose or audience change the structure and style of our writing? Why is it important to consistently use specific examples to provide support for our written ideas? How does the writing process foster better writers and more effective written work? |

Writing Standards**Text Types and Purposes**

***W.6.1** Write arguments to support claims with clear reasons and relevant evidence

- 1a.** Introduce claim(s) and organize the reasons and evidence clearly
- 1b.** Using credible sources, support the claim(s) with clear reasons and relevant evidence
- 1c.** Use language to connect and clarify the relationship between claim and reason
- 1d.** Establish and maintain a formal style
- 1e.** Provide a conclusion

W.6.2 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; organize ideas, concepts, and information using strategies (*e.g. define, classify, compare/contrast, cause/effect*)
- 2b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- 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

***W.6.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

- 3a.** Engage the reader by introducing a narrator and/or characters
- 3b.** Use narrative techniques (*e.g. dialogue, description, pacing*) to develop experiences, events, and 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

***W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

***W.6.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.6.6 Use technology to produce and publish writing, to collaborate with others, and to demonstrate sufficient command of keyboarding skills to type

a minimum of 3 pages in a single sitting

Research to Build and Present Knowledge

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Assess the credibility of print and digital sources; quote and paraphrase the conclusions of others while avoiding plagiarism by crediting sources

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

9a. Apply grade 6 reading standards to literature

9b. Apply grade 6 reading standards to informational texts

Range of Writing

W.6.10 Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening (SL)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none"> Expressing thoughts clearly and having an organized speech are key components in effective public speaking. Being an active, respectful listener is just as important as being an effective speaker. Effective speaking and listening extends far beyond the school setting. | <ol style="list-style-type: none"> What nonverbal skills help make us better public speakers? Why is it important to be organized and rehearsed before speaking? What are the expectations for listening to a speech or discussion? How can both the speaker and the listener engage with each other in a respectful, constructive way? |

Speaking and Listening Standards

Comprehension and Collaboration

***SL.6.1** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on the ideas of others

1a. Come to discussions prepared and knowledgeable on the topic; 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 academic discussions; set specific goals and deadlines, and define individual roles as needed

1c. Pose and respond to specific questions with 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

***SL.6.2** Delineate a speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not

SL.6.3 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

Presentation of Knowledge and Ideas

***SL.6.4** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

SL.6.5 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language (L)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> Understanding the basic rules of grammar, usage, and spelling are important to being an effective communicator and reader. Studying a wide range of vocabulary will increase reading comprehension and effective writing pieces. Using strategies while we read and write is crucial to building knowledge and understanding. | <ol style="list-style-type: none"> How can the correct use of grammar, spelling and mechanics impact reading, writing and speaking? How will the structure of writing change based upon purpose? How can specific language make writing more engaging for the reader? How can the use of Greek and Latin roots/affixes assist in determining the meaning of words? |

Language Standards

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

1a. Ensure pronouns are in the proper form (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 (*e.g., 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

***L.6.2** 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

Knowledge of Language

***L.6.3** 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

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies

4a. Use context 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. Use digital and printed reference materials to determine the pronunciation, meaning, and part of speech of key words and phrases

4d. Verify the assumed definition of a word by using reference materials and/or in-text context clues

L.6.5 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*)

L.6.6 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

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Seventh Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> Themes are universal and apply to our lives and fictional stories. All stories must utilize the basic elements of literature and we can find commonality and understanding by recognizing them. Using specific examples from texts will strengthen understanding and allow students to apply that knowledge and create connections. It's important to understand the effect that theme, tone, and genre have on a story. | <ol style="list-style-type: none"> How does being able to identify the basic elements of literature (plot, character, setting, POV, conflict, theme) help us understand and make connections with a story? How can we use context clues from the characters' actions and dialogue to infer meaning and growth? How do characters, conflicts, and themes within a fictional story relate to Catholic values? How does word choice/vocabulary in a story affect the tone and help or limit understanding? |

Reading Literature Standards

Key Ideas and Details

***RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

***RL.7.2** 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

***RL.7.3** Analyze how particular elements of a story or drama interact (*e.g., how setting shapes the characters or plot*)

