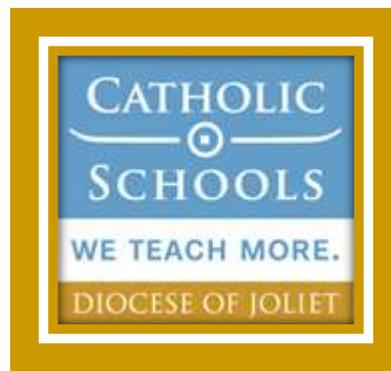


Diocese of Joliet: Standards for Language Arts Curriculum, Grades K-8

Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Joliet

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

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



DIOCESE OF JOLIET

CATHOLIC SCHOOL

STANDARDS FOR LANGUAGE ARTS

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

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School, #42*



KINDERGARTEN WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Kindergarteners:

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, (e.g., compose a sentence reflecting Catholic teachings/values, create a language experience story based on Catholic teachings/values).
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing ~ Kindergarteners:

4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, explore a variety of traditional and digital tools to produce and publish writing; including collaboration with peers (e.g., create a class book on a variety of topics including those related to Catholic beliefs and values).

Research to Build and Present Knowledge ~ Kindergarteners:

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

KINDERGARTEN LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Kindergarten students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many uppercase and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use ~ Kindergarten students:

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

KINDERGARTEN SPEAKING AND LISTENING STANDARDS

Affective Goal:

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

SPEAKING AND LISTENING STANDARDS

Listen attentively and display appropriate reverence during prayer time and in Church.

Comprehension and Collaboration ~ Kindergarten students:

1. Participate in collaborative conversations with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with kindness and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges that is respectful.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas ~ Kindergarten students:

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

GRADE 1 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 1 students:

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing ~ Grade 1 students:

4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
5. With guidance and support from adults, use a variety of traditional and digital tools to produce and publish writing, including in collaboration with peers (e.g., age-appropriate prayer, class book on a topic including religious topics).

Research to Build and Present Knowledge ~ Grade 1 students:

6. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE 1 LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 1 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all uppercase and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use ~ Grade 1 students:

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

GRADE 1 SPEAKING AND LISTENING STANDARDS

Affective Goal:

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

SPEAKING AND LISTENING STANDARDS

Listen attentively and display appropriate reverence during prayer time and in Church.

Comprehension and Collaboration ~ Grade 1 students:

1. Participate in collaborative conversations with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, kindness, and respect; speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges that are respectful.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas ~ Grade 1 students:

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 for specific expectations.)

GRADE 2 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 2 students:

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic (including but not limited to a Catholic topic), use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing ~ Grade 2 students:

4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5. With guidance and support from adults, use a variety of traditional and digital tools to produce and publish writing, including in collaboration with peers (e.g. prayers, Sacramental topics/theme).

Research to Build and Present Knowledge ~ Grade 2 students:

6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
7. Recall information from experiences or gather information from provided sources to answer a question.

GRADE 2 LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 2 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language ~ Grade 2 students:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use ~ Grade 2 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy or juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

GRADE 2 SPEAKING AND LISTENING STANDARDS

Affective Goal:

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

SPEAKING AND LISTENING STANDARDS

Listen attentively and display appropriate reverence during prayer time and in Church.

Comprehension and Collaboration ~ Grade 2 students:

1. Participate in collaborative conversations with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways; listening to others with care, kindness, and respect; speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others in language that is respectful.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (including religious topics).

Presentation of Knowledge and Ideas ~ Grade 2 students:

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation, in order to provide requested detail or clarification.

GRADE 3 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 3 students:

1. Write opinion pieces on topics or texts (including Catholic/religious topics), supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about and state an opinion.
 - b. Create an organizational structure (paragraph) in which opinion is supported by reasons, facts, and details.
 - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic (including but not limited to a Catholic topic) and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details that are organized in paragraphs or sections.
 - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.

Production and Distribution of Writing ~ Grade 3 students:

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, use traditional tools as well as technology to produce and publish writing (e.g., prayers, Catholic theme) as well as to interact and collaborate with others.

Research to Build and Present Knowledge ~ Grade 3 students:

7. Conduct short research projects that build knowledge about a topic. Reference sources.

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Reference sources.

Range of Writing ~ Grade 3 students:

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

GRADE 3 LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 3 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Form subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language ~ Grade 3 students:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use ~ Grade 3 students:

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

GRADE 3 SPEAKING AND LISTENING STANDARDS*Affective Goal:*

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

SPEAKING AND LISTENING STANDARDS

Listen attentively and display appropriate reverence during prayer time and in Church.

Comprehension and Collaboration ~ Grade 3 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
 - a. Prepare for discussions (having read or studied required material); explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others in a respectful manner.
 - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas ~ Grade 3 students:

4. Report on a topic or text (including Catholic/religious texts), tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)

GRADE 4 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 4 students:

1. Write opinion pieces on topics or texts (including but not limited to a Catholic/religious topics), supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic (including but not limited to a Catholic/religious topics) and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing ~ Grade 4 students:

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (include prayers and meditations).
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge ~ Grade 4 students:

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

Range of Writing ~ Grade 4 students:

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

GRADE 4 LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 4 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language ~ Grade 4 students:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use ~ Grade 4 students:

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

GRADE 4 SPEAKING AND LISTENING STANDARDS*Affective Goal:*

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

SPEAKING AND LISTENING STANDARDS

Listen attentively and display appropriate reverence during prayer time and in Church.

