



# Diocese of Jackson Office of Education

## English Language Arts Curriculum Standards



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## Diocese of Jackson Curriculum Revision Committee

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# Mission Statement of the Catholic Diocese of Jackson Office of Education

## **Mission**

The mission of the Diocese of Jackson- Office of Catholic Education is to foster centers of learning that are rooted in Gospel values and Catholic teachings as we pursue academic excellence in a safe and caring environment.

## **Vision**

Utilizing technology to collaborate and communicate clearly and consistently and reflective practice to guide future goals, we will enable students to become more service oriented, more globally aware through technological connections, and more academically prepared for a constantly changing world.

## **Our vision will be accomplished by**

1. Providing opportunities for all students to model Gospel teachings
2. Utilizing data-driven decision making and alignment of curriculum, standards, etc. to meet the individual needs of students
3. Engaging in current methodology regarding the teaching and learning process to provide a transformative education

## **Values**

1. Embody and model Gospel values- respect, love, dignity, truth, mercy, forgiveness, morality
2. Quality education with academic success
3. Christ-centered service to the community



# Curriculum Revision Process

The curriculum standards of the Catholic Diocese of Jackson are the result of a collaborative effort among teachers, administrators, and education professionals who have closely studied the previous standards of the Diocese of Jackson, current state and national standards in all subject areas, diocesan student performance on standardized tests, and current trends in performance and assessment in the realm of education. After thorough review of multiple source documents, the subject area committees began collaborating.

## Source Documents Consulted

Within the curriculum revision process the following source documents were utilized in constructing the Diocese of Jackson Curriculum Standards for English Language Arts:

1. Mississippi College and Career Readiness Standards for English Language Arts
2. National Council of Teachers of English, English Language Arts Standards for 21<sup>st</sup> Century Literacies
3. National Standards and Benchmarks for Effective Catholic Schools
4. ACT Aspire Performance Level Descriptors
5. Diocese of Jackson's Catechist Companion
6. Curriculum Standards of the Diocese of Owensboro, Kentucky

## Catholic Identity Integration

Throughout the curriculum revision process, each committee held our schools' Catholic identity as the focal point of their work. Each committee looked for natural opportunities to integrate standards from the Diocese of Jackson's Catechist's Companion, the Catechism of the Catholic Church, and other religious education materials to outline concrete ways to help students connect the academic information they are learning with spiritual growth and development. The connections were then written as academic standards within each subject, and these connections are noted throughout the curriculum standards document.



## Domains

For each subject, the standards and objectives of the Diocese of Jackson are divided into domains based on the Anchor Standards of the Mississippi College and Career Readiness Standards. These domains are consistent across grade levels to ensure vertical alignment within each subject.

English Language Arts Domains:

1. Reading (Fiction and Informational Text):
  - 1.1. Key Ideas and Details
  - 1.2. Craft and Structure
  - 1.3. Integration of Knowledge and Ideas
  - 1.4. Range of Reading and Level of Text Complexity
2. Reading Foundational Skills (Pre-K-3<sup>rd</sup> Grade Only):
  - 2.1. Print Concepts
  - 2.2. Phonemic and Phonological Awareness
  - 2.3. Word Recognition and Vocabulary
  - 2.4. Fluency
3. Language:
  - 3.1. Conventions of Standard English
  - 3.2. Knowledge of Language
  - 3.3. Vocabulary Acquisition and Use
4. Speaking and Listening:
  - 4.1. Comprehension and Collaboration
  - 4.2. Presentation of Knowledge and Ideas
5. Writing:
  - 5.1. Text Types and Purposes
  - 5.2. Production and Distribution of Writing
  - 5.3. Research to Build and Present Knowledge
  - 5.4. Range of Writing

## Standards

Within each domain the curriculum is broken into overarching standards, that represent what a student should be able to do by the end of the year. These standards are broad and cannot be assessed with just one type of assessment. This knowledge is developed over multiple lessons and takes time to master.

## Objectives

Each standard is broken into smaller objectives. These objectives represent what a student should be able to master within a shorter period of time. As the students master each individual objective, they will acquire the skills needed to master the overarching standard within the domain. At the high school level, some standards do not include specific objectives because the content and structure of the classes allow for ongoing assessment of the standards.



### Reading Foundational Skills

#### Print Concepts (PC)

Domain

- 1. The student will be able to demonstrate an understanding of the organization and basic features of print.**  
**Students will demonstrate mastery of this standard by:**
- 1.1. Recognizing an association between spoken and written words.
  - 1.2. Recognizing that the letters of the alphabet are a special category of visual graphics that can be individually named.
  - 1.3. Recognizing and name upper and lower- case letters of the
  - 1.4. Differentiating letters from numbers.
  - 1.5. Recognizing words as a unit of print and understand that letters are grouped to form words.
  - 1.6. Understanding that print moves from left to right, top to bottom, and page by page.

Standard

Objectives



## Curriculum Revision Schedule

In order to ensure that our academic standards are current and relevant to the ever-changing field of education and workforce preparation, the Diocese of Jackson has outlined a continuous review process for its academic standards. Beginning with the completed revision of all subjects in 2019, a timeline was established to annually review the standards of one core subject per year. Each year a selected committee will conduct a review focused on student learning and achievement and make recommendations for changes or additions to the diocesan standards for their subjects.

<b>Subject Area</b>	<b>Standards Review and Revision</b>	<b>Approval by Office of Catholic Education &amp; Principals</b>	<b>Implemented</b>
All	2018-2019 Completed by Spring of 2019	Spring of 2019	2019-2020 School Year
Mathematics	2021-2022 Completed by Spring of 2022	Spring of 2022	2022-2023 School Year
Science	2022-2023 Completed by Spring of 2023	Spring of 2023	2023-2024 School Year
English Language Arts	2023-2024 Completed by Spring of 2024	Spring of 2024	2024-2025 School Year
Social Studies	2024-2025 Completed by Spring of 2025	Spring of 2025	2025-2026 School Year
Mathematics	2025-2026 Completed by Spring of 2026	Spring of 2026	2026-2027 School Year



## Pre-Kindergarten

\*The following standards should be used for both Pre-K3 and Pre-K4 classes. Keeping in mind the developmental stages that students progress through at ages three and four, teachers should provide scaffolding and support as needed, particularly in Pre-K3 programs. Students in Pre-K3 are not expected to master the standards, but rather the standards are provided to ensure students are exposed to concepts to allow for success the following year in Pre-K4. Students should master the following standards by the end of their Pre-K4 academic year.

