

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.

Standard A: Apply word analysis and vocabulary skills to comprehend selections.

CATHOLIC IDENTITY

Standard A: Apply word analysis and vocabulary skills to comprehend Catholic teachings and values in reading selections.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Identify letters of the alphabet.</p> <p>2. Recognize relationship of letter/sound correspondence.</p> <p>3. Demonstrate phonemic awareness (e.g., hearing rhymes, onset and rime).</p> <p>4. Recognize environmental print.</p> <p>5. Recognize high frequency words taught.</p> <p>6. Recognize religious words and/or symbols (e.g. Jesus, God, Amen and cross as symbol).</p>	<p>1. Demonstrate phonemic awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime of sound in words).</p> <p>2. Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.</p> <p>3. Recognize 100 high frequency words, including environmental print.</p> <p>4. Use appropriate strategies of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material.</p> <p>5. Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.</p> <p>6. Recognize miscues that interfere with meaning or are inconsistent with visual cues and use self-correcting strategies.</p> <p>7. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, context, previous experience, ask others) to determine and clarify meanings of unfamiliar words.</p> <p>8. Recognize religious words in reading selections.</p>	<p>1. Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.</p> <p>2. Recognize 300 age-appropriate high frequency words (e.g., Dolch Sight Words).</p> <p>3. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.</p> <p>4. Use letter-sound knowledge and sight vocabulary to read orally and silently age-appropriate material.</p> <p>5. Use decoding strategies to self-monitor and self-correct miscues that interfere with meaning.</p> <p>6. Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.</p> <p>7. Use decoding skills to read age-appropriate Catholic materials.</p>	<p>1. Use word analysis (root words, affixes) to identify words.</p> <p>2. Reinforce recognition of high frequency words.</p> <p>3. Discuss the meanings of new words encountered in independent and group activities.</p> <p>4. Use common synonyms and antonyms to understand the meaning of a new word.</p> <p>5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.</p> <p>6. Apply decoding and comprehension strategies to self-correct miscues that interfere with meaning.</p> <p>7. Use context and previous experience to determine the meanings of unfamiliar words in text.</p> <p>8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.</p> <p>9. Use word analysis skills to comprehend Catholic materials.</p>	<p>1. Use a combination of phonics, word patterns, and structural analyses to identify words.</p> <p>2. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.</p> <p>3. Use synonyms and antonyms to understand the meaning of a new word.</p> <p>4. Use word origins to construct the meanings of new words.</p> <p>5. Apply word analysis and vocabulary strategies across the curriculum.</p> <p>6. Determine the meaning of a word in context when the word has multiple meanings.</p> <p>7. Use additional resources to clarify meanings of unfamiliar words.</p> <p>8. Use word analysis skills to comprehend Catholic resources.</p>

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Standard A: Apply word analysis and vocabulary skills to comprehend selections.

CATHOLIC IDENTITY

Standard A: Apply word analysis and vocabulary skills to comprehend Catholic teachings and values in reading selections.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify new words.</p> <p>2. Learn and use root words, prefixes, and suffixes to understand word meanings.</p> <p>3. Use synonyms and antonyms to understand the meaning of a new word.</p> <p>4. Use word origins to construct the meanings of new words.</p> <p>5. Use root words to determine the meaning of unknown words in context.</p> <p>6. Determine the meaning of a word in context when the word has multiple meanings.</p> <p>7. Identify and interpret common idioms, similes, analogies, and metaphors.</p> <p>8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.</p> <p>9. Use word strategies in reading Scripture and other Catholic materials.</p>	<p>1. Use prefixes, suffixes, and root words to understand word meanings.</p> <p>2. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.</p> <p>3. Use synonyms and antonyms to express the implied meaning of a new word.</p> <p>4. Determine the meaning of words in context using denotation and connotation strategies.</p> <p>5. Identify and interpret common idioms, similes, analogies, and metaphors.</p> <p>6. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.</p> <p>7. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.</p> <p>8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.</p> <p>9. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning for unfamiliar words in Biblical/religious texts.</p>	<p>1. Use prefixes, suffixes, and root words to understand word meanings.</p> <p>2. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.</p> <p>3. Use synonyms and antonyms to understand the meaning of new word.</p> <p>4. Determine the meaning of words in context using denotation and connotation strategies.</p> <p>5. Identify and interpret common idioms, similes, analogies, and metaphors.</p> <p>6. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.</p> <p>7. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.</p> <p>8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.</p> <p>9. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning for unfamiliar words in Biblical/religious texts.</p>	<p>1. Use prefixes, suffixes, and root words to understand word meanings.</p> <p>2. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.</p> <p>3. Use synonyms and antonyms to understand and express the implied meaning of a new word.</p> <p>4. Determine the meaning of words in context using denotation and connotation strategies.</p> <p>5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.</p> <p>6. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.</p> <p>7. Recognize literary devices (e.g., figurative language, description, dialogue) in text.</p> <p>8. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning for unfamiliar words in Biblical/religious texts.</p>

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.

Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Establish left to right progression when reading.</p> <p>2. When being read to, make predictions, relate personal experiences, and link prior knowledge to a story.</p> <p>3. Understand the elements of a story (e.g. character, setting, plot).</p> <p>4. Answer teacher directed questions to clarify understanding before, during, and after reading.</p> <p>5. Dramatize stories.</p> <p>6. Make predictions and relate personal experiences to Bible stories.</p>	<p>1. Make predictions before reading and relate to personal experiences (e.g., "picture walk", illustrations, title).</p> <p>2. Discuss prior knowledge of topics and relate to the text before reading.</p> <p>3. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>4. Distinguish between poetry and prose.</p> <p>5. Check for understanding (e.g., reread, read ahead, use illustrations, and context clues) during reading.</p> <p>6. Ask questions to clarify understanding before, during, and after reading.</p> <p>7. Re-enact or dramatize the contents of stories for retellings.</p> <p>8. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.</p> <p>9. Read simple Bible stories.</p> <p>10. Re-enact and dramatize religious ideas.</p>	<p>1. Use text clues (e.g., titles, pictures, themes, graphs, prior knowledge) to make initial predictions before reading.</p> <p>2. Discuss prior knowledge of topics that corresponds to the text to justify predictions of what will happen before and during reading.</p> <p>3. Recognize informational text structure (e.g., sequence, list, example) before and during reading.</p> <p>4. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>5. Develop familiarity with a variety of genres.</p> <p>6. Recognize when understanding requires rereading to clarify meaning.</p> <p>7. State facts and details of text during and after reading.</p> <p>8. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.</p> <p>9. Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading.</p> <p>10. Interpret age-appropriate figurative language.</p> <p>11. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.</p>	<p>1. Identify purposes for reading before and during reading.</p> <p>2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</p> <p>3. Use a variety of strategies (e.g., K-W-L, graphic organizer, DRTA) to connect important ideas in text to prior knowledge and other reading.</p> <p>4. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>5. Demonstrate an accurate understanding of information in the text by focusing on the key ideas.</p> <p>6. Differentiate between fact and opinion.</p> <p>7. Identify genres of fiction and non-fiction.</p> <p>8. Read and identify a variety of genres.</p> <p>9. Continuously check and clarify for understanding (e.g., ask questions, reread, read ahead, use visual and context clues) during reading.</p> <p>10. Summarize information from a text.</p> <p>11. Interpret age-appropriate figurative language.</p> <p>12. Identify cause/effect relationships.</p>	<p>1. Establish a purpose for reading before and during reading.</p> <p>2. Use self-questioning and teacher questioning to promote active reading.</p> <p>3. Infer before, during, and after reading.</p> <p>4. Select and use appropriate strategies before and during reading.</p> <p>5. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>6. Make connections to related topics or to other situations.</p> <p>7. Identify explicit and implicit main ideas.</p> <p>8. Differentiate between fact and opinion.</p> <p>9. Infer cause/effect relationships.</p> <p>10. Paraphrase/summarize information in a text.</p> <p>11. Critique text using personal reflections and responses.</p> <p>12. Identify meanings from figurative language (e.g., similes, metaphors, idioms).</p>

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.

Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		<p>12. Select and read books for recreation</p> <p>13. Demonstrate an understanding of God's Word using a variety of techniques (e.g. retelling, examples in students' lives, dramatize, role play, etc.).</p>	<p>13. Read age-appropriate material aloud with fluency, accuracy, and expression.</p> <p>14. Select and read books for recreation</p> <p>15. Focus on key ideas by linking Catholic teachings to other literary and subject matter materials.</p>	<p>13. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.</p> <p>14. Read age-appropriate material aloud with fluency and accuracy.</p> <p>15. Select and read books for recreation.</p> <p>16. Critique text using personal reflections and responses according to Catholic teachings.</p>

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.

Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Establish purposes for reading before and during reading.</p> <p>2. Formulate questions to determine meaning based on plot, character, action, or setting.</p> <p>3. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).</p> <p>4. Make judgments based on prior knowledge during reading.</p> <p>5. Distinguish between significant and minor details.</p> <p>6. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>7. Identify structure (e.g., description, compare, cause/effect, sequence) of non-fiction text to improve comprehension.</p> <p>8. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</p> <p>9. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.</p> <p>10. Read age-appropriate material aloud with fluency and accuracy.</p> <p>11. Read a variety of religious reading materials (e.g. Bible, <i>Book of Daily Prayer</i>, <i>Venture Magazine</i>, <i>Weekday Lectionary</i>, <i>Lives of Saints</i>).</p>	<p>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>2. Identify author's ideas and purposes.</p> <p>3. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>4. Make connections to real world situations.</p> <p>5. Identify main plot elements, conflicts, and themes in a variety of texts.</p> <p>6. Distinguish between significant and minor details.</p> <p>7. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly (e.g., inferences, drawing conclusions, judgments).</p> <p>8. Recognize that structure contributes to the understanding of text. - Identify non-fiction (e.g., description, compare, cause/effect, sequence) - Understand structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</p> <p>9. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.</p> <p>10. Interpret the meaning of figurative language in a variety of texts.</p> <p>11. Evaluate new information and hypotheses by comparing them to known information and ideas.</p>	<p>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>2. Establish purposes for reading before and during reading.</p> <p>3. Identify main plot elements, conflicts, and themes in a variety of texts.</p> <p>4. Distinguish between significant and minor details.</p> <p>5. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>6. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly (e.g., inferences, drawing conclusions, judgments).</p> <p>7. Recognize that structure contributes to the understanding of text. - Identify non-fiction (e.g., description, compare, cause/effect, sequence) - Understand structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</p> <p>8. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.</p> <p>9. Interpret the meaning of figurative language in a variety of texts.</p> <p>10. Evaluate new information and hypotheses by comparing them to known information and ideas.</p>	<p>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>2. Identify author's ideas and purposes, interpretations with evidence from the text through collaboration with others.</p> <p>3. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>4. Make connections to real world situations.</p> <p>5. Distinguish between significant and minor details.</p> <p>6. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly (e.g., inferences, drawing conclusions, judgments).</p> <p>7. Recognize that structure contributes to the understanding of text (e.g., style and form).</p> <p>8. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.</p> <p>9. Interpret the meaning of figurative language in a variety of texts.</p> <p>10. Evaluate new information and hypotheses by comparing them to known information and ideas.</p> <p>11. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) during reading to check and clarify for understanding.</p>

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.

Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
	<p>12. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) during reading to check and clarify for understanding.</p> <p>13. Develop creative interpretations of reading.</p> <p>14. Read age-appropriate material aloud with fluency and accuracy.</p> <p>15. Select and read books for recreation.</p> <p>16. Make connections among religious ideas within reading selections.</p>	<p>11. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) during reading to check and clarify for understanding.</p> <p>12. Read age-appropriate material aloud with fluency and accuracy.</p> <p>13. Select and read books for recreation.</p> <p>14. Select and read Catholic/religious books for recreation.</p> <p>15. Identify moral issues and themes in contemporary literature.</p>	<p>12. Develop creative interpretations of reading (e.g., rewriting, model building, etc.).</p> <p>13. Read age-appropriate material aloud with fluency and accuracy.</p> <p>14. Select and read books for recreation.</p> <p>15. Understand figurative language in Biblical writing.</p> <p>16. Identify moral issues and themes in contemporary literature.</p>

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.
Standard C: Comprehend a broad range of reading materials.

CATHOLIC IDENTITY

Standard C : Comprehend a broad range of reading materials including Catholic based literature.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Compare two books by the same author and/or same theme.</p> <p>2. Retell a story.</p> <p>3. Make and explain predictions.</p> <p>4. Use illustrations to answer questions and to make predictions.</p> <p>5. Use environmental print (e.g., labels, signs, instructions) to get information.</p> <p>6. Retell Bible stories.</p>	<p>1. Recognize questions used in oral language; read aloud from text.</p> <p>2. Ask questions to monitor comprehension (e.g., ask why; ask for clarification).</p> <p>3. Make and explain predictions.</p> <p>4. Begin to recognize the author's purpose.</p> <p>5. Identify the motives of characters in a story.</p> <p>6. Compare two books by the same author or with the same theme.</p> <p>7. Supply information about fiction and nonfiction materials in age-appropriate illustrations and charts.</p> <p>8. Retell a story in sequential order (e.g., beginning, middle, and end).</p> <p>9. Use illustrations to make predictions and to answer questions about a story.</p> <p>10. Predict questions that characters in stories might ask; then confirm them.</p> <p>11. Use environmental print in classroom (e.g., labels, signs, instructions) to get information.</p> <p>12. Select books appropriate to reading levels or interests.</p> <p>13. Recognize religious themes in common trade books.</p>	<p>1. Respond to analytical and interpretive questions based on information in text.</p> <p>2. Self-monitor and ask questions to clarify meaning.</p> <p>3. Use information to identify the cause of a specific effect.</p> <p>4. Identify the author's purpose and the main idea.</p> <p>5. Describe characters and plots of a story.</p> <p>6. Compare multiple books by the same author or with the same theme.</p> <p>7. Retell a story in sequential order.</p> <p>8. Differentiate fact from opinion.</p> <p>9. Use illustrations or text to support conclusions.</p> <p>10. Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).</p> <p>11. Identify and begin to interpret information presented in age appropriate maps, diagrams, and charts for both fiction and nonfiction materials.</p> <p>12. Select books appropriate to reading levels.</p> <p>13. Identify and explain information presented in religious/Catholic materials.</p>	<p>1. Use evidence in text to form questions and verify predictions.</p> <p>2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).</p> <p>3. Identify important themes and topics by using references to provide a valid interpretation of text.</p> <p>4. Identify the message the author conveys in the text.</p> <p>5. Make comparisons across reading selections (e.g., themes, topics, and story elements).</p> <p>6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>7. Use text structure (e.g., sequential and chronological order, problem/solution) to determine most important information.</p> <p>8. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.</p> <p>9. Compare themes, topics and story elements of various Catholic literature selections.</p>	<p>1. Use evidence in text to modify predictions and questions.</p> <p>2. Use evidence in text to respond to open-ended questions.</p> <p>3. Compare themes, topics, and story elements of various selections.</p> <p>4. Make connections through comparison, analysis, evaluation, and inference.</p> <p>5. Make generalizations based on relevant information from expository text.</p> <p>6. Recognize main ideas and supporting details in expository text.</p> <p>7. Paraphrase/summarize narrative text.</p> <p>8. Recognize how illustrations reflect, interpret, and enhance the text.</p> <p>9. Recognize varying styles of authors.</p> <p>10. Use graphic organizers to apply information obtained from age-appropriate fiction and nonfiction materials.</p> <p>11. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>12. Interpret information presented in religious/Catholic materials.</p>

LANGUAGE ARTS CURRICULUM - READING

GOAL 1: Read with understanding and fluency.
Standard C: Comprehend a broad range of reading materials.