Comprehension and Collaboration ~ Grade 4 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.

- a. Prepare for discussions (having read or studied required material); explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others in a respectful manner.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas ~ Grade 4 students:

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 and 3 for specific expectations.)

GRADE 5 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 5 students:

1. Write opinion pieces on topics or texts (including Catholic/religious topics), supporting a point of view with reasons, information and reflecting Catholic values.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic (including Catholic/religious topics) and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing ~ Grade 5 students:

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

Research to Build and Present Knowledge ~ Grade 5 students:

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

Range of Writing ~ Grade 5 students:

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

GRADE 5 LANGUAGE STANDARDS*Affective Goal:*

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 5 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - c. Form subject-verb and pronoun-antecedent agreement.
 - d. Use verb tense to convey various times, sequences, states, and conditions.
 - e. Recognize and correct inappropriate shifts in verb tense.
 - f. Use correlative conjunctions (e.g., *either/or, neither/nor*).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language ~ Grade 5 students:

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

Vocabulary Acquisition and Use ~ Grade 5 students:

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

GRADE 5 SPEAKING AND LISTENING STANDARDS

Affective Goal:

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

SPEAKING AND LISTENING STANDARDS

Listen attentively and display appropriate reverence during prayer time and in Church.

Comprehension and Collaboration ~ Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in diverse groups, and teacher-led), building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others in a respectful manner.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas ~ Grade 5 students:

4. Report on a topic/text (including Catholic/religious topics) or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

GRADE 6 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 6 students:

1. Write arguments to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic (including but not limited to a Catholic topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing ~ Grade 6 students:

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

Research to Build and Present Knowledge ~ Grade 6 students:

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

Range of Writing ~ Grade 6 students:

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

GRADE 6 LANGUAGE STANDARDS*Affective Goal:*

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 6 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 - f. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.
 - c. Capitalize Catholic words correctly.

Knowledge of Language ~ Grade 6 students:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns and structures (e.g., simple, compound, complex, compound-complex) for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use ~ Grade 6 students:

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

GRADE 6 SPEAKING AND LISTENING STANDARDS

Affective Goals:

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

SPEAKING AND LISTENING STANDARDS

Interact with people, recognizing diversity, using discussion techniques and language that reflects Catholic teaching and values.

Comprehension and Collaboration ~ Grade 6 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas ~ Grade 6 students:

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.

GRADE 7 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 7 students:

1. Write arguments to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic (including but not limited to a Catholic topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (character study may detail the implicit and/or explicit Catholic virtues and values).

- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing ~ Grade 7 students:

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

Research to Build and Present Knowledge ~ Grade 7 students:

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

Range of Writing ~ Grade 7 students:

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

GRADE 7 LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 7 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.

- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - b. Spell correctly.

Knowledge of Language ~ Grade 7 students:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use ~ Grade 7 students:

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

GRADE 7 SPEAKING AND LISTENING STANDARDS

Affective Goals:

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

SPEAKING AND LISTENING STANDARDS

Interact with people, recognizing diversity, using discussion techniques and language that reflects Catholic teaching and values.

Comprehension and Collaboration ~ Grade 7 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study (including but not limited to Catholic texts and sources); explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas ~ Grade 7 students:

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.

GRADE 8 WRITING STANDARDS

Affective Goals:

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

WRITING STANDARDS

Create written works that glorify the Creator, reflect the heart of the Redeemer and are inspired by the Spirit.

Text Types and Purposes ~ Grade 8 students:

1. Write arguments to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic (including but not limited to a Catholic topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (character study may detail the implicit and/or explicit Catholic virtues and values).

- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing ~ Grade 8 students:

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

Research to Build and Present Knowledge ~ Grade 8 students:

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources including an understanding and use of primary and secondary sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while exercising the virtue of honesty and following a standard format for citation of images, sources, and ideas thus eliminating plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing ~ Grade 8 students:

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

GRADE 8 LANGUAGE STANDARDS

Affective Goal:

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

LANGUAGE STANDARDS

The words are important to the Word.

Conventions of Standard English ~ Grade 8 students:

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

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Knowledge of Language ~ Grade 8 students:

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

Vocabulary Acquisition and Use ~ Grade 8 students:

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

GRADE 8 SPEAKING AND LISTENING STANDARDS

Affective Goals:

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

SPEAKING AND LISTENING STANDARDS

Interact with people, recognizing diversity, using discussion techniques and language that reflects Catholic teaching and values.

Comprehension and Collaboration ~ Grade 8 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study (including but not limited to Catholic texts and sources); explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, have the humility to qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas ~ Grade 8 students:

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.