### Reading- Literature

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to identify key ideas and details in a story.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions with details related to a variety of print materials</li> <li>1.2. Telling familiar stories using diverse media</li> <li>1.3. Identifying characters, settings, and major events in a story</li> </ul>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to recognize the craft and structure of a variety of fictional text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Developing new vocabulary from stories</li> <li>1.2. Identifying environmental print</li> <li>1.3. Interacting with common types of text</li> <li>1.4. Identifying the role of author and illustrator</li> </ul>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to relate to and compare and contrast stories.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Making connections between the text, illustrations, and self</li> <li>1.2. Comparing and contrasting experiences of characters in familiar stories</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to actively engage in group reading activities with purpose and understanding.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Engaging in a variety of shared reading experiences through art activities, dramatic play, creative writing, and movement with purpose and understanding</li> </ul>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to comprehend developmentally appropriate non-fictional text.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and/or answering questions with details related to a variety of informational print materials through charts, graphs, maps, lists, and other reference materials</li> <li>1.2. Identifying the main idea and retelling some details using drama, creative writing, art, and conversation</li> <li>1.3. Demonstrating connections among individuals, events, ideas, or pieces of information in a text using art, dramatic play, creative writing, and conversation</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to explore the craft and structure of a non-fictional text.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Exhibiting curiosity and interest about words in a variety of informational texts</li> <li>1.2. Identifying the front cover, back cover, and title page of a book</li> <li>1.3. Identifying the role of the author and illustrator in informational text</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to use picture cues and make personal connections to texts.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Making connections between self and text</li> <li>1.2. Exploring the purpose of the informational text as it relates to self</li> <li>1.3. Identifying similarities and differences in illustrations between two texts on the same topic</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to demonstrate an understanding of the organization and basic features of print.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Showing understanding of text through experiments, observations, topic studies, conversations, and illustrated journals</li> </ul>

## Reading Foundational Skills

<b>Print Concepts (PC)</b>
<p><b>1. The student will be able to demonstrate an understanding of the organization and basic features of print.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Recognizing an association between spoken and written words</li> <li>1.2. Recognizing that the letters of the alphabet are a special category of visual graphics that can be individually named</li> <li>1.3. Recognizing and naming upper and lower- case letters of the alphabet</li> <li>1.4. Differentiating letters from numbers</li> <li>1.5. Recognizing words as a unit of print and understand that letters are grouped to form words</li> <li>1.6. Understanding that print moves from left to right, top to bottom, and page by page</li> <li>1.7. Understanding that words are separated by spaces in print</li> </ul>
<b>Phonemic and Phonological Awareness (PPA)</b>
<p><b>1. The student will be able to begin to hear and identify the sounds in a spoken word.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Engaging in language play</li> <li>1.2. Exploring and recognizing rhyming words</li> <li>1.3. Demonstrating an awareness of the relationship between sounds and letters</li> <li>1.4. Demonstrating an understanding of syllables in words</li> <li>1.5. Isolating and pronouncing the initial sounds in words</li> <li>1.6. Demonstrating an awareness of ending sounds in words</li> </ul>
<b>Word Recognition and Vocabulary (WRV)</b>
<p><b>1. The student will be able to know and apply grade-level phonics and word analysis skills when decoding words.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating one-to-one letter-sound correspondence</li> <li>1.2. Producing the primary sound of some consonants</li> <li>1.3. Recognizing his/her own name, environmental print, and some common high- frequency sight words</li> </ul>
<b>Fluency (F)</b>
<p><b>1. The student will be able to demonstrate emergent reading skills.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating emergent reading skills such as pretend reading and picture reading</li> </ul>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. With prompting and support, the student will be able to recognize that writing is a way of communicating for a variety of purposes.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Exploring and experimenting with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion</p> <p>1.2. Exploring and experimenting with a combination of written representations (e.g., scribbles, drawings, letters and) to describe their writing</p> <p>1.3. Exploring and experimenting with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. With prompting and support, the student will be able to focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Using a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. With prompting and support, the student will be able to participate in and demonstrate understanding of written representation in collaborative research projects and express opinions about them. (e.g., explore several books by a favorite author on the same topic)</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Recalling information from experiences to answer questions</p>

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. With guidance and support, the student will be able to participate in group shared conversations about pre-kindergarten topics and texts with peers and adults.</b></p> <p><b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Engaging in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings)</li> <li>1.2. Confirming understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details</li> <li>1.3. Asking and answering questions to seek help, obtain information or clarify something that is not understood</li> </ul>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. With prompting and support, the student will be able to demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.</b></p> <p><b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Describing familiar people, places, things, and events with adult guidance</li> <li>1.2. Adding drawings or other visual displays to descriptions with adult support</li> </ul>

## Language

### Conventions of Standard English (CSE)

1. **With prompting and support, the student will demonstrate awareness of the conventions of standard English grammar and usage when speaking.**  
**Students will demonstrate mastery of the standard by:**
  - 1.1. Using frequently occurring nouns and verbs
  - 1.2. Forming regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes)
  - 1.3. Understanding and using question words (interrogatives)(e.g., who, what, where, when, why, how)
  - 1.4. Using the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with)
  - 1.5. Producing and expanding complete sentences in shared language activities
2. **With prompting and support, the student will demonstrate awareness of the conventions of standard English.**  
**Students will demonstrate mastery of the standard by:**
  - 2.1. Writing their first name, and capitalizing the first letter
  - 2.2. Developing an awareness of symbols for end punctuation
  - 2.3. Attempting to write a letter or letters to represent a word
  - 2.4. Experimenting with written representations of words, using emergent knowledge of letter-sound relationships