CATHOLIC IDENTITY

Standard C : Comprehend a broad range of reading materials including Catholic based literature.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use evidence in text to form and refine questions, predictions, and hypotheses.</p> <p>2. Ask open-ended questions (e.g., why, how, etc.).</p> <p>3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.</p> <p>4. Compare the content and organization (e.g., themes, topics, story elements) of various selections.</p> <p>5. Recognize similarities/differences of varying styles or points of view.</p> <p>6. Synthesize key points (ideas) and supporting details to form conclusions.</p> <p>7. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>8. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design, hues, metaphors)</p> <p>9. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>10. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>11. Analyze themes, topics and story elements of various Catholic literature selections.</p>	<p>1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.</p> <p>2. Use relevant references that specifically make generalizations from content.</p> <p>3. Ask and respond to open-ended questions.</p> <p>4. Compare the theme, topic, and story elements of various selections within a content area.</p> <p>5. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>6. Recognize how reader response is related to text interpretation.</p> <p>7. Identify the author's main idea or thesis.</p> <p>8. Interpret and understand imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>9. Explain how illustrators use art to express their ideas.</p> <p>10. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</p> <p>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction.</p> <p>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>14. Compare situations presented in literature with an appropriate Catholic response.</p>	<p>1. Use evidence in text to form and refine questions, predictions, and hypotheses.</p> <p>2. Ask and respond to open-ended questions.</p> <p>3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.</p> <p>4. Compare the content and organization (e.g., themes, topics, story elements) of various selections.</p> <p>5. Recognize similarities/differences of varying styles or points of view.</p> <p>6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>7. Identify the author's main idea or thesis.</p> <p>8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design, hues, metaphors).</p> <p>10. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</p> <p>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction.</p> <p>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>14. Compare situations presented in literature with an appropriate Catholic response.</p>	<p>1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.</p> <p>2. Use relevant references that specifically make generalizations from content.</p> <p>3. Ask and respond to open-ended questions.</p> <p>4. Compare the theme, topic, and story elements of various selections within a content area.</p> <p>5. Interpret concepts or make connections, through analysis, evaluation, inference, and/or comparison.</p> <p>6. Recognize how reader response is related to text interpretation.</p> <p>7. Identify the author's main idea or thesis.</p> <p>8. Interpret and understand imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>9. Explain how illustrators use art to express their ideas.</p> <p>10. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</p> <p>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction.</p> <p>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>14. Compare situations presented in literature with an appropriate Catholic response.</p>

LANGUAGE ARTS CURRICULUM – LITERATURE

GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard A: Understand how literary elements and techniques are used to convey meaning.

CATHOLIC IDENTITY

Standard A : Understand how literary elements are used to convey how God works in the world.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Identify and compare characters, settings, and events in stories (nursery rhymes, fairy tales, folk tales) or in pictures. 2. Imitate rhythm/rhyme patterns. 3. Distinguish between fantasy and reality. 4. Identify characters and events in a religious story.	1. Identify and compare characters, settings, and/or events in stories and/or pictures. 2. Tell a story with a beginning, middle, and end. 3. Imitate rhythm/rhyme patterns. 4. Distinguish between fantasy and reality. 5. Identify and compare characters in a religious story to students' everyday lives.	1. Describe and compare characters, settings, and/or events in stories or pictures. 2. Retell stories and events using a beginning, middle, and end. 3. Identify the topic/main idea and details. 4. Distinguish between fantasy and reality. 5. Identify works of fiction and nonfiction. 6. Compare different versions of the same story from different cultures and eras. 7. Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry. 8. Retell religious stories and events from different points of view.	1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books. 2. Identify the setting and tell how it affects the story. 3. Identify the elements of plot by retelling the story (e.g., problem, attempts to solve problem, or resolution of problem). 4. Identify/compare characters' attributes within a story and across stories. 5. Define unfamiliar vocabulary. 6. Distinguish between fiction and nonfiction. 7. Identify major types of fiction (e.g., mystery, fairy tales, fable). 8. Identify major types of nonfiction (e.g., essay, biography, autobiography). 9. Recognize expository text (e.g., description, comparison, cause/effect, problem/solution). 10. Recognize that prose is written in sentences and organized in paragraphs. 11. Recognize poetry. 12. Identify Catholic themes and messages in selected stories and books.	1. Read a wide range of fiction. 2. Identify and compare themes or messages in various selections. 3. Compare one or more story elements (e.g., character, plot, setting) in a variety of works by a variety of authors from different times and cultures. 4. Identify and discuss the elements of plot. 5. Identify/compare characters and their motives. 6. Make inferences about character traits and check text for verification. 7. Analyze unfamiliar vocabulary. 8. Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 9. Identify rhythm and rhyme in original work. 10. Identify metaphor, simile, onomatopoeia, and hyperbole in text. 11. Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme). 12. Identify themes or messages in various selections and apply Catholic principles.

LANGUAGE ARTS CURRICULUM – LITERATURE

GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard A: Understand how literary elements and techniques are used to convey meaning.

CATHOLIC IDENTITY

Standard A : Understand how literary elements are used to convey how God works in the world.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Read a wide range of fiction.</p> <p>2. Identify literary elements and techniques in literary works (e.g., fables, biographies, historical fiction) and tell how they affect the story.</p> <p>3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, vocabulary, point of view, character, setting, plot).</p> <p>4. Make inferences about character traits and check text for verification.</p> <p>5. Analyze the use of unfamiliar vocabulary.</p> <p>6. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.</p> <p>7. Identify ways in which non-fiction and fiction works are organized differently (e.g., topic/subtopic vs. story map).</p> <p>8. Analyze Bible stories and recognize the presence of God throughout history and in the universe.</p>	<p>1. Read a wide range of fiction.</p> <p>2. Identify literary elements and literary techniques (e.g., characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.</p> <p>3. Predict how the story might be different if the author changed certain literary elements or techniques (e.g., dialect, setting, vocabulary).</p> <p>4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.</p> <p>5. Compare selections with similar characters, plots, and/or themes.</p> <p>6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback).</p> <p>7. Transfer new vocabulary from literature into other contexts.</p> <p>8. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).</p> <p>9. Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.</p> <p>10. Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p> <p>11. Understand the use of literary terms while studying Scripture.</p>	<p>1. Read wide range of fiction.</p> <p>2. Identify literary elements and techniques in literary works (e.g., fables, biographies, historical fiction) and tell how they affect the story.</p> <p>3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).</p> <p>4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.</p> <p>5. Compare selections with similar characters, plots, and/or themes.</p> <p>6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback).</p> <p>7. Make inferences about character traits and check text for verification.</p> <p>8. Transfer new vocabulary from literature into other contexts.</p> <p>9. Recognize and use cognitive comprehension strategies (e.g., analysis, synthesis, inference) to enhance understanding.</p> <p>10. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).</p> <p>11. Compare characters, plots, and themes in literature with Biblical/religious stories.</p>	<p>1. Read a wide range of fiction.</p> <p>2. Identify literary elements and literary techniques (e.g., characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.</p> <p>3. Predict how the story might be different if the author changed certain literary elements or techniques (e.g., dialect, setting, vocabulary).</p> <p>4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.</p> <p>5. Compare selections with similar characters, plots, and/or themes.</p> <p>6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback).</p> <p>7. Transfer new vocabulary from literature into other contexts.</p> <p>8. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).</p> <p>9. Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.</p> <p>10. Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p> <p>11. Recognize and use cognitive strategies to enhance understanding of Biblical/religious materials.</p>

LANGUAGE ARTS CURRICULUM – LITERATURE

GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard B: Read and interpret a variety of literary works.