Craft and Structure

RL.7.4 Determine the meaning of words and phrases as they are used in a text, (includes figurative language and meaning in context); analyze the impact of rhyme and repetition on a specific verse or stanza of a poem, story, or drama

RL.7.5 Analyze how a drama's or poem's form or structure (*e.g., soliloquy, sonnet*) contributes to its meaning

***RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

Integration of Knowledge and Ideas

RL.7.7 Analyze the effects of both visual and written techniques to a story, drama, or poem (*e.g. lighting, sound, color*)

RL.7.8 Not Applicable to Literature

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors use or alter history

Range of Reading and Level of Text Complexity

RL.7.10 Read with purpose and comprehend a variety of genres and formats in the 6-8 text complexity band with scaffolds as necessary

Reading Informational (RI)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none">1. Identifying and understanding a thesis statement will create a pathway to better understand the purpose of the entire text.2. Recognizing key ideas and using specific examples will strengthen understanding, bolster arguments, and help draw connections between different topics.3. Using context clues, studied vocabulary, and cross curriculum information can help bolster student understanding. | <ol style="list-style-type: none">1. How can identifying the thesis statement and paragraph topics help us to understand the purpose of a piece?2. Why is it important to look critically at claims and be able to do our own research in order to better support or refute them?3. How can informational/opinion texts be used as a model to help create our own papers?4. How can reading about different cultures and traditions help lead to greater understanding, empathy, and create connections with the student's own background? |

Reading Informational Standards

Key Ideas and Details

***RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

***RI.7.2** Determine two or more main ideas in a text and analyze their development throughout the text; provide an objective summary of the text

RI.7.3 Analyze how individuals, events, and ideas are introduced, relate to each other, and are developed

Craft and Structure

RI.7.4 Determine the meaning of words and phrases as they are used in a text, (includes figurative language, technical terms, and meanings in context); analyze the impact of word choice on meaning and tone

RI.7.5 Analyze text structure, including how the major sections contribute to the understanding of the whole document and to the development of themes and ideas

***RI.7.6** Analyze how the author distinguishes his or her position from that of others

Integration of Knowledge and Ideas

RI.7.7 Compare and contrast how different formats, including print and digital media, portray an event or subject

***RI.7.8** 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

RI.7.9 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

RI.7.10 Read with purpose and comprehend a variety of nonfiction texts in the 6-8 text complexity band with scaffolds as necessary

Writing (W)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none">1. Following each step in The Writing Process will help improve our writing.2. Using technology often helps in creating an effective writing piece.3. Understanding the audience and purpose of a text is essential for understanding.4. Using specific examples and clear descriptions are important in every type of writing. | <ol style="list-style-type: none">1. Why is maintaining a consistent series of steps in every writing process important?2. How can we use technology to help us gather information and improve our writing, but always ensure we are not plagiarizing?3. How does a change in purpose or audience change the structure and style of our writing?4. Why is it important to consistently use specific examples to provide support for our written ideas? |

Writing Standards

Text Types and Purposes

***W.7.1** 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.** Using credible sources, support the claim(s) with clear reasons and relevant evidence
- 1c.** Use language to connect and clarify the relationship between claim, reason, and evidence
- 1d.** Establish and maintain a formal style
- 1e.** Provide a conclusion that supports the presented argument

W.7.2 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 and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect
- 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 the information or explanation presented

***W.7.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and well-structured event sequences

- 3a.** Engage the reader by establishing context and introducing narrator/character(s) organize a natural and logical event sequence
- 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

***W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

***W.7.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach- focusing on addressing audience and purpose

W.7.6 Use technology to produce and publish writing, to collaborate with others, and to demonstrate sufficient command of keyboarding skills to type a minimum of 3 pages in a single sitting

Research to Build and Present Knowledge

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W.7.8 Assess the credibility of print and digital sources; quote and paraphrase the conclusions of others while avoiding plagiarism by following a standard format for citation

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

9a. Apply grade 7 reading standards to literature

9b. Apply grade 7 reading standards to informational texts

Range of Writing

***W.7.10** Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening (SL)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> Public speaking is an essential skill in the classroom and beyond. Expressing thoughts clearly and having an organized speech are key components in effective public speaking. Being an active, polite listener is just as important as being an effective speaker. | <ol style="list-style-type: none"> How can both the speaker and the listener engage with each other in a respectful, constructive way? What nonverbal skills help make us better public speakers? Why is it important to be organized and rehearsed before speaking? How might media and visual aids help enhance our presentation? How will vocabulary choices affect the tone and style of our speech and affect listener understanding? |