### Vocabulary Acquisition and Use

1. **With guidance and support, the student will be able to explore word relationships and word meanings.**  
**Students will demonstrate mastery of the standard by:**
  - 1.1. Exploring unknown and multiple-meaning words based on pre-kindergarten reading and content
  - 1.2. Using common verbs and adjectives when speaking (l.e.: walk, run)
  - 1.3. Sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
  - 1.4. Identifying real-life connections between words and their uses (smooth, rough)
2. **With prompting and support, the student will be able to use words and phrases that have been acquired through responses to text or stories, experiences and conversations.**  
**Students will demonstrate mastery of the standard by:**
  - 2.1. Using story words in conversations

## Catholic Identity Integration in English Language Arts Pre-Kindergarten

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. The student will be able to list examples of God's love.</li> <li>2. Students will respect one another and their teachers.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to and discuss Bible stories.</li> <li>2. The student will be able to explore opportunities for prayer.</li> <li>3. The student will be able to recite basic prayers. (sign of cross, Our Father, Hail Mary, Glory Be, Guardian Angel, meal time)</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to stories of the saints and identify a saint as a holy person.</li> </ol>

## Reading- Literature

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to identify key ideas and details in a story.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions about key details in a text with support  1.2. Retelling familiar stories, including key details with support  1.3. Identifying characters, settings, and major events in a story</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to recognize the craft and structure of a variety of fictional texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions about unknown words in a text with support  1.2. Recognizing common genres of texts with support  1.3. Naming the author and illustrator of a story and defining the role of each with support</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to comprehend developmentally appropriate, fictional texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Describing the relationship between illustrations and the story in which they appear  1.2. Comparing and contrasting the experiences of characters in familiar stories with teacher guidance and support</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to actively engage in group reading activities with purpose and understanding.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Engaging in a variety of shared reading experiences through art activities, dramatic play, creative writing, and movement with purpose and understanding</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to comprehend developmentally appropriate non-fiction text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions about key details in a text</li> <li>1.2. Identifying the main topic and retelling key details of a text with support</li> <li>1.3. Describing the connection between individuals, events, ideas or pieces of information in a text with support</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to explore the craft and structure of a non-fiction text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions about unknown words in text</li> <li>1.2. Identifying the front cover, back cover, spine and title page of a book</li> <li>1.3. Naming authors and illustrators and defining the role of each</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to describe the key features of a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Describing the relationship between illustrations and the text in which they appear with support</li> <li>1.2. Identifying the reasons an author gives to support points in a text with support</li> <li>1.3. Identifying basic similarities in and differences between two texts on the same topic</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to actively engage in group reading activities with purpose and understanding.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Showing understanding of text through experiments, observations, topic studies, conversations, and illustrated journals</li> </ul>

## Reading Foundational Skills

<b>Print Concepts (PC)</b>
<p><b>1. The student will be able to demonstrate an understanding of the organization and basic features of print.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Following words from left to right, top to bottom, and page by page</li> <li>1.2. Recognizing that spoken words are represented in written language by a specific sequence of letters</li> <li>1.3. Understanding that words are separated by spaces in print</li> <li>1.4. Recognizing and naming all uppercase and lowercase letters of the alphabet</li> </ul>
<b>Phonemic and Phonological Awareness (PPA)</b>
<p><b>1. The student will be able to demonstrate an understanding of spoken words, syllables, and sounds (phonemes).</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Recognizing and producing rhyming words</li> <li>1.2. Counting, producing, blending and segmenting syllables in spoken words</li> <li>1.3. Blending and segmenting onsets and rimes of single-syllable spoken words</li> <li>1.4. Isolating and pronouncing the initial, medial vowel and final sounds in three-phoneme words (CVC words)</li> <li>1.5. Adding or substituting individual sounds in simple, one-syllable words to make new words</li> </ul>
<b>Word Recognition and Vocabulary (WRV)</b>
<p><b>1. The student will be able to know and apply grade-level phonics when decoding words.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating basic knowledge of one-to-one letter sound correspondence</li> <li>1.2. Associating the long and short sounds with the common spellings for the five major vowels</li> <li>1.3. Reading common high-frequency words by sight</li> <li>1.4. Distinguishing between similarly spelled words by identifying the sounds of the letters that differ</li> </ul>
<b>Fluency (F)</b>
<p><b>1. The student will be able to read emergent-reader texts with purpose and understanding.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Applying emergent reading skills such as pretend reading, picture reading, and oral reading with support</li> </ul>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write a variety of pieces (opinion, informative, narrative) with prompting and support.</b>  <b>Student will demonstrate mastery of this standard by:</b></p> <p>1.1. Using a combination of writing, drawing, and dictating to compose opinion pieces to state the topic or name of a book they are writing about and give their opinion or preference on the topic</p> <p>1.2. Using 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</p> <p>1.3. Using 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</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to revise, edit, and publish writing.</b>  <b>Student will demonstrate mastery of this standard by:</b></p> <p>1.1. Responding to questions and suggestions from peers and adding details to strengthen writing as needed with support</p> <p>1.2. Exploring a variety of digital tools to produce and publish writing in collaboration with peers with support</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).</b>  <b>Student will demonstrate mastery of this standard by:</b></p> <p>1.1. Writing or stating opinions and giving reasons for their preference</p>

## Speaking & Listening

### Comprehension & Collaboration (CC)

**1. The student will be able to participate collaboratively in conversations about kindergarten topics with peers and adults.**

**Student will demonstrate mastery of this standard by:**

- 1.1. Following agreed upon rules for discussions (listening to others and taking turns speaking about the topics and texts under discussion)
- 1.2. Continuing a conversation through multiple exchanges