CATHOLIC IDENTITY

Standard B: Read and interpret a variety of literary works from a Catholic perspective.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Investigate teacher selected literature (e.g., picture books, nursery rhymes, fairy tales) from a variety of cultures. 2. Respond appropriately to environmental texts representing life skills (e.g., classroom labels, school signs, restroom symbols). 3. Retell stories, songs, poems. 4. Produce simple evaluative expressions about the text ("I like the story because..."). 5. Connect story events to events in students' own lives. 6. Compare books by the same author and/or topic. 7. Connect Bible/religious stories to students' experiences.	1. Investigate self-selected/teacher selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures. 2. Respond appropriately to environmental texts representing life skills (e.g., classroom labels, school signs, restroom symbols). 3. Re-enact and retell stories, songs, poems, plays, and other literary works. 4. Produce simple evaluative expressions about the text ("I like the story because..."). 5. Make simple connections from the story to events or people in students' own lives. 6. Compare two books by the same author. 7. Discuss several books on the same topic. 8. Identify specific parts of the text to support a point. 9. Present a reasonable interpretation of a book. 10. Read a Biblical/religious story and create a personal response.	1. Investigate self-selected/teacher selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures. 2. Re-enact and retell selections (e.g., stories, songs, poems). 3. Make a reasonable interpretation with support from the text. 4. Apply text variations (e.g., change setting, alter a character, rewrite the ending). 5. Make connections between the text and personal ideas and lives. 6. Compare two works by an author. 7. Discuss several works that have a common idea/themes. 8. Make a reasonable judgment about characters' actions reflecting Catholic teachings.	1. Apply events and situations in both fiction and nonfiction to personal experiences. 2. Investigate literature from a variety of time periods, cultures, and genres. 3. Compare works by same author. 4. Discuss works that have a common theme. 5. Re-enact, role-play, retell (e.g., stories, songs, poems, plays). 6. Identify common themes found in Scripture/other religious material.	1. Create an extension to a literary text (e.g., alternate ending, additional dialogue for a character). 2. Apply personal background knowledge and experience to a literary text. 3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing). 4. Compare ideas from texts representing a variety of times and cultures. 5. Analyze several works that have a common theme reflecting the Word of God.

LANGUAGE ARTS CURRICULUM – LITERATURE

GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard B: Read and interpret a variety of literary works.

CATHOLIC IDENTITY

Standard B: Read and interpret a variety of literary works from a Catholic perspective.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Create an extension to a literary text (e.g., alternate ending, additional dialogue for a character).</p> <p>2. Apply personal background knowledge and experience to a literary text (e.g., connect to self, connect to text).</p> <p>3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing, rereading).</p> <p>4. Compare ideas from texts representing a variety of times and cultures (e.g., social studies, teacher read aloud, etc.).</p> <p>5. Paraphrase Catholic/religious works (e.g. Bible stories, parables, prayers, <i>Chicken Soup for Kids/Pre-teen Soul</i>).</p>	<p>1. Respond to fiction using interpretive and evaluative processes.</p> <p>2. Select favorite authors and genres.</p> <p>3. Relate what they have read to prior knowledge, experience, and real world information.</p> <p>4. Discuss recurring themes across works in print and media.</p> <p>5. Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>6. Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>7. Discuss the impact of the author's word choice on content.</p> <p>8. Interpret non-fiction text and informational materials.</p> <p>9. Support plausible interpretations with evidence from the text.</p> <p>10. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>11. Connect literary selections to historical/religious context.</p>	<p>1. Respond to fiction using interpretive and evaluative processes.</p> <p>2. Select favorite authors and genres.</p> <p>3. Relate what they have read to prior knowledge, experience, and real world information.</p> <p>4. Discuss recurring themes across works in print and media.</p> <p>5. Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>6. Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>7. Discuss the impact of the author's word choice on content.</p> <p>8. Interpret non-fiction text and informational materials.</p> <p>9. Support plausible interpretations with evidence from the text.</p> <p>10. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>11. Connect literary selections to historical/religious context.</p>	<p>1. Respond to fiction using interpretive and evaluative processes.</p> <p>2. Select favorite authors and genres.</p> <p>3. Relate what they have read to prior knowledge, experience, and real world information.</p> <p>4. Discuss recurring themes across works in print and media.</p> <p>5. Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>6. Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>7. Discuss the impact of the author's word choice on content.</p> <p>8. Interpret non-fiction text and informational materials.</p> <p>9. Support plausible interpretations with evidence from the text and accompanying artwork.</p> <p>10. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>11. Connect literary selections to historical/religious context.</p>

LANGUAGE ARTS CURRICULUM – WRITING

GOAL 3: Write to communicate for a variety of purposes.

Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.

CATHOLIC IDENTITY

Standard A: Use correct grammar, spelling, punctuation, capitalization, and structure to facilitate more effective communication among God's people.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Attempt to use correct writing grip. 2. Establish left to right and top to bottom progression. 3. Attempt correct letter formation. 4. Use beginning capitalization. 5. Use a period at the end of a sentence. 6. Write simple 2-3 word sentences (e.g., subject-verb and subject-verb-complement). 7. Write a language experience story. 8. Create a language experience story based on Catholic values/teachings.	1. Construct complete sentences (e.g., subject-verb/subject-verb and complement). 2. Apply correct letter formation. 3. Use beginning capitalization. 4. Use end marks (e.g., period, question mark). 5. Use phonemic clues, phonetic/developmental spellings to construct words. 6. Write a letter to a member of God's family.	1. Write complete sentences (e.g., subject-verb and complement pattern). 2. Use correct subject-verb agreement. 3. Use appropriate capitalization (e.g., beginning capitalization, proper nouns). 4. Use end marks (e.g., period, question mark, exclamation mark). 5. Use correct spelling of high frequency words and spelling list words. 6. Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words. 7. Write a paragraph. 8. Write a letter to a member of God's family.	1. Develop a paragraph using proper form (e.g., topic sentence, details, summary or conclusion sentence). 2. Construct complete sentences; use a variety of sentence types (e.g., declarative, interrogative). 3. Demonstrate subject-verb agreement. 4. Use appropriate capitalization. 5. Use appropriate punctuation (e.g. Use end marks, commas, and quotation marks). 6. Use correct spelling of high frequency words. 7. Use knowledge of letter-sound relationships to spell unfamiliar words. 8. Demonstrate progression from phonetic to conventional spelling of words; use appropriate resources to spell unfamiliar words. 9. Demonstrate appropriate use of the various parts of speech (noun, pronoun, verb, adjective, adverb). 10. Understand the basic revision process. 11. Write a paragraph with a Catholic/religious theme (e.g. creation, saints, commandments, etc.).	1. Write fully developed paragraph(s) using proper form (e.g., topic sentence, details, summary or conclusion sentence). 2. Utilize a variety of sentence types (e.g., interrogative, declarative, imperative, exclamatory). 3. Demonstrate subject-verb agreement. 4. Use appropriate capitalization. 5. Use appropriate punctuation. 6. Use correct spelling of appropriate high frequency words. 7. Demonstrate progression from phonetic to conventional spelling of words; use appropriate resources to spell unfamiliar words. 8. Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 9. Proofread one's own work and the work of a peer and revise accordingly. 10. Write a fully developed paragraph with a Catholic/religious theme (e.g. gospels, beatitudes, creation, saints, etc.).

LANGUAGE ARTS CURRICULUM – WRITING

GOAL 3: Write to communicate for a variety of purposes.
 Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.

CATHOLIC IDENTITY

Standard A: Use correct grammar, spelling, punctuation, capitalization, and structure to facilitate more effective communication among God's people.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative). 2. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion. 3. Use a variety of sentence structures (e.g., simple, compound). 4. Use basic transition words to connect ideas. 5. Use correct spelling, capitalization, and punctuation. 6. Demonstrate appropriate use of the eight parts of speech. 7. Proofread one's own work and the work of others and revise accordingly. 8. Develop a multi-paragraph composition with a Catholic/religious theme (e.g. Church seasons, sacraments, Sunday readings, Old Testament, New Testament, etc.).	1. Develop multi-paragraph compositions that include an introduction, support, clarification and a conclusion. 2. Use a variety of sentence structures (e.g., simple, compound, complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative). 3. Use basic transition words/phrases to connect ideas. 4. Use correct spelling, capitalization, punctuation, and grammar. 5. Demonstrate appropriate use of the eight parts of speech. 6. Self-edit and peer-edit written work. 7. Develop a multi-paragraph composition with a Catholic/religious theme (e.g. Church seasons, sacraments, Sunday readings, Old Testament, New Testament, etc.).	1. Develop multi-paragraph compositions that include an introduction, support, clarification, and a conclusion. 2. Use a variety of sentence structures (e.g., simple, compound, compound-complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative). 3. Use basic transition words/phrases to connect ideas. 4. Use correct spelling, capitalization, punctuation, and grammar. 5. Demonstrate appropriate use of the eight parts of speech. 6. Self-edit and peer-edit written work. 7. Develop a multi-paragraph composition based on Catholic moral teachings.	1. Develop multi-paragraph compositions that include an introduction, support, clarification and a conclusion. 2. Use a variety of sentence structures (e.g., simple, compound, compound-complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative). 3. Use basic transition words/phrases to connect ideas. 4. Proofread for correct spelling, capitalization, and punctuation. 5. Demonstrate appropriate use of the eight parts of speech. 6. Self-edit and peer-edit written work. 7. Develop consistency in usage of verb tense in composition. 8. Develop a multi-paragraph composition based on Catholic moral teachings.