Speaking and Listening Standards

Comprehension and Collaboration

***SL.7.1** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on the ideas of others

1a. Come to discussions prepared and knowledgeable on the topic; 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 academic discussions; set and track measurable 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

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study

SL.7.3 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

***SL.7.4** 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

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Language (L)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none">1. Understanding the basic rules of grammar, usage, and spelling are important to being an effective communicator and reader.2. Students should study and employ a wide base of vocabulary to help them with a variety of reading and writing. | <ol style="list-style-type: none">1. How can the correct use of grammar, spelling and mechanics impact reading, writing and speaking?2. How will the structure of writing change based upon purpose?3. How does the use of language impact a reader's experience? |

Language Standards

Conventions of Standard English

L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

1a. Explain the function of phrases and clauses 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

***L.7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

2a. Use a comma to separate two adjectives

2b. Spell correctly

Knowledge of Language

***L.7.3** 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

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies

4a. Use context 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. Use digital and printed reference materials to determine the pronunciation, meaning, and part of speech of key words and phrases

4d. Verify the assumed definition of a word by using reference materials and/or in-text context clues

L.7.5 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 definitions (*e.g., refined, respectful, polite, diplomatic, condescending*)

L.7.6 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

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Eighth Grade

Reading Literature (RL)

| Understandings | Essential Questions |
|--|---|
| <ol style="list-style-type: none"> Using specific examples from texts will strengthen understanding and allow students to apply that knowledge and create connections. It's important to understand the effect that theme, tone, and genre have on a story. The conflicts found in fictional stories can reflect problems found in our own lives. Language has a powerful effect on meaning of a story and impact of a text on the reader. | <ol style="list-style-type: none"> How do characters, conflicts, and themes within a fictional story relate to Catholic values? How does word choice/vocabulary in a story affect the tone and help or limit understanding? How can nonfiction sources connect to a work of fiction, specifically focusing on conflict and theme? How can fictional texts be a catalyst for reflection and deeper understanding in our own lives? |

Reading Literature Standards

Key Ideas and Details

***RL.8.1** Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences

***RL.8.2** Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text

RL.8.3 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

Craft and Structure

RL.8.4 Determine the meaning of words and phrases as they are used in a text, (includes figurative language and meaning in context); analyze the impact of specific word choices on meaning, tone, and mood including analogies or allusions to other texts

***RL.8.5** Compare and contrast the structure of two or more texts; analyze how the differing structure of each text contributes to its meaning and style

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor

Integration of Knowledge and Ideas

RL.8.7 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

RL.8.8 Not Applicable to Literature

RL.8.9 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

***RL.8.10** Read with purpose and comprehend a variety of genres and formats in the 6-8 text complexity band independently and proficiently

Reading Informational (RI)

| Understandings | Essential Questions |
|---|---|
| <ol style="list-style-type: none"> 1. Recognizing key ideas and using specific examples will strengthen understanding, bolster arguments, and help draw connections between different topics. 2. Identifying and understanding a thesis statement will create a pathway to better understand the purpose of the entire text. 3. Critical reading skills can help identify purpose and bias in non-fiction sources. | <ol style="list-style-type: none"> 1. Why is it important to look critically at claims and be able to do our own research in order to better support or refute them? 2. How can reading about different cultures and traditions help lead to greater understanding, empathy, and create connections with the student's own background? 3. How does one evaluate the purpose and genre of a text? 4. How can the students identify bias in a source and explain how that might affect its effectiveness and purpose? |

Reading Informational Standards

Key Ideas and Details

***RI.8.1** Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences

***RI.8.2** Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text

RI.8.3 Analyze how individuals, events, and ideas are introduced, relate to each other, and are developed

Craft and Structure

RI.8.4 Determine the meaning of words and phrases as they are used in a text, (includes figurative language, technical terms, and meanings in context); analyze the impact of word choice on meaning and tone