### Presentation of Knowledge & Ideas (PKI)

**1. The student will be able to present their knowledge and understanding of information and ideas.**

**Student will demonstrate mastery of this standard by:**

- 1.1. Describing familiar people, places, things, and events; providing additional detail with prompting
- 1.2. Adding drawings or other visual displays to descriptions as desired to provide additional detail
- 1.3. Speaking audibly and expressing thoughts, feelings, and ideas clearly

## Language

### Conventions of Standard English (CSE)

**1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**Student will demonstrate mastery of this standard by:**

- 1.1. Printing all upper case and lowercase letters.
- 1.2. Using frequently occurring nouns and verbs. Forming regular plural nouns orally by adding /s/ or /es/
- 1.3. Understanding and using question words (interrogatives) (e.g. who, what, where, when, why, how)
- 1.4. Using the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- 1.5. Using positional words and phrases correctly when speaking (e.g. between, on top of, etc.)
- 1.6. Producing and expanding complete sentences in shared language activities
- 1.7. Capitalizing the first word in a sentence and the pronoun I
- 1.8. Recognizing and naming end punctuation
- 1.9. Writing a letter or letters for most consonant and short-vowel sounds (phonemes)
- 1.10. Spelling simple words phonetically, drawing on knowledge of sound-letter relationships

### Vocabulary Acquisition and Use

**1. The student will be able to determine or clarify meaning of an unknown or multiple-meaning word or phrase based on reading and content.**

**Student will demonstrate mastery of this standard by:**

- 1.1. Identifying new meanings for familiar words and applying them accurately (e.g. knowing duck is a bird and learning the verb to duck)
- 1.2. Using the most frequently occurring inflections and prefixes and suffixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less)
- 1.3. Sorting common objects into categories to gain a sense of the concept the categories represent
- 1.4. Demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites
- 1.5. Identifying real-life connections between words and their uses (e.g. note places at school that are colorful)
- 1.6. Distinguishing shades of meaning among verbs describing the same general action by acting out their meanings
- 1.7. Using words and phrases acquired through conversations, read-alouds and independent reading and responding to text

## Catholic Identity Integration in English Language Arts Kindergarten

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. Students will treat one another and adults with respect.</li> <li>2. The student will be able to discuss the differences between right and wrong.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to bible stories and apply listening and comprehension skills to the passage being read.</li> <li>2. The student will be able to recite prayers (Sign of the Cross, Meal Time</li> <li>3. Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel)</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to stories of the saints and identify a saint as a holy person.</li> </ol>

## 1st Grade

**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to recount the elements of a story.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions about key details in a text  1.2. Retelling stories, including key details, and demonstrating understanding of their central message or lesson  1.3. Describing characters, settings, and major events in a story, using key details</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to identify the craft and structure of a variety of texts.</b>  <b>Students will demonstrate mastery of this standards by:</b></p> <p>1.1. Identifying words and phrases in stories or poems that suggest feelings or appeal to the senses  1.2. Explaining major differences between books that tell stories and books that give information  1.3. Identifying who is telling the story at various points in a text</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to compare and contrast stories.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Describing characters, setting, or events by using illustrations and details  1.2. Comparing and contrasting the experiences of characters in stories</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age-appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories and poetry, in the grades K-2 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to comprehend age-appropriate non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions about key details in a text</p> <p>1.2. Identifying the main topic and retelling key details of a text</p> <p>1.3. Describing the connection between individuals, events, ideas, or pieces of information in a text</p>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to explain the craft and structure of non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1.2. Explaining major differences between books that tell stories and books that give information</p> <p>1.3. Knowing and using various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text</p> <p>1.4. Distinguishing between information provided by pictures or other illustrations and information provided by the words in a text</p>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to describe a key idea in a text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using the illustrations and details in a text to describe the key ideas</p>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read grade-appropriate text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending informational texts, in the grades K-2 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

## Reading Foundational Skills

<b>Print Concepts (PC)</b>
<p><b>1. The student will be able to apply print concepts when reading.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating the organization and basic features of print</li> <li>1.2. Recognizing the distinguishing features of a sentence (first word, capitalization, ending punctuation)</li> </ul>
<b>Phonemic and Phonological Awareness (PPA)</b>
<p><b>1. The student will be able to apply phonological awareness skills.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Distinguishing long from short vowel sounds in spoken single-syllable words</li> <li>1.2. Producing single-syllable words orally by blending sounds including consonant blends</li> <li>1.3. Isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words</li> <li>1.4. Segmenting spoken single-syllable words into their complete sequence of individual sounds</li> </ul>
<b>Word Recognition and Vocabulary (WRV)</b>
<p><b>1. The student will be able to apply phonics and word recognition skills when reading.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Knowing the spelling-sound correspondences for common consonant digraphs</li> <li>1.2. Decoding regularly spelled one-syllable words</li> <li>1.3. Knowing final-e and common vowel team conventions for representing long vowel sounds</li> <li>1.4. Using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</li> <li>1.5. Decoding two-syllable words following basic patterns by breaking the words into syllables</li> <li>1.6. Reading words with inflectional endings</li> <li>1.7. Recognizing and reading grade-appropriate irregularly spelled words</li> </ul>
<b>Fluency (F)</b>
<p><b>1. The student will read fluently.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Reading grade-level text with purpose and understanding</li> <li>1.2. Reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>1.3. Using context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write opinion pieces, informative/explanatory texts, and narratives.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Producing and expanding complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts</p> <p>1.2. Writing 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</p> <p>1.3. Writing informative/explanatory texts in which they name a topic, supply facts about the topic, and provide a sense of closure</p> <p>1.4. Writing 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</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to edit, revise and publish their writing.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed with support</p> <p>1.2. Using a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to participate in research.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Participating 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)</p> <p>1.2. Recalling information from experiences or gathering information from provided sources to answer questions</p>

## Speaking & Listening

### Comprehension & Collaboration (CC)

**1. The student will be able to actively participate in discussions.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Following agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about topics and texts under discussion)
- 1.2. Building on shared conversations by responding to others through multiple exchanges
- 1.3. Asking questions to clear up any confusion about the topics and texts under discussion
- 1.4. Asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood

### Presentation of Knowledge & Ideas (PKI)

**1. Student will be able to present their knowledge to peers, teachers, and other appropriate audiences.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Describing people, places, things and events with relevant details; expressing ideas and feelings clearly
- 1.2. Adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1.3. Producing complete sentences when appropriate to a task and situation

## Language

### Conventions of Standard English (CSE)

**1. The student will be able to use conventions of the English language.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Printing all uppercase and lowercase letters
- 1.2. Using common, proper, and possessive nouns
- 1.3. Using singular and plural nouns with agreeing verbs in basic sentences
- 1.4. Using personal, possessive, and indefinite pronouns
- 1.5. Using verbs to convey a sense of past, present, and future
- 1.6. Using frequently occurring adjectives
- 1.7. Using conjunctions
- 1.8. Using determiners (a, an, and the)
- 1.9. Using frequently occurring prepositions
- 1.10. Using proper capitalization and end punctuation (including dates and names of people, etc.)
- 1.11. Using commas correctly (including in dates, to separate single words in a series, etc.)
- 1.12. Using conventional spelling for words with common spelling patterns and frequently occurring irregular words
- 1.13. Spelling unfamiliar words phonetically, drawing on phonemic awareness and spelling conventions

### Vocabulary Acquisition and Use

**1. The student will be able to analyze and use new words.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Using sentence-level context as a clue to the meaning of a word or phrase
- 1.2. Using frequently occurring prefixes and suffixes as a clue to the meaning of a word
- 1.3. Identify frequently occurring root words and their inflectional forms
- 1.4. Sorting words into categories to gain a sense of the concepts that categories represent
- 1.5. Defining words by category and by one or more key attributes
- 1.6. Identifying real-life connections between words and their uses
- 1.7. Distinguishing shades of meaning among verbs differing in manner, and adjectives differing in intensity by defining or choosing them
- 1.8. Using words and phrases acquired through conversations, read-alouds and independent reading and responding to text using conjunctions to signal simple relationships

## Catholic Identity Integration in English Language Arts 1<sup>st</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"><li>1. The student will be able to discuss the differences between right and wrong.</li><li>2. Students will treat one another and adults with respect.</li></ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"><li>1. The student will be able to recite prayers. (Sign of the Cross, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, Meal Time Prayer).</li><li>2. The student will be able to participate and respond in Mass.</li><li>3. The student will be able to listen to and retell Bible stories.</li><li>4. The student will be able to understand that prayer is listening and speaking to God.</li></ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"><li>1. The student will be able to listen to and retell stories of the saints.</li></ol>

## 2nd Grade

**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to recount the elements of a story.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>1.2. Recounting stories, including fables and folktales from diverse cultures, and determining their central message, lesson or moral</p> <p>1.3. Describing how characters in a story respond to major events and challenges</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to identify the craft and structure of a variety of texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Describing how words and phrases (e.g. regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song</p> <p>1.2. Describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>1.3. Acknowledging differences in the points of view of characters</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using information gained from illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting and plot</p> <p>1.2. Comparing and contrasting two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age-appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories and poetry, in the grades 1-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The students will be able to read and comprehend non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>1.2. Identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p>1.3. Describing the connection between a series of historical events, scientific concepts or steps in technical procedures in a text</p>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to explain the craft and structure of non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of words and phrases in an age-appropriate texts</p> <p>1.2. Knowing and using various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p> <p>1.3. Identifying the main purpose of a text, including what the author wants to answer, explain or describe</p>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Explaining how specific images contribute to and clarify a text (e.g. a diagram showing how a machine works)</p> <p>1.2. Describing how details support specific points the author makes in a text</p> <p>1.3. Comparing and contrasting the most important points presented by two texts on the same topic</p>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read and comprehend grade appropriate text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grade 1-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

**Reading Foundational Skills****Word Recognition and Vocabulary (WRV)**

**1. The student will be able to apply phonics and word recognition skills when reading.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Distinguishing long and short vowels when reading regularly spelled one-syllable words
- 1.2. Knowing spelling-sound correspondences for additional common vowel teams
- 1.3. Decoding regularly spelled two-syllable words with long vowels
- 1.4. Decoding words with common prefixes and suffixes
- 1.5. Identifying words with inconsistent but common spelling-sound correspondences
- 1.6. Recognizing and reading grade-level appropriate irregularly spelled words

**Fluency (F)**

**1. The student will be able to read grade-level appropriate texts fluently.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Reading grade-level texts with purpose and understanding
- 1.2. Reading grade-level texts orally with accuracy, appropriate rate, and expression on successive readings
- 1.3. Using context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write opinion pieces, informative/explanatory texts, and narratives.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Writing 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</p> <p>1.2. Writing informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement</p> <p>1.3. Writing narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to edit, revise and publish their writing.</b></p> <p><b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Focusing on a topic and strengthening writing as needed by revising and editing with support</p> <p>1.2. Using a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to participate in research.</b></p> <p><b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Participating in shared research and writing projects (e.g. read several books on a single topic to produce a report; record science observations)</p> <p>1.2. Recalling information from experiences or gathering information from provided sources to respond to a prompt</p>

## Speaking & Listening

### Comprehension & Collaboration (CC)

**1. The student will be able to actively participate in discussions.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Following 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)
- 1.2. Building on conversations by linking their comments to the remarks of others
- 1.3. Asking for clarification and further explanation as needed about the topics and texts under discussion
- 1.4. Recounting or describing key ideas or details from a text read aloud or information presented orally or through other media
- 1.5. Asking and answering questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

### Presentation of Knowledge & Ideas (PKI)

**1. The student will be able to present their knowledge to their peers, teachers, and other appropriate audiences.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Telling a story or recounting an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences
- 1.2. Creating audio recordings of stories or poems; adding visual displays to stories when appropriate to clarify ideas, thoughts, and feelings
- 1.3. Producing complete sentences when appropriate in order to provide requested detail or clarification