LANGUAGE ARTS CURRICULUM – WRITING

GOAL 3: Write to communicate for a variety of purposes.
 Standard B: Compose well organized and coherent writing for specific purposes and audiences.

CATHOLIC IDENTITY

Standard B: Compose well-organized and coherent writing that reflects Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Use age appropriate prewriting strategies (e.g., drawing, brainstorming).</p> <p>2. Write a sentence using various approaches (e.g., pictures, scribbles, letter approximations, letters, connected oral account).</p> <p>3. Attempt to write text that is related to a picture.</p> <p>4. Compose a sentence reflecting Catholic teachings and values.</p>	<p>1. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers).</p> <p>2. Tell a focused story using various approaches (e.g., pictures, developmental spelling, connected oral account).</p> <p>3. Use details in the telling that relate only to the story.</p> <p>4. Respond accurately to questions about the character(s) and event(s) in the picture.</p> <p>5. Attempt to write text that is related to the picture.</p> <p>6. Revise the picture/text for classroom publication or sharing with peers.</p> <p>7. Compose a prayer with teacher's help.</p>	<p>1. Use appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas.</p> <p>2. Compose a focused story using picture(s) and/or basic text.</p> <p>3. Organize the pictures and text to tell the story in proper order.</p> <p>4. Elaborate and support written content with facts, details, and description.</p> <p>5. Use details that relate only to the story focus.</p> <p>6. Introduce stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing).</p> <p>7. Begin to evaluate and reflect on one's own writing and that of others.</p> <p>8. Compose a simple prayer.</p>	<p>1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.</p> <p>2. Write a composition with a topic sentence; establish and maintain a focus.</p> <p>3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.</p> <p>4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.</p> <p>5. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).</p> <p>6. Revise and edit (e.g., rough draft, self evaluation, conference with peer, volunteer, or teacher).</p> <p>7. Use stages of writing process to compose a prayer.</p>	<p>1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, other graphic organizers).</p> <p>2. Reinforce writing as a process.</p> <p>3. Develop a topic sentence that is supported with details; establish and maintain a focus within and between paragraphs.</p> <p>4. Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.</p> <p>5. Use simple transitions to connect ideas.</p> <p>6. Elaborate ideas through supporting details (e.g., facts, description, reasons, narration).</p> <p>7. Use adjectives and adverbs to enrich written language.</p> <p>8. Use a variety of sentence structures (e.g., simple, compound) appropriately.</p> <p>9. Revise and edit (e.g., rough draft, self evaluation, conference with peer, volunteer, or teacher).</p> <p>10. Use adjectives and adverbs to enrich language in the creation of meaningful prayers and meditations.</p>

LANGUAGE ARTS CURRICULUM – WRITING

GOAL 3: Write to communicate for a variety of purposes.
 Standard B: Compose well organized and coherent writing for specific purposes and audiences.

CATHOLIC IDENTITY

Standard B: Compose well-organized and coherent writing that reflects Catholic teaching and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizing).</p> <p>2. Develop a topic sentence that is supported with details; establish and maintain a focus within and between paragraphs.</p> <p>3. Organize a coherent structure appropriate to purpose (e.g., narration, description), audience, and context using paragraphs and transition words.</p> <p>4. Elaborate ideas through facts, details, description, reasons, and narration.</p> <p>5. Use adjectives, adverbs, and prepositional phrases to enrich written language.</p> <p>6. Use a variety of sentence structures (e.g., simple, compound) appropriately.</p> <p>7. Use basic transition words to connect ideas.</p> <p>8. Revise and edit (e.g., self-edit, peer-edit, teacher-edit).</p> <p>9. Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.).</p>	<p>1. Use prewriting strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizing).</p> <p>2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>3. Develop a topic sentence; establish and maintain focus within and between paragraphs.</p> <p>4. Use organizational pattern (e.g., sequence, cause/effect, comparison).</p> <p>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>6. Enrich written language with adjectives, adverbs, prepositional phrases, figurative language, and imagery.</p> <p>7. Use basic transitional words and phrases to connect and unify key ideas.</p> <p>8. Use figurative language.</p> <p>9. Revise and edit.</p> <p>10. Select effective formats for publication.</p> <p>11. Use available technology to publish work.</p> <p>12. Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.) using available technology.</p>	<p>1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizing).</p> <p>2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>3. Develop a topic sentence; establish and maintain a focus within and between paragraphs.</p> <p>4. Use organizational pattern (e.g., sequence, cause/effect, comparison).</p> <p>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>6. Enrich written language with adjectives, adverbs, prepositional phrases, figurative language, and imagery.</p> <p>7. Use basic transition words to connect ideas.</p> <p>8. Use figurative language.</p> <p>9. Revise and edit.</p> <p>10. Select effective formats for publication.</p> <p>11. Use available technology to publish work.</p> <p>12. Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.) using available technology.</p>	<p>1. Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizing).</p> <p>2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>3. Develop a topic sentence; establish and maintain focus within and between paragraphs.</p> <p>4. Use organizational pattern (e.g., sequence cause/effect, comparison).</p> <p>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>6. Enrich written language with adjectives, adverbs, prepositional phrases, figurative language, and imagery.</p> <p>7. Use basic transitional words and phrases to connect and unify key ideas.</p> <p>8. Use figurative language.</p> <p>9. Revise and edit.</p> <p>10. Generate an innovative reflective title.</p> <p>11. Select effective formats for publication.</p> <p>12. Use available technology to publish work.</p> <p>13. Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.) using available technology.</p>

LANGUAGE ARTS CURRICULUM – WRITING

GOAL 3: Write to communicate for a variety of purposes.

Standard C: Communicate ideas in writing to accomplish a variety of purposes.

CATHOLIC IDENTITY

Standard C: Communicate/incorporate Catholic ideas in writing to accomplish a variety of purposes.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Experiment with different types of texts (journals, story starters, class books).</p> <p>2. Create a class book relating to Catholic beliefs and values.</p>	<p>1. Use basic components of the writing process (e.g., prewriting, drafting, revising, publishing) to develop basic narratives.</p> <p>2. Retell a focused story.</p> <p>3. Create a basic publication using available resources (e.g., pictures, colors, computer).</p> <p>4. Experiment with different forms of creative writing (e.g., song, poetry, short fiction).</p> <p>5. Incorporate Catholic beliefs to create a basic publication using available resources (e.g., pictures, colors, computer, copier).</p>	<p>1. Use the writing process to develop a basic narrative, expository, and persuasive piece.</p> <p>2. Use available technology to plan, compose, revise, and edit written work.</p> <p>3. Begin to rely on text as well as pictures and oral narration to convey meaning.</p> <p>4. Experiment with different forms of creative writing (e.g., song, poetry, short fiction).</p> <p>5. Experiment with different forms of creative writing (e.g. poetry, songs, prayers, etc.) to reflect sacramental themes.</p>	<p>1. Develop a format for narrative, expository, and persuasive writing.</p> <p>2. Use available technology to plan, compose, revise, and edit written work.</p> <p>3. Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).</p> <p>4. Write a well-developed composition.</p> <p>5. Write a well-developed composition reflecting a Catholic theme.</p>	<p>1. Write a well-developed narrative, expository, and persuasive piece.</p> <p>2. Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).</p> <p>3. Use appropriate letter formats.</p> <p>4. Use available technology to design, produce, and present compositions and multimedia works.</p> <p>5. Write a well-developed narrative, expository, or persuasive piece reflecting a Catholic theme.</p>

LANGUAGE ARTS CURRICULUM – WRITING

GOAL 3: Write to communicate for a variety of purposes.
 Standard C: Communicate ideas in writing to accomplish a variety of purposes.

