



CATHOLIC SCHOOLS OFFICE
ARCHDIOCESE OF BOSTON

Curriculum Framework

English Language Arts, Grades PreK-8

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Pre-K

Intellectual and Dispositional Standards

1. With prompting and support, communicate the qualities and characteristics that make someone a good, upright, moral person.
2. With prompting and support, demonstrate a basic understanding of and engagement with text by being able to ask and answer questions, retell story sequences, and make predictions and connections.
3. With guidance, identify how stories interpret relationships between people drawing from the Catholic faith.
4. With guidance, identify how stories can contribute to strengthening moral character, particularly in relationship to classmates, families, and friends.
5. With guidance and using multicultural/diverse texts, identify why it is important to appreciate different characters' and peoples' experiences and backgrounds in order to build friendships.
6. Employ a range of methods (primarily dictation, drawing, and other pre-writing methods) to demonstrate developmentally appropriate language use.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; appropriately use words/phrases learned in conversations, stories read aloud, activities, and play.
8. Participate in collaborative conversations with diverse partners during daily routines and play.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.
2. With guidance and support, handle books respectfully and appropriately, holding them correctly and turning pages one at a time from front to back.
3. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.
4. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
5. With guidance and support, recognize and produce rhyming words.
6. With guidance and support, segment words in a simple sentence by clapping (or other segmenting strategy) and naming the number of words in the sentence.
7. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.

Reading: Craft, Language, and Structure

8. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

9. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds; “read” illustrations in an informational picture book by describing facts learned from the pictures.

Reading: Textual Themes and Evidence

10. With prompting and support, ask and answer questions about a story, poem, or informational text read aloud.
11. With prompting and support, retell a sequence of events from a story read aloud.
12. With prompting and support, act out characters and events from a story or poem read aloud.
13. With prompting and support, recall important facts from an informational text after hearing it read aloud.
14. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud.

Reading: Textual Analysis and Evaluation

15. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.
16. Respond with movement or clapping to a regular beat in poetry or song.
17. With prompting and support, make connections between a story or poem and one’s own experiences.
18. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

Reading: Text Complexity and Range

19. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.

Writing: Writing Genres and Purposes

20. Dictate words for adults to write to express a preference or opinion about a topic
21. Use a combination of dictating and drawing to explain information about a topic.
22. Use a combination of dictating and drawing to tell a real or imagined story.
23. Writing: Writing Process and Production
24. With guidance and support from adults, recognize that oral responses can be translated to written symbols or texts to add details and communicate meaning.
25. Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.

Writing: Research to Construct and Present

26. With guidance and support from adults, participate in shared research and writing projects (projects can include a collaboratively- or self-generated question rooted in personal/group interest, community issues, or social justice issues).

Writing: Language Use across Texts

27. Demonstrate use of oral language in informal everyday activities.

Speaking and Listening: Collaboration, Dialogue, and Understanding

28. Observe and use appropriate ways of interacting in a group (e.g., talking in turns, listening to peers, continuing a conversation, waiting to speak until another person is finished, asking questions and waiting for an answer).
29. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video
30. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Speaking and Listening: Presentation of Knowledge and Ideas

31. Describe personal experiences; tell real or imagined stories.
32. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.
33. Speak and express thoughts, feelings, and ideas with encouragement from adults and peers.

Kindergarten

Intellectual and Dispositional Standards

1. Communicate about the knowledge and experiences that would allow someone to become a morally responsible, faith-filled global citizen.
2. With prompting and support, demonstrate an ability to identify key details in text by being able to ask and answer questions, retell story sequences, and connect basic similarities/differences across texts and personal experiences.
3. With guidance, identify how stories interpret relationships between people drawing from the Catholic faith.
4. With guidance, identify how stories can contribute to strengthening moral character, particularly in relationship to classmates, families, and friends.
5. Using multicultural/diverse texts, identify why it is important to appreciate different characters' and peoples' experiences and backgrounds in order to build friendships.
6. Use a range of methods (drawing, dictating, writing) to accurately communicate basic opinions, information, and narratives about grade level-appropriate topics.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; appropriately use words/phrases learned in conversations, curricular activities, and reading/being read to.
8. Participate in collaborative conversations with diverse partners about grade level-appropriate topics and texts with peers and adults in small and larger groups.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.
5. Recognize and produce rhyming words.
6. Count, pronounce, blend, and segment syllables in spoken words.
7. Blend and segment onsets and rimes of single-syllable spoken words.
8. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
9. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
10. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
11. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
12. Read common high-frequency words by sight

13. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
14. Read emergent-reader texts with purpose and understanding.

Reading: Craft, Language, and Structure

15. Ask and answer questions about unknown words in a text.
16. Recognize common types of texts (e.g., storybooks, poems).
17. Identify the front cover, back cover, and title page of a book.
18. With prompting and support, name the author and illustrator of a story or text, describe their role in presenting the story or information, and predict the story or information to be shared
19. With guidance and support, identify the unique characteristics of digital texts in relation to other texts in the classroom.