## Language

### Conventions of Standard English (CSE)

**1. The student will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Using collective nouns
- 1.2. Forming and using frequently occurring irregular plural nouns
- 1.3. Using reflexive pronouns
- 1.4. Forming and using the past tense of frequently occurring irregular verbs
- 1.5. Using adjectives and adverbs and choosing between them depending on what is being modified
- 1.6. Producing, expanding, and rearranging complete sentences

**2. The student will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**

**Students will demonstrate mastery of the standard by:**

- 2.1. Capitalizing holidays, product names, and geographic names
- 2.2. Using commas in greetings and closings of letters
- 2.3. Using an apostrophe to form contractions and frequently occurring possessives
- 2.4. Generalizing learned spelling patterns when writing words
- 2.5. Consulting reference materials, as needed to check and correct spellings

### Vocabulary Acquisition and Use (VAU)

**1. The student will determine or clarify meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies
- 1.2. Using sentence-level context as a clue to the meaning of a word or phrase
- 1.3. Determining the meaning of the new word formed when a known prefix is added to a known word
- 1.4. Using a known root word as a clue to the meaning of an unknown word with the same root
- 1.5. Using knowledge of the meaning of individual words to predict the meaning of compound words
- 1.6. Using glossaries and dictionaries, both print and digital, to determine or clarify the meanings of words and phrases

**2. The student will demonstrate understanding of word relationships and nuances in word meanings.**

**Students will demonstrate mastery of the standard by:**

- 2.1. Identifying real-life connections between words and their use
- 2.2. Distinguishing shades of meaning among closely related verbs and closely related adjectives
- 2.3. Using words and phrases acquired through conversations, read-alouds and independent reading and responding to texts, including using adjectives and adverbs to describe

## Catholic Identity Integration in English Language Arts 2<sup>nd</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. The student will be able to discuss the Ten Commandments as God's Law and make connections to classroom rules.</li> <li>2. The students will treat one another and their teacher with respect.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. The student will be able to learn the responses/prayers for the Sacrament of Reconciliation.</li> <li>2. The student will be able to recite prayers (Act of Contrition, responses at Mass, Rosary, Sign of the Cross, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, and Meal Time Prayer).</li> <li>3. The student will be able to listen to and retell Bible stories.</li> <li>4. The student will be able to understand that prayer is listening and speaking to God.</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to and read stories about the saints, especially saints that reflect the love for Eucharist and their patron saint.</li> </ol>

## 3rd Grade

**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers</p> <p>1.2. Recounting stories, including fables, folktales, and myths from diverse cultures; determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text</p> <p>1.3. Describing characters in a story (e.g., their traits, motivations, or feelings) and explaining how their actions contribute to the sequence of events</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to determine the meaning of words and phrases as they are used in a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Referring 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</p> <p>1.2. Distinguishing his/her own point of view from that of the narrator or those of the characters</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Explaining 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)</p> <p>1.2. Comparing and contrasting 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)</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories and poetry, in the grade 2–3 text complexity band, independently and proficiently by the end of the school year</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers</li> <li>1.2. Determining the main idea of a text</li> <li>1.3. Recounting the key details and explain how they support the main idea</li> <li>1.4. Describing the relationship between a series of historical events, scientific concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to analyze the structure and purpose of information. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas</li> <li>1.2. Using text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks)</li> <li>1.3. Distinguishing his/her own point of view from that of the author of a text</li> <li>1.4. Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas</li> <li>1.5. Using text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks)</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using information gained from visuals and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</li> <li>1.2. Describing the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</li> <li>1.3. Comparing and contrasting the most important points and key details presented in two texts on the same topic</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read and comprehend grade appropriate text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grade 2–3 text complexity band, independently and proficiently by the end of the school year</li> </ul>

## Reading Foundational Skills

### Word Recognition (WRV)

**1. The student will be able to apply phonics and word recognition skills when reading.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Knowing and applying grade-level phonics and word analysis skills when decoding words
- 1.2. Identifying and knowing the meaning of the most common prefixes and suffixes
- 1.3. Decoding multisyllabic words
- 1.4. Reading grade-appropriate irregularly spelled words with fluency

### Fluency (F)

**1. The student will be able to read grade-level appropriate text fluently.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Reading grade-level text with purpose and understanding
- 1.2. Reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- 1.3. Using context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write reflective narratives.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Using narrative writing to convey real-life experiences            1.2. Using narrative writing to develop imagined experiences or events</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to apply understanding of the purpose and focus of a writing piece.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Planning a piece of writing by implementing a specific strategy (e.g., drawing, talking, using a map, jotting down notes)</p> <p><b>2. The student will be able to develop a topic effectively using various strategies to achieve logical organization.</b>  <b>Students will demonstrate mastery of the standard by:</b>            2.1. Sharing a writing piece with an adult or peer for the purpose of receiving feedback about specific sentences or paragraphs that need to be revised for clarity, coherence, and appropriateness to task, purpose, and/or audience            2.2. Sharing a piece of writing with an adult or peer for the purpose of receiving feedback about specific conventions (e.g., capitalization, punctuation, spelling)</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to gather relevant information from multiple print and digital sources.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Recalling experiences from their past to be used as a source            1.2. Assessing the credibility and accuracy of various sources</p> <p><b>2. The student will be able to integrate the information while avoiding plagiarism.</b>  <b>Students will demonstrate mastery of the standard by:</b>            2.1. Synthesizing newly gathered information with prior knowledge            2.2. Utilizing a note-taking technique to take meaningful notes about a topic</p>
<b>Range of Writing (RoW)</b>
<p><b>1. The student will be able to write routinely over extended time frames (times for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Developing an essay from a given prompt in a specified amount of time</p>