CATHOLIC IDENTITY

Standard C: Communicate/incorporate Catholic ideas in writing to accomplish a variety of purposes.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Write a well-developed narrative, expository, and persuasive piece.</p> <p>2. Use appropriate language, detail, and format to write creatively for a specified purpose and audience (e.g., short story, poetry, play, song, friendly letter).</p> <p>3. Use available technology alone or in a group to design, produce, and present compositions and/or multimedia works (e.g., PowerPoint, video, audio cassette, overhead, digital camera).</p> <p>4. Use appropriate letter formats.</p> <p>5. Write a well-developed narrative, expository, or persuasive piece reflecting a Catholic theme.</p>	<p>1. Compose informational writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>2. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>3. Develop a multi-paragraph piece of expository writing.</p> <p>4. Develop a multi-paragraph piece of persuasive writing.</p> <p>5. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>6. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>7. Use available technology to design, produce, and present compositions and multi-media works.</p> <p>8. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works reflecting a Catholic theme.</p>	<p>1. Compose informational writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>2. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>3. Develop a multi-paragraph piece of expository writing.</p> <p>4. Develop a multi-paragraph piece of persuasive writing.</p> <p>5. Use appropriate language, detail, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>6. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>7. Use available technology to design, produce, and present compositions and multimedia works.</p> <p>8. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works reflecting a Catholic theme.</p>	<p>1. Compose informational writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>2. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>3. Develop a multi-paragraph piece of expository writing.</p> <p>4. Develop a multi-paragraph piece of persuasive writing.</p> <p>5. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>6. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>7. Use available technology to design, produce, and present compositions and multi-media works.</p> <p>8. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works reflecting a Catholic theme.</p>

LANGUAGE ARTS CURRICULUM - LISTENING & SPEAKING

GOAL 4: Listen and speak effectively in a variety of situations.
Standard A: Listen effectively in formal and informal situations.

CATHOLIC IDENTITY

Standard A: Listen effectively to show respect for others and ourselves.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Assume requested position and attend to speaker.</p> <p>2. Respond politely and appropriately through movements both individually and in a group (e.g., choral answers, gestures, questions, repeating, and retelling).</p> <p>3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).</p> <p>4. Distinguish letter sounds.</p> <p>5. Differentiate between words that rhyme and those that do not rhyme.</p> <p>6. Distinguish between fantasy and reality based events.</p> <p>7. Complete a task based on oral instructions.</p> <p>8. Demonstrate that visual and auditory messages are being understood.</p> <p>9. Display appropriate reverence at prayer time and in church.</p>	<p>1. Assume requested position and attend to speaker.</p> <p>2. Respond politely and appropriately through movements both individually and in unison.</p> <p>3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).</p> <p>4. Distinguish letter sounds.</p> <p>5. Differentiate between words that rhyme and those that do not rhyme.</p> <p>6. Distinguish between fantasy and reality based events.</p> <p>7. Differentiate between a statement and a question.</p> <p>8. Formulate both a response statement and a question at appropriate times.</p> <p>9. Complete a two or more step task based on oral instructions.</p> <p>10. Demonstrate through body language, art, gestures, or oral responses that some visual and auditory messages are being understood.</p> <p>11. Ask appropriate questions in response to presentations to clarify basic events including media presentations.</p> <p>12. Display appropriate reverence at prayer time and at Church.</p>	<p>1. Assume appropriate position and attend to the speaker.</p> <p>2. Respond politely and appropriately through movements, gestures, questions, and retelling.</p> <p>3. Analyze qualities of sound (e.g., loudness, softness, pleasantness, anger).</p> <p>4. Differentiate between events that are real and fantasy.</p> <p>5. Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).</p> <p>6. Use question words appropriately (e.g., what, when, how, why, could, should, did) and answer the question when presented orally.</p> <p>7. Complete a multi-step task based on oral instructions.</p> <p>8. Demonstrate through body language, gestures, and written or oral responses that visual and auditory messages are being understood.</p> <p>9. Respond appropriately to questions/comments.</p> <p>10. Distinguish between main ideas and details that are heard.</p> <p>11. Formulate relevant questions and respond appropriately to questions about Catholic/religious material.</p>	<p>1. Attend to the speaker and focus attention on what is being said.</p> <p>2. Distinguish between different kinds of information (e.g., fact/opinion, detail/ main idea, fantasy/reality).</p> <p>3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).</p> <p>4. Separate and retell main ideas from information that is given orally.</p> <p>5. Formulate relevant and focused questions.</p> <p>6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.</p> <p>7. Complete a multi-step task based on oral instructions.</p> <p>8. Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).</p> <p>9. Demonstrate understanding of materials, concepts, or instructions presented in auditory based media (e.g., drawing, writing summaries, graphing).</p> <p>10. Formulate relevant questions and respond appropriately to questions about Catholic/religious material.</p>	<p>1. Evaluate the situation and assume appropriate listening mode with limited direction from teacher.</p> <p>2. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).</p> <p>3. Record appropriate notes from content of a formal presentation.</p> <p>4. Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).</p> <p>5. Differentiate between fact and opinion.</p> <p>6. Formulate relevant questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).</p> <p>7. Paraphrase or repeat and execute a simple set of directions.</p> <p>8. Paraphrase and summarize the content of both formal and informal Catholic/religious presentations and messages.</p>

LANGUAGE ARTS CURRICULUM - LISTENING & SPEAKING

GOAL 4: Listen and speak effectively in a variety of situations.
Standard A: Listen effectively in formal and informal situations.

CATHOLIC IDENTITY

*Standard A: Listen effectively to show respect for others and ourselves.
As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Record appropriate notes from presentation.</p> <p>3. Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).</p> <p>4. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions.).</p> <p>5. Paraphrase or repeat and execute multi-stepped directions.</p> <p>6. Paraphrase and summarize the content of both formal and informal Catholic/religious presentations and messages.</p>	<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Develop appropriate note taking skills from oral presentation.</p> <p>3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).</p> <p>4. Use skills to</p> <ul style="list-style-type: none"> • Differentiate between formal and informal purposes for listening. • Distinguish between nonverbal and verbal messages. • Separate main ideas from supporting facts and details. • Interpret the speaker's factual and emotional intent. • Infer speaker's bias and purpose. • Recognize personal bias and its impact on the message. <p>5. Anticipate information that might be forthcoming from presenter.</p> <p>6. Formulate questions needed to gather and clarify information.</p> <p>7. Contribute relevant and idea-inspiring comments during discussions.</p> <p>8. Paraphrase and summarize all information for both formal and informal presentations.</p> <p>9. Modify, control, and block out distractions.</p> <p>10. Paraphrase or restate a set of instructions in the order given and complete the task.</p> <p>11. Listen and respect views, opinions, and ideas of others.</p>	<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Develop appropriate note taking skills from oral presentation.</p> <p>3. Identify and analyze factors that will impact the message (e.g., dialect, language style, setting, word choice, and bias).</p> <p>4. Use skills to</p> <ul style="list-style-type: none"> • Differentiate between formal and informal purposes for listening. • Distinguish between nonverbal and verbal messages. • Separate main ideas from supporting facts and details. • Interpret the speaker's factual and emotional intent. • Infer speaker's bias and purpose. • Recognize personal bias and its impact on the message. <p>5. Formulate relevant and focused questions and comments based upon the content, audience, and purpose of a presentation.</p> <p>6. Paraphrase and summarize the content of a formal/informal presentation.</p> <p>7. Differentiate between the speaker's objective and subjective language.</p> <p>8. Modify, control, and block out distractions.</p> <p>9. Paraphrase or restate a set of instructions in the order given and complete the task.</p> <p>10. Listen and respect views, opinions, and ideas of others.</p>	<p>1. Evaluate the situation and assume appropriate listening mode.</p> <p>2. Develop appropriate note taking skills from oral presentation.</p> <p>3. Identify and analyze factors that will impact the message (e.g., dialect, language style, setting, word choice).</p> <p>4. Use skills to</p> <ul style="list-style-type: none"> • Differentiate between formal and informal purposes for listening. • Distinguish between nonverbal and verbal messages. • Separate main ideas from supporting facts and details. • Interpret the speaker's factual and emotional intent. • Infer speaker's bias and purpose. • Recognize personal bias and its impact on the message. <p>5. Anticipate information that might be forthcoming from presenter.</p> <p>6. Formulate questions needed to gather and clarify information.</p> <p>7. Contribute relevant and idea-inspiring comments during discussions.</p> <p>8. Paraphrase and summarize all information for both formal and informal presentations.</p> <p>9. Modify, control, and block out distractions.</p> <p>10. Paraphrase or restate a set of instructions in the order given and complete the task.</p> <p>11. Listen and respect views, opinions, and ideas of others.</p>

LANGUAGE ARTS CURRICULUM - LISTENING & SPEAKING

GOAL 4: Listen and speak effectively in a variety of situations.