Reading: Textual Themes and Evidence

20. With prompting and support, ask and answer questions about key details in a text.
21. With prompting and support, retell familiar stories, including key details.
22. With prompting and support, identify characters, settings, and major events in a story.
23. With prompting and support, identify the main topic and retell key details of a text.
24. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading: Textual Analysis and Evaluation

25. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
26. Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.
27. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
28. With prompting and support, identify basic similarities in and differences between two texts on the same topic

Reading: Text Complexity and Range

29. Actively engage in group reading activities with purpose and understanding.

Writing: Writing Genres and Purposes

30. 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
31. 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.

32. 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.
33. With prompting and support, write or dictate poems with rhyme and repetition.

Writing: Writing Process and Production

34. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
35. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing: Research to Construct and Present

36. Participate in shared research and writing projects (projects can include a collaboratively- or self-generated question rooted in personal/group interest, community issues, or social justice issues)
37. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing: Language Use across Texts

38. Demonstrate a beginning awareness of the conventions of English, namely those related to grammar, spelling, capitalization, and punctuation, as is appropriate for particular activities and situations (e.g., capitalizing proper names, like names).

Speaking and Listening: Collaboration, Dialogue, and Understanding

39. Follow agreed upon rules for discussion and continue a discussion with multiple exchanges.
40. 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.
41. Ask and answer questions in order to seek help, get information, or clarify something that is not understood

Speaking and Listening: Presentation of Knowledge and Ideas

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

First Grade

Intellectual and Dispositional Standards

1. Identify and discuss the knowledge and experiences that would allow someone to become a morally responsible, faith-filled global citizen.
2. Demonstrate the ability to independently engage with, respond to, and comprehend key details and basic information of grade-level appropriate texts from a variety of structures and genres.
3. Identify and discuss how stories interpret relationships between people, drawing from the Catholic faith, and highlighting themes such as good vs. evil and humanity's relationship to God.
4. Identify and discuss how stories can contribute to strengthening moral character, particularly in relationship to classmates, families, and friends.
5. Using multicultural/diverse texts, identify how Catholic Social Teaching can illustrate how different experiences and backgrounds can help build community.
6. Produce grammatically correct, clear, and coherent writing which appropriately communicates a message in grade-level appropriate opinion, informative, explanatory, and narrative prose.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use words/phrases learned in conversations, curricular activities, and reading and responding to texts.
8. Participate in collaborative conversations with diverse partners about grade level-appropriate topics and texts with peers and adults in small and larger groups.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Distinguish long from short vowel sounds in spoken single-syllable words.
3. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
4. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
5. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
6. Know the spelling-sound correspondences for common consonant digraphs.
7. Decode regularly spelled one-syllable words and two-syllable words with basic patterns.
8. Know final -e and common vowel team conventions for representing long vowel sounds.
9. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

10. Recognize and read grade level-appropriate irregularly spelled words; recognize words with inflectional endings.
11. Read grade level-appropriate text with purpose and understanding.
12. Read grade level-appropriate text orally with accuracy, appropriate rate, and expression on successive readings.
13. Use context or other strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Craft, Language, and Structure

14. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
15. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
16. Know and use various text features (e.g., headings, tables of contents) to locate key facts or information in a text.
17. Identify who is telling a story or providing the information in a text; distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
18. Identify the unique characteristics of digital texts in comparison to print-based or other texts.
19. Identify the presence of Latin and Greek words in known and unknown words and phrases.

Reading: Textual Themes and Evidence

20. Ask and answer questions about key details in a text.
21. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
22. Describe characters, settings, and major events in a story, using key details.
23. Identify the main topic and retell key details of a text.
24. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading: Textual Analysis and Evaluation

25. Use the illustrations and details in a text (e.g., infographics in informational text) to describe its key ideas.
26. Identify the reasons an author gives to support points in a text.
27. Use illustrations and details in a story to describe its characters, setting, or events.
28. Identify characteristics commonly shared by folktales and fairy tales.
29. Compare and contrast the adventures and experiences of characters in stories; Identify basic similarities in and differences between two texts on the same topic

Reading: Text Complexity and Range

30. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
31. With prompting and support, read informational texts across disciplines and topics that are appropriately complex for grade 1.

Writing: Writing Genres and Purposes

32. 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.
33. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
34. 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.
35. Write poems with rhyme and repetition.

Writing: Writing Process and Production

36. 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.
37. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing: Research to Construct and Present

38. 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; can include a collaboratively- or self-generated question rooted in personal/group interest, community issues, or social justice issues)
39. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
40. With guidance and support from adults, draw evidence from literary or informational texts to support reflection and research.