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. The student will be able to engage effectively in discussions.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Following 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)</p> <p><b>2. The student will be able to engage and listen to a variety of media.</b>  <b>Students will demonstrate mastery of the standard by:</b>            2.1. Determining main ideas and supporting details presented through various media forms</p> <p><b>3. The student will be able to ask and answer appropriate questions.</b>  <b>Students will demonstrate mastery of the standard by:</b>            3.1. Staying on topic through questioning and further elaborations during the discussion</p>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. The student will be able to report on a topic with appropriate facts.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Orally presenting in front of peers            1.2. Composing written reports through research and prior knowledge            1.3. Using real world text to introduce debates supported by research            1.4. Speak clearly in complete sentences</p>

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of conventions of standard English grammar and usage when writing.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Forming and using regular and irregular plural nouns</li> <li>1.2. Forming and using possessive nouns.</li> <li>1.3. Forming and using the simple verb tense</li> <li>1.4. Using coordinating and subordinating conjunctions</li> <li>1.5. Producing simple, compound, and complex sentences</li> <li>1.6. Consult reference materials, including dictionaries as needed to check and correct spelling</li> </ul>
<b>Knowledge of Language</b>
<p><b>1. The student will be able to recognize and observe differences between the conventions of spoken and written standard English.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using knowledge of language and its conventions when writing, speaking, reading, and listening</li> <li>1.2. Choosing words and phrases for effect</li> </ul>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to clarify meanings of unknown and multiple meaning words.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies</li> <li>1.2. Using sentence-level context as a clue to the meaning of a word or phrase</li> <li>1.3. Using root words as clues for unknown words</li> <li>1.4. Using glossaries and dictionaries, both printed and digital, to determine precise meanings of words</li> </ul> <p><b>2. The student will be able to demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Distinguishing the literal and nonliteral meanings of words and phrases in context</li> <li>2.2. Identifying real-life connections between words and their uses</li> <li>2.3. Distinguishing shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ul> <p><b>3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b></p>

## Catholic Identity Integration in English Language Arts

### 3<sup>rd</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"><li>1. Students will treat one another and adults with respect.</li><li>2. The student will be able to participate in discussion about blessings in their lives.</li></ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"><li>1. Students will read and retell Bible stories.</li><li>2. Students will Identify readings as Mass as Scriptures.</li><li>3. Students will Identify different parts of the Bible.</li><li>4. Students will apply reading comprehension skills when reading Scripture passages.</li><li>5. The students will be able to recite prayers (Act of Contrition, Mass Responses, Sacrament of Reconciliation Responses, Apostles Creed, Nicene Creed, The Rosary).</li></ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"><li>1. The student will be able to write a narrative from the perspective of someone observing a miracle.</li></ol>

4<sup>th</sup> Grade**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>1.2. Determining a theme of a story, drama, or poem from details in the text</li> <li>1.3. Summarizing a text</li> <li>1.4. Describing 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)</li> </ul>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will determine the meaning of words and phrases as they are used in a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Determining the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)</li> <li>1.2. Explaining major differences between poems, drama, and prose, and referring 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</li> <li>1.3. Comparing and contrasting the point of view from which different stories are narrated, including the difference between first-person and third-person narrations</li> </ul>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Making 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</li> <li>1.2. Comparing and contrasting the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. reading and comprehending literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range</li> </ul>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>1.2. Determining the main idea of a text and explain how it is supported by key details</li> <li>1.3. Summarizing the text</li> <li>1.4. Explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will analyze the structure and purpose of information. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Determining the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</li> <li>1.2. Describing the overall structure of events, ideas, concepts, or information in a text or part of a text (e.g., chronology, comparison, cause/effect, problem/solution)</li> <li>1.3. Comparing and contrasting a firsthand and secondhand account of the same event or topic; describing the differences in focus and the information provided</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Interpreting information presented visually, orally, or quantitatively and explaining how the information contributes to an understanding of the text in which it appears (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)</li> <li>1.2. Explaining how an author uses reasons and evidence to support particular points in a text</li> <li>1.3. Integrating information from two texts on the same topic in order to write or speak about the subject knowledgeably</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read and comprehend grade appropriate text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range</li> </ul>

## Reading Foundational Skills

### Word Recognition and Vocabulary (WRV)

**1. The student will apply phonics and word recognition skills when reading.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Knowing and applying grade-level phonics and word analysis skills in decoding words
- 1.2. Using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and prefixes and suffixes) to read accurately unfamiliar multisyllabic words in context and out of context

### Fluency (F)

**1. The student will read grade-level appropriate text fluently.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Reading with sufficient accuracy and fluency to support comprehension
- 1.2. Reading grade-level text with purpose and understanding
- 1.3. Reading grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- 1.4. Using context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write analytical expository texts.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Examining a topic and conveying the topic clearly</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to apply understanding of the purpose and focus of a writing piece.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Planning a piece of writing by implementing a specific strategy (e.g., drawing, talking, using a map, jotting down notes)</p> <p><b>2. The student will be able to develop a topic effectively using various strategies to achieve logical organization.</b>  <b>Students will demonstrate mastery of this standard by:</b>            2.1. Sharing a piece of writing with an adult or peer for the purpose of receiving feedback about specific conventions (e.g., capitalization, punctuation, spelling)</p> <p><b>3. The student will be able to compose grade-level expository text using prior knowledge, with informational text when needed.</b></p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to apply understanding of the purpose and focus of a writing piece.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Recalling experiences from their past to be used as a source            1.2. Developing a topic effectively using various strategies to achieve logical organization</p> <p><b>2. The student will be able to integrate the information while avoiding plagiarism.</b>  <b>Students will demonstrate mastery of this standard by:</b>            2.1. Synthesizing newly gathered information with prior knowledge            2.2. Utilizing a note-taking technique to take meaningful notes about a topic</p>
<b>Range of Writing (RoW)</b>
<p><b>1. The student will be able to write routinely over extended time frames (times for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Developing an essay using research that connects real-world experiences and/or text to research            1.2. Developing an essay within a set time frame when given a prompt</p>