Standard B: Speak effectively using language appropriate to the situation and audience.

CATHOLIC IDENTITY

Standard B: Speak effectively using language appropriate to the situation and audience in accordance with Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Begin to demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).</p> <p>2. Demonstrate ability to stand independently and speak to a group.</p> <p>3. Begin to demonstrate awareness of others' desires and rights to talk.</p> <p>4. Begin to demonstrate polite, appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).</p> <p>5. Use spiritually based language that is clear, respectful, and audible.</p>	<p>1. Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).</p> <p>2. Demonstrate awareness of speaker-audience relationship.</p> <p>3. Demonstrate ability to stand independently and speak to a group.</p> <p>4. Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).</p> <p>5. Focus and present appropriate information on a single topic.</p> <p>6. Present ideas in an appropriate order.</p> <p>7. Use appropriate rules governing spoken English.</p> <p>8. Demonstrate awareness of others' desires and rights to talk.</p> <p>9. Demonstrate polite, appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).</p> <p>10. Recognize the differences between questions and statements.</p> <p>11. Use spiritually based language that is clear, respectful, and audible.</p>	<p>1. Demonstrate awareness of a situation and setting for the oral message.</p> <p>2. Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).</p> <p>3. Focus and present information on a single topic.</p> <p>4. Present ideas in a logical order.</p> <p>5. Use appropriate details (e.g., descriptive words, reasons).</p> <p>6. Use appropriate rules governing spoken English.</p> <p>7. Adapt language to the situation (e.g., playground, classroom, media center).</p> <p>8. Demonstrate courtesy and respect for others' rights and points of view.</p> <p>9. Formulate questions and statements at appropriate times.</p> <p>10. Contribute relevant, appropriate information to discussions.</p> <p>11. Use spiritually based language that is clear, respectful, and audible.</p>	<p>1. Identify characteristics of one's audience and prepare appropriate presentation</p> <p>2. Determine the purpose of the oral report.</p> <p>3. Select appropriate topic.</p> <p>4. Establish and maintain a focus.</p> <p>5. Elaborate upon main points with supporting details.</p> <p>6. Present ideas in a logical order.</p> <p>7. Use language that is clear, audible, and appropriate.</p> <p>8. Use appropriate grammar and word choice.</p> <p>9. Prepare and practice the presentation.</p> <p>10. Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).</p> <p>11. Contribute relevant, appropriate information to discussions.</p> <p>12. Demonstrate respect for other participants and their ideas.</p> <p>13. Use spiritually based language that is clear, respectful, and audible.</p>	<p>1. Identify characteristics of one's audience and prepare appropriate presentation.</p> <p>2. Distinguish among oral presentations intended to inform, to entertain, or to persuade.</p> <p>3. Organize information for the purposes of informing, entertaining, or persuading.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Use details to elaborate and develop main ideas for purposes of informing, entertaining, or persuading.</p> <p>7. Identify positive verbal and nonverbal communication elements (e.g., space, body language, tone, volume).</p> <p>8. Prepare and practice the presentation.</p> <p>9. Use notes or outlines.</p> <p>10. Contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courtesy, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).</p> <p>11. Use spiritually based language that is clear, respectful, and audible.</p>

LANGUAGE ARTS CURRICULUM - LISTENING & SPEAKING

GOAL 4: Listen and speak effectively in a variety of situations.
 Standard B: Speak effectively using language appropriate to the situation and audience.

CATHOLIC IDENTITY

Standard B: Speak effectively using language appropriate to the situation and audience in accordance with Catholic teaching and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.</p> <p>3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Use positive verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).</p> <p>7. Prepare and practice the presentation to fit within a given time limit.</p> <p>8. Use notes and outlines.</p> <p>9. Contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate, courtesy, turn-taking behavior, respectful, relevant responses, appropriate language, and vocabulary).</p> <p>10. Use spiritually based language that is clear, respectful, audible, and audience appropriate.</p>	<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Evaluate and select details appropriate for informing, entertaining, and persuading.</p> <p>3. Align vocabulary and style to the intent of the message.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).</p> <p>7. Use notes and outlines.</p> <p>8. Prepare and practice a presentation to fit within a given time limit and use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation).</p> <p>9. Contribute meaningfully and politely to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately aligned vocabulary, appropriate rate, and volume).</p> <p>10. Identify and use discussion techniques to arrive at a consensus of opinion.</p> <p>11. Interact with people using discussion techniques and language that reflects Catholic teaching and values.</p>	<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Evaluate and select details appropriate for informing, entertaining, and persuading.</p> <p>3. Align vocabulary and style to the intent of the message.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Use positive verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).</p> <p>7. Use notes and outlines.</p> <p>8. Prepare and practice a presentation to fit within a given time limit and use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation).</p> <p>9. Contribute meaningfully and politely to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately aligned vocabulary, appropriate rate, and volume).</p> <p>10. Interact with people using discussion techniques and language that reflects Catholic teaching and values.</p>	<p>1. Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>2. Evaluate and select details appropriate for informing, entertaining, and persuading.</p> <p>3. Align vocabulary and style to the intent of the message.</p> <p>4. Use language that is clear, audible, and appropriate.</p> <p>5. Use appropriate grammar, word choice, and pacing.</p> <p>6. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).</p> <p>7. Use notes and outlines.</p> <p>8. Prepare and practice a presentation to fit within a given time limit and use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation).</p> <p>9. Contribute meaningfully and politely to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately aligned vocabulary, appropriate rate and volume).</p> <p>10. Identify and use discussion techniques to arrive at a consensus of opinion.</p> <p>11. Interact with people using discussion techniques and language that reflects Catholic teaching and values.</p>

LANGUAGE ARTS CURRICULUM - RESEARCH

GOAL 5: Use the language arts to acquire, assess and communicate information.

Standard A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

CATHOLIC IDENTITY

Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas germane to challenges faced by all Catholics.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Brainstorm to generate questions to gather information.</p> <p>2. Discuss prior knowledge of topic.</p> <p>3. Generate questions gained from experiences (e.g., field trip, visitors, stories) to gather information.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers) to organize generated information.</p> <p>5. Provide answers to questions.</p> <p>6. Generate questions gained from religious experiences.</p>	<p>1. Brainstorm to generate questions to gather information.</p> <p>2. Discuss prior knowledge of topic.</p> <p>3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers, available technology) to locate generated information.</p> <p>5. Provide answers to questions.</p> <p>6. State and sort necessary information for a discussion.</p> <p>7. Generate questions and provide answers gained from religious experience.</p>	<p>1. Brainstorm to generate questions to gather information.</p> <p>2. Discuss prior knowledge of topic.</p> <p>3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers, technology) to organize generated information.</p> <p>5. Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).</p> <p>6. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.</p> <p>7. Express facts and details in complete sentences.</p> <p>8. Provide answers to questions.</p> <p>9. State and sort necessary information for a project.</p> <p>10. Begin to include facts and details in answer to questions generated from religious experiences.</p>	<p>1. Generate questions of interest (e.g., using KWL, webs, graphic organizers).</p> <p>2. Define the focus of the research.</p> <p>3. Collect information relevant to the topic.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers, technology) to organize generated information.</p> <p>5. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.</p> <p>6. Use an organizational system (e.g., media center, classroom resources, available technology) to locate generated information.</p> <p>7. Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.</p> <p>8. Collect and analyze information gained from religious sources.</p>	<p>1. Formulate questions using aids (e.g., KWL, webs, and other graphic organizers).</p> <p>2. Define the focus of the research.</p> <p>3. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic. <ul style="list-style-type: none"> • Recognize criteria for determining credible sources. • Use organizational system to locate information. • Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information. • Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information. </p> <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Recognize and integrate Catholic ethics into research when answering questions and solving problems (e.g. discrimination, slavery).</p>

LANGUAGE ARTS CURRICULUM – RESEARCH

GOAL 5: Use the language arts to acquire, assess and communicate information.