Writing: Language Use across Texts

41. Demonstrate command of the conventions of English, namely those related to grammar, spelling, capitalization, and punctuation, as is appropriate for particular writing activities, purposes, and audiences.
42. Demonstrate understanding of word relationships and nuances in word meanings appropriate for 1st grade.

Speaking and Listening: Collaboration, Dialogue, and Understanding

43. Follow agreed upon rules for discussions building on others' talk in conversations by responding to others' comments.
44. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
45. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Speaking and Listening: Presentation of Knowledge and Ideas

46. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
47. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Second Grade

Intellectual and Dispositional Standards

1. Identify and discuss the knowledge and skills that lead to the development of creative, reflective, critical, and moral evaluators of texts who dialogue with other viewpoints and become socially and morally responsible, faith-filled global citizens.
2. Demonstrate the ability to independently engage with, respond to, and comprehend who-what-when-where-why-how information in grade level-appropriate texts, including texts from diverse cultures, texts about events of historical and religious significance, and literature from various genres.
3. Identify and discuss how literature interprets human behaviors and human actions, using a Catholic worldview.
4. Identify and discuss how stories can contribute to strengthening moral character.
5. Using multicultural/diverse texts, identify how Catholic Social Teaching can illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Produce grammatically correct, clear, and coherent writing which appropriately communicates a message (in terms of task, purpose, and audience) in multiple different grade level-appropriate writing styles.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use words/phrases learned in conversations, curricular activities, and reading and responding to texts.
8. Participate in collaborative conversations with diverse partners about grade level-appropriate topics and texts with peers and adults in small and larger groups.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2. Know spelling-sound correspondences for additional common vowel teams.
3. Decode regularly spelled two-syllable words with long vowels and words with common prefixes and suffixes.
4. Recognize and read grade level-appropriate irregularly spelled words; identify words with inconsistent but common spelling-sound correspondences.
5. Read grade level-appropriate text with purpose and understanding.
6. Read grade level-appropriate text orally with accuracy, appropriate rate, and expression on successive readings.
7. Use context or other strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Craft, Language, and Structure

8. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

9. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
10. Know and use various text features (e.g., captions, bold print, subheadings, indices) to locate key facts or information in a text efficiently.
11. Identify the main purpose or point of view of a text, including what the author wants to answer, explain, or describe or what a character conveys through dialogue and detail.
12. Identify the unique characteristics of digital texts in comparison to print-based or other texts.
13. Identify the presence of Latin and Greek words in known and unknown words and phrases.

Reading: Textual Themes and Evidence

14. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
15. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
16. Describe how characters in a story respond to major events and challenges.
17. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
18. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Reading: Textual Analysis and Evaluation

19. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
20. Describe how reasons support specific points the author makes in a text.
21. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
22. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
23. Compare and contrast two or more versions of the same story by different authors or from different cultures.

Reading: Text Complexity and Range

24. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed.
25. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing: Writing Genres and Purposes

26. 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 to connect opinion and reasons, and provide a concluding statement or section.
27. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
28. 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.
29. Write stories or poems with dialogue.

Writing: Writing Process and Production

30. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
31. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing: Research to Construct and Present

32. 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; can include a collaboratively- or self-generated question rooted in personal/group interest, community issues, or social justice issues)
33. Recall information from experiences or gather information from provided sources to answer a question.
34. With guidance and support from adults, draw evidence from literary or informational texts to support reflection and research.

Writing: Language Use across Texts

35. Demonstrate command of the conventions of English, namely those related to grammar, spelling, capitalization, and punctuation, as is appropriate for particular writing activities, purposes, and audiences.
36. Demonstrate understanding of word relationships and nuances in word meanings appropriate for 2nd grade.

Speaking and Listening: Collaboration, Dialogue, and Understanding

37. Follow agreed upon rules for discussions, building on others' talk in conversations by linking their comments to the remarks of others.
38. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
39. 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.

Speaking and Listening: Presentation of Knowledge and Ideas

40. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
41. 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.

Third Grade

Intellectual and Dispositional Standards

1. Identify and discuss the knowledge and skills that lead to the development of creative, reflective, critical, and moral evaluators of texts to dialogue with other viewpoints and become socially and morally responsible, faith-filled global citizens.
2. Demonstrate the ability to independently engage with, respond to, comprehend, and compare/contrast the characters/people, settings, and plots/event sequences in grade level-appropriate texts, including literature, informational texts, and cross-disciplinary academic texts.
3. Identify and discuss how literature interprets the human condition, human behaviors, and human actions, using a Catholic worldview.
4. Identify and discuss how literature can contribute to strengthening one's moral character.
5. Using multicultural texts, identify how Catholic Social Teaching can illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Produce grammatically correct, clear, and coherent writing which appropriately communicates ideas (in terms of task, purpose, and audience) in various written genres (opinion, explanatory/informative, narrative, and poetry) and using a variety of writing technologies.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use conversational, general academic, and domain-specific words/phrases.
8. Participate in collaborative conversations with diverse partners (one-on-one, in groups, teacher-led) about grade level-appropriate topics and texts, building on others' ideas and expressing their own clearly.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. Identify and know the meaning of the most common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multisyllable words; read grade level-appropriate irregularly spelled words.
2. Read grade level-appropriate text with purpose and understanding.
3. Read grade level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4. Use context or other strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Craft, Language, and Structure