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing a key concept

***RI.8.6** Determine an author's point of view (purpose) and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

Integration of Knowledge and Ideas

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (*e.g., print, digital text, video*) to present a particular topic or idea

***RI.8.8** Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced

RI.8.9 Analyze two or more texts with conflicting information regarding the same topic and identify where the texts disagree on facts and interpretations

Range of Reading and Level of Text Complexity

RI.8.10 Read with purpose and comprehend a variety of nonfiction texts in the 6-8 text complexity band independently and proficiently

Writing (W)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none">1. Understanding the audience and purpose of a text is essential for understanding.2. Using specific examples and clear descriptions are important in every type of writing.3. Using our own voice and experiences in writing allows us to take ownership for our creation. | <ol style="list-style-type: none">1. Why is it important to consistently use specific examples to provide support for our written ideas?2. How can the Elements of Literature and Poetry and non-fiction writing skills help construct our own writing?3. How does one gather and evaluate evidence for credibility?4. How can evidence be seamlessly woven throughout a piece? What effect does that have on the effectiveness of the piece? |

Writing Standards**Text Types and Purposes**

***W.8.1** Write arguments to support claims with clear reasons and relevant evidence

- 1a. Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically
- 1b. Using credible sources, support the claim(s) with clear reasons, relevant evidence, and strong 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 conclusion that follows from and supports the presented argument

W.8.2 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 and preview what is to follow; organize ideas, concepts, and information into broader categories. Include formatting, graphics, and media when useful
- 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

***W.8.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and well-structured event sequences

- 3a. Engage the reader by establishing context and introducing narrator/character(s); organize a natural and logical event sequence
- 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

***W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
***W.8.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach- focusing on addressing audience and purpose

W.8.6 Use technology to produce and publish writing, link to and cite sources, collaborate with others, and demonstrate sufficient command of keyboarding skills

Research to Build and Present Knowledge

W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

W.8.8 Search effectively for relevant information. Assess the credibility of print and digital sources; quote and paraphrase the conclusions of others while avoiding plagiarism by following a standard format for citation

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

9a. Apply grade 8 reading standards to literature

9b. Apply grade 8 reading standards to informational texts

Range of Writing

***W.8.10** Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening (SL)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Public speaking is an essential skill in the classroom and beyond 2. Expressing thoughts clearly and having an organized speech are key components in effective public speaking. 3. Being an active, polite listener is just as important as being an effective speaker. | <ol style="list-style-type: none"> 1. What nonverbal skills help make us better public speakers? 2. Why is it important to be organized and rehearsed before speaking? 3. How will vocab choices affect the tone and style of our speech and affect listener understanding? 4. How can both the speaker and the listener engage with each other in a respectful, constructive way? |

Speaking and Listening Standards

Comprehension and Collaboration

***SL.8.1** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on the ideas of others

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 academic discussions; set and track measurable 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

SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation

***SL.8.3** 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

***SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation

SL.8.5 Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate

Language (L)

| Understandings | Essential Questions |
|---|--|
| <ol style="list-style-type: none">1. Understanding the basic rules of grammar, usage, and spelling are important to being an effective communicator and reader2. Students should study and employ a wide base of vocabulary to help them with a variety of reading and writing | <ol style="list-style-type: none">1. How can the correct use of grammar, spelling and mechanics impact reading, writing and speaking?2. How will the structure of writing change based upon purpose?3. How does the use of language impact the reader's experience?4. How can the use of Greek and Latin roots/affixes assist in determining the meaning of words |

Language Standards

Conventions of Standard English

L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

1a. Explain the function of verbals (gerunds, participles, infinitives) 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

***L.8.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

2a. Use punctuation to indicate a pause or break

2b. Use an ellipsis to indicate an omission

2c. Spell correctly

Knowledge of Language

L.8.3 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

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies

4a. Use context 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. Use digital and printed reference materials to determine the pronunciation, meaning, and part of speech of key words and phrases

4d. Verify the assumed definition of a word by using reference materials and/or in-text context clues

L.8.5 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 of words with similar definitions (*e.g., bullheaded, willful, firm, persistent, resolute*)

L.8.6 Accurately use grade-appropriate general academic and domain-specific words and phrases; apply vocabulary knowledge when reading words or phrases important to comprehension or expression

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