Standard A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

CATHOLIC IDENTITY

Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas germane to challenges faced by all Catholics.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Formulate questions using aids (e.g., KWL, webs, and other graphic organizers).</p> <p>2. Define the focus of the research.</p> <p>3. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.</p> <ul style="list-style-type: none"> • Recognize criteria for determining credible sources. • Use organizational system to locate information. • Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information. • Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Follow a research plan and prepare a project (e.g., decide on idea/topic, research idea/topic, organize information, prepare project/presentation).</p> <p>6. Develop a bibliography using a simple, acceptable form.</p> <p>7. Recognize and integrate Catholic ethics when researching a topic.</p>	<p>1. Select and narrow a topic from a list of topics.</p> <p>2. Formulate questions to direct research and define the focus of research.</p> <p>3. Develop thesis statement based on prior knowledge and gather information based on the hypothesis.</p> <ul style="list-style-type: none"> • Recognize and apply criteria for determining credible sources. • Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information). • Organize and integrate appropriate resources. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Develop a bibliography using a simple, acceptable form.</p> <p>6. Follow a research plan and prepare a project.</p> <p>7. Recognize and integrate Catholic ethics when designing and preparing a project.</p>	<p>1. Select and narrow a topic from a list of topics.</p> <p>2. Formulate questions to direct research and define the focus of research.</p> <p>3. Develop thesis statement based on prior knowledge and gather information based on the hypothesis.</p> <ul style="list-style-type: none"> • Recognize and apply criteria for determining credible sources. • Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information). • Organize and integrate appropriate resources. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Develop a bibliography using a simple, acceptable form.</p> <p>6. Follow a research plan and prepare a project.</p> <p>7. Recognize and integrate Catholic ethics when designing and preparing a project.</p>	<p>1. Select and narrow a topic from a list of topics.</p> <p>2. Formulate questions to direct research and define the focus of research.</p> <p>3. Develop thesis statement based on prior knowledge and gather information based on the hypothesis.</p> <ul style="list-style-type: none"> • Recognize and apply criteria for determining credible sources. • Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information). • Organize and integrate appropriate resources. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing).</p> <p>5. Develop a bibliography using a standard form.</p> <p>6. Design and prepare a project using multiple sources.</p> <p>7. Recognize and integrate Catholic ethics when designing and preparing a project.</p>

LANGUAGE ARTS CURRICULUM – RESEARCH

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard B: Analyze and evaluate information acquired from various sources.

CATHOLIC IDENTITY

Standard B: Analyze and evaluate information acquired from various sources to discern, compare, and contrast Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Use aids and oral language to evaluate information (e.g., KWL, graphic organizers). 2. Use aids to compare and contrast religious events/topics.	1. Formulate questions to define ideas through oral discussion of determined topic. 2. Distinguish between relevant and irrelevant information. 3. Formulate questions and use aids to compare and contrast religious events/topics.	1. Formulate questions to define ideas through oral discussion of determined topic. 2. Distinguish between relevant and irrelevant information. 3. Begin to organize ideas to define focus of details (e.g., drawing, telling, developmental writing). 4. Formulate questions and begin to organize ideas using graphic aids to compare/contrast religious events/topic.	1. Use key words to identify relevant information. 2. Discriminate between relevant and irrelevant information. 3. Organize related information under main topics. 4. List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research. 5. Organize related information about religious events/topics.	1. Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information. 2. Organize related information under main topics. 3. Distinguish between main ideas and supporting details. 4. List sources of information selected for use in project (e.g., title, author, copyright date). 5. Organize related information about religious events/topics citing sources.

LANGUAGE ARTS CURRICULUM – RESEARCH

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard B: Analyze and evaluate information acquired from various sources.

CATHOLIC IDENTITY

Standard B: Analyze and evaluate information acquired from various sources to discern, compare, and contrast Catholic teaching and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
1. Analyze information from primary print, electronic and/or non-print sources (e.g., interviews). 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary sources. 5. Recognize the purpose of a bibliography/works-cited. 6. Develop a bibliography using a simple, acceptable form. 7. Apply a set of criteria to discern and evaluate information from various sources using a Catholic viewpoint.	1. Analyze information from primary print and non-print sources. 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary and secondary sources. 5. Use a bibliography for a variety of purposes. 6. Develop a bibliography using a simple, acceptable form. 7. Cite the source of all direct quotations and paraphrased/summarized information. 8. Apply a set of criteria to discern and evaluate information from various sources using a Catholic viewpoint.	1. Analyze information from primary and secondary print and non-print sources. 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary and secondary sources. 5. Use a bibliography for a variety of purposes. 6. Develop a bibliography/works-cited using a simple, acceptable form. 7. Cite the source of all direct quotations and paraphrased/summarized information. 8. Apply a set of criteria to discern and evaluate information from various sources and form an opinion based on Catholic viewpoint.	1. Analyze information from primary print and non-print sources. 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary and secondary sources. 5. Use a bibliography for a variety of purposes. 6. Develop a bibliography/works-cited using a simple, acceptable form. 7. Cite the source of all direct quotations and paraphrased/summarized information using standard format. 8. Apply a set of criteria to discern and evaluate information from various sources and form an opinion based on Catholic viewpoint.

LANGUAGE ARTS CURRICULUM – RESEARCH

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.

CATHOLIC IDENTITY

Standard C: Apply acquired information, concepts, and ideas to communicate Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Attempt to maintain focus – stay on topic. 2. Retell information. 3. Create a message of ideas by drawing, telling, using graphic aids and/or developmental writing. 4. Explain information from a drawing or developmental writing. 5. Retell a Bible/religious story.	1. Maintain focus – stay on topic. 2. Access and use books and stories to learn something new about a topic. 3. Use life experiences as sources of information for written report, letters, and stories. 4. Gather, organize, and share information about a topic. 5. Retell information. 6. Create a message of ideas by drawing, telling, using graphic aids, and/or developmental writing based on acquired information. 7. Explain information from a drawing, graphic aid, or developmental writing. 8. Gather, organize, and share information about a religious topic.	1. Access and use books and stories to learn something new about a topic. 2. Use life experiences as sources of information for written reports, letters, and stories. 3. Gather, organize, and share information about a topic. 4. Maintain focus-stay on topic. 5. Paraphrase information. 6. Introduce summarizing information. 7. Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers. 8. Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, or report). 9. Explain information using a drawing, graphic aids, oral presentation, available technology, or developmental writing. 10. Gather, organize, paraphrase, and share information about a religious topic.	1. Access and use information from a variety of sources. 2. Organize and synthesize information. 3. Paraphrase/summarize information and restate in own words. 4. Compose information in an appropriate medium/format. 5. Present information in oral, written, and available technological/multi-media forms. 6. Revise and edit the work. 7. Present religious information in oral, written, or available technologies.	1. Access print and/or non-print information for written reports, letters, and/or stories. 2. Gather/organize/synthesize information. 3. Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter). 4. Revise and edit the work. 5. Present information in oral, written, or available multi-media forms. <ul style="list-style-type: none"> • Introduce the topic. • Select an organizational structure that is useful to the audience. • Communicate ideas through facts, details, quotation, and/or statistics. • Use diagrams, charts, or illustrations appropriate to the text. • Use text/graphic aids to present information (e.g., banner, charts, report, maps, models, games, interviews, surveys). 6. Revise and edit religious information before presenting a project (e.g. peer editing, conferencing).

LANGUAGE ARTS CURRICULUM – RESEARCH

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.

CATHOLIC IDENTITY

Standard C: Apply acquired information, concepts, and ideas to communicate Catholic teaching and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Select an appropriate format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</p>	<p>1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</p>	<p>1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</p>	<p>1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</p>