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

6. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
7. Use text features and search strategies (e.g., keywords, headings, links) to locate information relevant to a given topic efficiently.
8. Distinguish their own point of view from that of the narrator, characters, or the author of a text.
9. Identify the unique characteristics of digital texts in comparison to print-based or other texts.
10. Determine or clarify the meaning of unknown words and phrases, choosing from a range of strategies, including awareness of Latin and Greek roots.

Reading: Textual Themes and Evidence

11. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
12. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
14. Determine the main idea of a text; recount the key details and explain how they support the main idea.
15. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Reading: Textual Analysis and Evaluation

16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
18. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
19. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
20. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading: Text Complexity and Range

21. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 2–3 text complexity band proficiently, with scaffolding as needed.

22. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing: Writing Genres and Purposes

23. Write arguments on topics or texts by stating a point of view or stance, including reasons to support, and providing a conclusion.
24. Write informative/explanatory texts to examine a topic and convey ideas and information with facts, definitions, and details related to the topic.
25. Write narratives to develop real or imagined experiences or events using narrative techniques (such as dialogue and description), descriptive details, and event sequences.
26. Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.

Writing: Writing Process and Production

27. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
28. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
29. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
30. Write for a variety of purposes that involve differing time lengths, modes, forms, and styles, as appropriate for the third grade.

Writing: Research to Construct and Present

31. Conduct short research projects (including a self-generated question rooted in personal interest, community issues, or social justice issues) that build knowledge about a topic.
32. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
33. With guidance and support from adults, draw evidence from literary or informational texts to support reflection and research.

Writing: Language Use across Texts

34. Demonstrate command of the conventions of English, namely those related to grammar, spelling, capitalization, and punctuation, as is appropriate for particular writing activities, purposes, and audiences.
35. Use linking words and phrases to connect ideas within categories of information, as relevant for the genre.
36. Use domain- or discipline-specific vocabulary and precise language to inform about or explain a topic.
37. Use temporal words and phrases to signal event order; use details to enhance visualization.

38. With guidance and support from adults, adapt language in written text and oral speech to a variety of contexts and tasks, making choices about language use, including vocabulary, as appropriate to the task and situation.

Speaking and Listening: Collaboration, Dialogue, and Understanding

39. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
40. 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.
41. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking and Listening: Presentation of Knowledge and Ideas

42. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
43. 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.

Fourth Grade

Intellectual and Dispositional Standards

1. Identify and discuss the knowledge, understanding, and skills that lead to the development of creative, reflective, literate, critical, and moral evaluators of multiple texts to dialogue with other viewpoints, solve problems, and become socially and morally responsible, faith-filled global citizens.
2. Demonstrate the ability to independently engage with, respond to, and comprehend grade level-appropriate texts, including literature, informational texts, and cross-disciplinary academic texts, in order to accurately summarize and determine theme/main idea.
3. Identify and discuss how literature interprets the human condition, human behaviors, and human actions, using Catholic worldviews and other global worldviews that appear to align, dialogue, or disagree.
4. Discuss how literature can contribute to strengthening one's moral character and faith.
5. Discuss multicultural texts using a lens of Catholic Social Teaching to illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Produce grammatically correct, clear, and coherent writing which appropriately communicates ideas (in terms of task, purpose, and audience) in various written genres (opinion, explanatory/informative, narrative, and poetry) and using a variety of writing technologies.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use conversational, general academic, and domain-specific words/phrases.
8. Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners about grade level-appropriate topics and texts, building on others' ideas and expressing their own clearly.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2. Read grade level-appropriate text with purpose and understanding.
3. Read grade level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4. Use context or other strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Craft, Language, and Structure

5. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

6. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
7. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
8. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; compare and contrast similarities and differences when multiple accounts are presented.
9. Discuss the unique characteristics of digital texts and discuss the strengths and weaknesses of digital texts compared to print-based or other texts given particular purposes
10. Determine or clarify the meaning of unknown words and phrases, choosing from a range of strategies, including awareness of Latin and Greek roots.

Reading: Textual Themes and Evidence

11. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
12. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
14. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Reading: Textual Analysis and Evaluation

16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
17. Explain how an author uses reasons and evidence to support particular points in a text.
18. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
19. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.
20. Compare and contrast the treatment of similar themes and topics (e.g., good and evil) and patterns of events (e.g., a hero's journey) in stories, myths, and traditional literature from different cultures.

Reading: Text Complexity and Range

21. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4–5 text complexity band proficiently, with scaffolding as needed.

22. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing: Writing Genres and Purposes

23. Write arguments on a clearly stated topic or text with a claim (or opinion), reasons and supporting details, and a conclusion.
24. Write informative/explanatory texts to examine a topic and convey ideas and information with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
25. Write narratives to develop real or imagined experiences or events using narrative techniques (such as dialogue and description), descriptive details, and event sequences.
26. Write stories, poems, and scripts that use figurative language, such as similes and/or metaphors.

Writing: Writing Process and Production

27. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
28. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
29. 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 (or other metric, as best meets students' needs).
30. Write for a variety of purposes that involve differing time lengths, modes, forms, and styles, as appropriate for the 4th grade level.

Writing: Research to Construct and Present

31. Conduct short research projects (including a self-generated question rooted in personal interest, community issues, or social justice issues) that build knowledge through investigation of different aspects of a topic.
32. 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.
33. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing: Language Use across Texts

34. Demonstrate command of the conventions of English, namely those related to grammar, spelling, capitalization, and punctuation, as is appropriate for particular writing activities, purposes, and audiences.
35. Link words and phrases as appropriate to the structure of the genre to facilitate proper organization and transition.

36. Use domain- or discipline-specific vocabulary and precise language to inform about or explain a topic.
37. Use transitional words and phrases to manage sequence of events and convey experiences and events precisely; use sensory details to enhance visualization.
38. Adapt language in written text and oral speech to a variety of contexts and tasks, making choices about language use, including vocabulary and voice, as appropriate to the task and situation.

Speaking and Listening: Collaboration, Dialogue, and Understanding

39. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information related to the discussion, and follow agreed-upon rules for discussions including fulfilling designated conversational roles/responsibilities.
40. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
41. Identify the reasons and evidence a speaker provides to support particular points.

Speaking and Listening: Presentation of Knowledge and Ideas

42. 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 in a manner, tone, and voice appropriate for the situation.
43. Add multimodal components, such as audio recordings and visual displays, to presentations when appropriate to enhance the development of main ideas or themes.

Fifth Grade

Intellectual and Dispositional Standards

1. Identify and discuss the knowledge, understanding, and skills that lead to the development of creative, reflective, literate, critical, and moral evaluators of multiple texts to dialogue with other viewpoints, solve problems, and become socially and morally responsible, faith-filled global citizens.
2. Determine the theme/main idea of grade level-appropriate texts, including literature, informational texts, and cross-disciplinary academic texts, representing a variety of genres, cultures, and perspectives.
3. Discuss how literature interprets the human condition, human behaviors, and human actions, using Catholic worldviews and other global worldviews that appear to align, dialogue, or disagree.
4. Discuss how literature can contribute to strengthening one's moral character and faith.
5. Discuss multicultural texts using a lens of Catholic Social Teaching to illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Produce grammatically correct, clear, and coherent writing which appropriately communicates ideas and the author's point of view in various written genres (opinion, explanatory/informative, narrative, and poetry) and using a variety of writing technologies.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use conversational, general academic, and domain-specific words/phrases.
8. Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners about grade level-appropriate topics and texts, building on others' ideas and expressing their own clearly.

Content, Knowledge, and Skills Standards

Reading: Foundational Skills

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (word recognition).
2. Read grade level-appropriate text with purpose and understanding, as appropriate for the text and reading activity (fluency).
3. Read grade level-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings as appropriate for the reading activity (fluency).
4. Use context or other strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Craft, Language, and Structure

5. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

6. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
7. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
8. Describe how a narrator's or speaker's point of view influences how events are described; analyze similarities and differences when multiple accounts are presented.
9. Discuss the unique characteristics of digital texts and discuss the strengths and weaknesses of digital texts compared to print-based or other texts given particular purposes.
10. Determine or clarify the meaning of unknown words and phrases, choosing from a range of strategies, including awareness of Latin and Greek roots.

Reading: Textual Themes and Evidence

11. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
12. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
13. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
14. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
15. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Reading: Textual Analysis and Evaluation

16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
18. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
19. Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.
20. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading: Text Complexity and Range

21. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4–5 text complexity band proficiently, with scaffolding as needed.

22. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing: Writing Genres and Purposes

23. Write arguments on a clearly stated topic or text with a claim (or opinion), logically ordered reasons and supporting details, and a conclusion.
24. Write informative/explanatory texts to examine a topic and convey ideas and information clearly with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
25. Write narratives to develop real or imagined experiences or events using effective narrative techniques (such as dialogue, description, and pacing), descriptive details, and clear event sequences.
26. Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.

Writing: Writing Process and Production

27. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
28. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
29. 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 (or other metric, as best meets the student's needs).
30. Write for a variety of purposes that involve differing time lengths, modes, forms, and styles, as appropriate for the fifth grade level.

Writing: Research to Construct and Present

31. Conduct short research projects (including a self-generated question rooted in personal interest, community issues, or social justice issues) that use several sources to build knowledge through investigation of different aspects of a topic.
32. 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.
33. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing: Language Use across Texts

34. Demonstrate command of the conventions of English, namely those related to grammar, spelling, capitalization, and punctuation, as is appropriate for particular writing activities, purposes, and audiences.

35. Link words, phrases, and clauses as appropriate to the structure of the genre to facilitate proper organization, categorization, and transition.
36. Use domain- or discipline-specific vocabulary and clear, precise language to inform about or explain a topic.
37. Use transitional words, phrases, and clauses to manage sequence of events and convey experiences and events precisely; use sensory details to enhance visualization.
38. Adapt language in written text and oral speech to a variety of contexts and tasks, making choices about language use, including vocabulary, tone, and voice, as appropriate to task and situation.

Speaking and Listening: Collaboration, Dialogue, and Understanding

39. Come to discussions prepared, having read or studied required material, explicitly drawing on that preparation and other information about the topic in the discussion; follow agreed-upon rules for discussions and carry out assigned roles/responsibilities.
40. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
41. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Speaking and Listening: Presentation of Knowledge and Ideas

42. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak in a manner, tone, and voice appropriate for the situation.
43. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Sixth Grade

Intellectual and Dispositional Standards

1. Discuss and explore the knowledge, understanding, and skills that lead to the development of creative, reflective, literate, critical, and moral evaluators of multiple texts to dialogue with other viewpoints, solve problems, and become socially and morally responsible, faith-filled global citizens.
2. Analyze textual details in order to assert the theme/central ideas of grade level-appropriate texts, including literature, informational texts, and cross-disciplinary academic texts, representing a variety of genres, cultures, and perspectives.
3. Discuss how literature interprets the human condition, human behaviors, and human actions, using Catholic worldviews and other global worldviews that appear to align, dialogue, or disagree.
4. Discuss how literature can contribute to strengthening one's moral character and faith.
5. Discuss and explore multicultural texts using a lens of Catholic Social Teaching to illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Produce grammatically correct, clear, and coherent writing which appropriately communicates an argument in various written genres (opinion, explanatory/informative, narrative, and poetry) and using a variety of writing technologies.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use conversational, general academic, and domain-specific words/phrases and use this knowledge to independently research new language/vocabulary in these domains.
8. Identify and discuss how language can be used to better understand others' perspectives and to build relationships with others for the common good.
9. Identify how the conventions of standard written English can be used to express intent, knowledge, and feelings and naturally order our thoughts in search of broader truths.
10. Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners about grade level-appropriate topics, texts, and social issues, building on others' ideas and expressing their own clearly.

Content, Knowledge, and Skills Standards

Reading: Craft, Language, and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
3. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

4. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
5. Explain how an author develops the point of view of the narrator or speaker in a text.
6. Identify the unique characteristics of digital texts and discuss how these compare to print-based or other texts.
7. Identify meaning-making structures (e.g, prefixes, suffixes, roots) in known words practicing targeted strategies, including use of Latin and Greek roots.

Reading: Textual Themes and Evidence

8. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
10. Determine a central idea of a non-fiction text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.
11. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
12. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a non-fiction text (e.g., through examples or anecdotes).

Reading: Textual Analysis and Evaluation

13. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
14. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
15. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
16. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
17. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Reading: Text Complexity and Range

18. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed.
19. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed.

Writing: Writing Genres and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence and maintaining a formal style throughout.
21. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; use some technical vocabulary and formal language to explain ideas
22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; write critical reflections demonstrating understanding of myths, legends, or epics.

Writing: Writing Process and Production

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience at the sixth grade level.
24. With mentoring, co-construction, guidance, scaffolding and support from adults and peers, develop and strengthen writing as needed by learning genre/writing characteristics appropriate for the sixth grade level from mentor texts, planning, revising, editing, rewriting, or trying a new approach, focusing on the genre, purpose, and audience of a writing task.
25. Use technology, including the Internet and other multimedia sources, to produce and publish writing across media, 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 (or other metric, as best meets the student's needs).
26. Write for a variety of purposes that involve differing time lengths, modes, forms, and styles, as appropriate for the sixth grade level.

Writing: Research to Construct and Present

27. Conduct short research projects to answer a relevant question (potentially rooted in community or social justice issues), drawing on several sources and refocusing the inquiry when appropriate.
28. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
29. Draw evidence from sixth grade level literary or informational texts to support analysis, reflection, and research.

Writing: Language Use across Texts

30. Demonstrate command of the conventions of English grammar and usage when writing or speaking, as dictated by specific writing contexts, purposes, and genres; attending to difference in purpose and meaning of various pronoun types.
31. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing, as dictated by specific writing contexts, purposes and genres; including general punctuation use.

32. Use knowledge of language and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
33. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, identifying and attempting targeted strategies.
34. Demonstrate understanding of figurative language (including personification and Biblical allusions), word relationships (including cause and effect), and nuances in word meanings (including connotations and denotations).

Speaking and Listening: Collaboration, Dialogue, and Understanding

35. Come to discussions prepared, having read or studied required material, explicitly drawing on that preparation by referring to evidence during discussions; follow rules for collegial discussions and set concrete outcomes for academic discussions.
36. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
37. Delineate a speaker's argument and specific claims, distinguishing between those supported by reasons and evidence and those that are not.

Speaking and Listening: Presentation of Knowledge and Ideas

38. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate presentation strategies gives the particular purpose and context.
39. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Seventh Grade

Intellectual and Dispositional Standards

1. Discuss and explore the knowledge, understanding, and skills that lead to the development of creative, reflective, literate, critical, and moral evaluators of multiple texts to dialogue with other viewpoints, solve problems, and become socially and morally responsible, faith-filled global citizens.
2. Analyze textual evidence and the components of text (e.g., setting, events, characters, plot, ideas) in order to assess how themes/central ideas are developed in grade level-appropriate texts, including literature, informational texts, and cross-disciplinary academic texts, representing a variety of genres, cultures, and perspectives.
3. Discuss and analyze how literature interprets the human condition, human behaviors, and human actions, using Catholic worldviews and other global worldviews that appear to align, dialogue, or disagree.
4. Analyze and discuss how literature can contribute to strengthening one's moral character and faith.
5. Discuss and analyze multicultural texts using a lens of Catholic Social Teaching to illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Construct grammatically correct, clear, and coherent written arguments in various written genres (opinion, explanatory/informative, narrative, and poetry) and using a variety of writing technologies in order to adequately communicate the ideas represented in those arguments.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use conversational, general academic, and domain-specific words/phrases and use this knowledge to independently research new language/vocabulary in these domains.
8. Discuss and explain how language can be used as a bridge for relationship with others to understand perspective and works towards solidarity and the common good.
9. Explore using the conventions of standard written English as a way to express intent, knowledge, and feelings and to naturally order thoughts in search of broader truths.
10. Engage effectively in a range of collaborative discussions with diverse partners about grade level-appropriate topics, texts, and social issues, building on others' ideas and expressing their own clearly.

Content, Knowledge, and Skills Standards

Reading: Craft, Language, and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

2. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
3. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
4. Determine an author's point of view or purpose in a non-fiction text and analyze how the author distinguishes his or her position from that of others.
5. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
6. Identify the unique characteristics of digital texts and discuss how these can be used for different purposes and to different effects when compared to print-based or other texts.
7. Make informed guesses about the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies, including knowledge of Latin and Greek roots.

Reading: Textual Themes and Evidence

8. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
10. Determine a central idea of a non-fiction text and analyze its development over the course of the text; provide an objective summary of the text.
11. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
12. Analyze the interactions between individuals, events, and ideas in a non-fiction text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Reading: Textual Analysis and Evaluation

13. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
14. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
15. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
16. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
17. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Reading: Text Complexity and Range

18. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed.
19. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed.

Writing: Writing Genres and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence, including counterclaims to indicate alternative perspectives and attempting language choices to strengthen cohesion.
21. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; use technical vocabulary and formal language to strengthen the writing.
22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; write critical reflections demonstrating understanding of literary concepts such as mood, tone, point of view, or symbolism.

Writing: Writing Process and Production

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience at the seventh grade level.
24. With mentoring, co-construction, guidance, scaffolding and support from adults and peers, develop and strengthen writing as needed by learning genre/writing characteristics appropriate for the seventh grade level from mentor texts, planning, revising, editing, rewriting, or trying a new approach, focusing on the genre, purpose, and audience of a writing task.
25. Use technology, including the Internet and other multimedia sources, to produce and publish writing across media; link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
26. Write for a variety of purposes that involve differing time lengths, modes, forms, and styles, as appropriate for the seventh grade level.

Writing: Research to Construct and Present

27. Conduct short research projects to answer a relevant question (potentially rooted in community or social justice issues), drawing on several sources and generating additional related, focused questions for further research and investigation.
28. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
29. Draw evidence from seventh grade level literary or informational texts to support analysis, reflection, and research.

Writing: Language Use across Texts

30. Demonstrate command of the conventions of English grammar and usage when writing or speaking, as dictated by specific writing contexts, purposes, and genres; attend to differences across simple, compound, and complex phrases, clauses, and sentences.
31. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing, as dictated by specific writing contexts, purposes and genres; including appropriate comma use.
32. Use knowledge of language and its conventions when writing, speaking, reading, or listening; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
33. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, utilizing targeted strategies.
34. Demonstrate understanding of figurative language (including literary and Biblical allusions), word relationships (including synonyms and antonyms), and nuances in word meanings (including connotations and denotations).

Speaking and Listening: Collaboration, Dialogue, and Understanding

35. Come to discussions prepared, having read or researched material under discussion, explicitly drawing on that preparation by referring to evidence during discussion; follow rules for collegial discussions, track progress toward established discussion goals/outcomes, and define roles if necessary for all discussion partners.
36. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
37. Delineate a speaker's argument and specific claims, evaluating the soundness of their reasoning the relevancy of their evidence.

Speaking and Listening: Presentation of Knowledge and Ideas

38. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate presentation strategies gives the particular purpose and context.
39. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Eighth Grade

Intellectual and Dispositional Standards

1. Use knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators of text to dialogue with other viewpoints, solve problems, and become socially and morally responsible, faith-filled global citizens.
2. Independently and proficiently read, comprehend, and interpret a broad range of literary and informational texts from a variety of genres, cultures, perspectives, and academics disciplines in order to analyze themes and central ideas.
3. Analyze how literature interprets the human condition, human behaviors, and human actions, using a Catholic worldview and other global worldviews that are either in alignment or in dialogue with the Catholic worldview.
4. Analyze and discuss how literature can contribute to strengthening one's moral character and faith.
5. Analyze multicultural texts using a lens of Catholic Social Teaching to illustrate how diversity of experiences, cultures, and backgrounds builds community and solidarity.
6. Produce clear and coherent writing across a variety of genres and using a variety of writing technologies in which the development, organization, and style of the argument are appropriate to task, purpose, and audience.
7. Demonstrate command of grade level-appropriate conventions of standard written and spoken English; retain and further develop language skills learned in previous grades; appropriately use and acquire domain-specific and interdisciplinary academic language.
8. Discuss and analyze how language can be used to understand others' perspectives and to work toward solidarity and the common good.
9. Write in order to naturally order thoughts in search of broader truths, using the conventions of standard written English intentionally to express intent, knowledge, and feelings.
10. Engage effectively in a range of collaborative discussions with diverse partners about grade level-appropriate topics, texts, or issues, expressing ideas clearly, building on others' ideas, and adapting speech to a variety of contexts and tasks.

Content, Knowledge, and Skills Standards

Reading: Craft, Language, and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
2. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
3. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
4. Determine an author's point of view or purpose in a non-fiction text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

5. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
6. Analyze the unique characteristics of digital texts and analyze the strengths and weaknesses of digital texts compared to print-based or other texts given particular purposes.
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including analysis of Latin and Greek roots.

Reading: Textual Themes and Evidence

8. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9. Determine a theme or central idea of a work of literature and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
10. Determine a central idea of a non-fiction text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
11. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
12. Analyze how a non-fiction text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Reading: Textual Analysis and Evaluation

13. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
14. Analyze the extent to which an artistic depiction of a story or drama (e.g., filmed or live production) stays faithful to or departs from the text or script, evaluating the choices made by the director or actors
15. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
16. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
17. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading: Text Complexity and Range

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

19. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing: Writing Genres and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence, including counterclaims to position claim against alternative perspectives and making language choices based on purpose, audience, and context to strengthen cohesion.
21. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; use technical vocabulary, precise language, and graphics and other media to enhance the writing purpose.
22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; write critical reflections analyzing use of irony or parody.

Writing: Writing Process and Production

23. With mentoring, co-construction, guidance, scaffolding and support from adults and peers, develop and strengthen writing as needed by learning genre/writing characteristics appropriate for the eighth grade level from mentor texts, planning, revising, editing, rewriting, or trying a new approach, focusing on the genre, purpose, and audience of a writing task.
24. Use technology, including the Internet and other multimedia sources, to produce and publish writing across media; present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
25. Write for a variety of purposes that involve differing time lengths, modes, forms, and styles, as appropriate for the eighth grade level.

Writing: Research to Construct and Present

26. Conduct short research projects to answer a question (including a self-generated question rooted in personal interest, community issues, or social justice issues), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
28. Draw evidence from eighth grade level literary or informational texts to support analysis, reflection, and research.

Writing: Language Use across Texts

29. Demonstrate command of the conventions of English grammar and usage when writing or speaking, as dictated by specific writing contexts, purposes, and genres; attend to differences in verbals, voice, and mood.

30. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing, as dictated by specific writing contexts, purposes and genres; including punctuation indicating breaks or omission.
31. Use knowledge of language and its conventions when writing, speaking, reading, or listening; use voice and mood for intentional effect.
32. 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.
33. Demonstrate understanding of figurative language (including literary and Biblical allusions), complex or confusing word relationships, and nuances in word meanings (including connotations and denotations).

Speaking and Listening: Collaboration, Dialogue, and Understanding

34. Come to academic discussions and conversations prepared (i.e., having read or researched the necessary material for that conversation) and follow rules for collegial discussions.
35. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
36. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence used.

Speaking and Listening: Presentation of Knowledge and Ideas

37. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate presentation strategies gives the particular purpose and context.
38. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.