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. The student will be able to engage effectively in discussions.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Following 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)</p> <p><b>2. The student will be able to engage and listen to a variety of media.</b>  <b>Students will demonstrate mastery of this standard by:</b>            2.1. Determining main ideas and supporting details presented through various forms of media</p> <p><b>3. The student will be able to ask and answer appropriate questions.</b>  <b>Students will demonstrate mastery of this standard by:</b>            3.1. Staying on topic through questioning and further elaborations during the discussion</p>
<b>Presentation of Knowledge and Ideas (PKI)</b>
<p><b>1. The student will be able to report on a topic with appropriate facts.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Orally presenting in front of peers            1.2. Composing written reports through research and prior knowledge            1.3. Using real-world text to introduce debates supported by research            1.4. Speaking clearly in complete sentences</p>

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</li> <li>1.2. Forming and using the progressive verb tenses (e.g. I was walking; I will be walking)</li> <li>1.3. Using modal auxiliaries to convey various conditions (e.g. can, may, must)</li> <li>1.4. Ordering adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</li> <li>1.5. Forming and using prepositional phrases</li> <li>1.6. Producing complete sentences, recognizing inappropriate fragments and run-ons</li> </ul> <p><b>2. The student will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Using correct capitalization</li> <li>2.2. Using commas and quotation marks to mark direct speech and quotations from text</li> <li>2.3. Using a comma before a coordinating conjunction in a compound sentence</li> <li>2.4. Spelling grade-appropriate words correctly, consulting references as needed</li> </ul>
<b>Knowledge of Language (KoL)</b>
<p><b>1. The student will be able to use knowledge of language and its conventions when writing, speaking, reading or listening.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Choosing words or phrases to convey ideas precisely</li> <li>1.2. Choosing punctuation for effect</li> </ul>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to determine and clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading content, choosing from a range of strategies.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using context as a clue to the meaning of a word or phrase</li> <li>1.2. Using common grade-appropriate Greek and Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g. tele-, photo-, auto-)</li> <li>1.3. Consulting reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</li> </ul>

**2. The student will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meaning.****Students will demonstrate mastery of this standard by:**

- 2.1. Recognizing and explaining the meaning of simple similes and metaphors in context
- 2.2. Recognizing and explaining the meaning of common idioms, adages, and proverbs
- 2.3. Demonstrating understanding of words by relating them to their antonyms and synonyms

## Catholic Identity Integration in English Language Arts 4<sup>th</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<b>1. Students will treat one another and adults with respect.</b> <b>2. The student will be able to participate in discussion about blessings in their lives.</b>
<b>Integration of Scripture and Church Teaching</b>
<b>1. Students will read the Bible to identify the themes of certain passages (e.g. parables, Jonah and the Whale, etc.)</b> <b>2. Students will use the books of the Old Testament to analyze authors arguments (e.g. Compare the messages of different prophets.)</b> <b>3. Students will apply reading comprehension skills when reading Scripture passages.</b>
<b>Historic Church Figures and Events</b>
<b>1. Students will read passages and texts written by historical Church authors, including Saints.</b>

## Reading- Literature

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>1.2. Determining 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</p> <p>1.3. Summarizing a text</p> <p>1.4. Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will determine the meaning of words and phrases as they are used in a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of words and phrases as they are used with figurative language such as metaphors and similes</p> <p>1.2. Explaining how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama, or poem</p> <p>1.3. Describing how a narrator's or speaker's point of view influences how events are described</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Analyzing how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p>1.2. Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (e.g., mysteries and adventure stories)</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories, dramas, and poetry, at the high end of the grades 4–6 text complexity band independently and proficiently</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>1.2. Determining two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p>1.3. Explaining 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</p>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will analyze the structure and purpose of information.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>1.2. Comparing and contrasting the overall structure of events, ideas, concepts, or information in two or more texts (e.g., chronology, comparison, cause/effect, problem/solution)</p> <p>1.3. Analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Drawing 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</p> <p>1.2. Explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</p> <p>1.3. Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read and comprehend grade appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–6 text complexity band independently and proficiently</p>

## Reading Foundational Skills

<b>Word Recognition and Vocabulary (WRV)</b>
<p><b>1. The student will apply phonics and word recognition skills when reading. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"><li>1.1. Knowing and applying grade-level phonics and word analysis skills while decoding words</li><li>1.2. Using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and prefixes and suffixes) to read accurately unfamiliar multisyllabic words in context and out of context</li></ul>
<b>Fluency (F)</b>
<p><b>1. The student will read grade-level appropriate text fluently. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"><li>1.1. Reading with sufficient accuracy and fluency to support comprehension</li><li>1.2. Reading grade-level text with purpose and understanding</li><li>1.3. Reading grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li><li>1.4. Using context to confirm or self-correct word recognition and understanding, rereading as necessary</li></ul>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write persuasive opinion pieces.</b>  <b>Students will demonstrate mastery of this standard by</b></p> <ul style="list-style-type: none"> <li>1.1. Introducing a topic or text clearly, stating opinion and creating a logical structure</li> <li>1.2. Providing reasons that are supported by facts and details</li> <li>1.3. Linking opinions and reasons with words, phrases, and clauses</li> <li>1.4. Providing a conclusion that relates to the opinion</li> </ul>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will produce and publish writing using technology.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Planning, revising, editing, or rewriting with guidance and support</li> </ul>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to conduct research projects that use several sources to build knowledge</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Gathering relevant information from multiple print and digital sources</li> <li>1.2. Assessing the credibility and accuracy of each source</li> <li>1.3. Integrating the information while avoiding plagiarism</li> </ul>
<b>Range of Writing (RoW)</b>
<p><b>1. The student will be able to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, or audiences.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Developing an essay from a given prompt in a specified amount of time</li> </ul>

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. The student will be able to engage effectively in discussions.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Following 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)</p> <p><b>2. The student will be able to engage and listen to a variety of media.</b>  <b>Students will demonstrate mastery of this standard by:</b>            2.1. Determining main ideas and supporting details presented through various forms of media</p> <p><b>3. The student will be able to summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>            3.1. Staying on topic through questioning and further elaborations during discussions</p>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. The student will be able to report on a topic with appropriate facts.</b>  <b>Students will demonstrate mastery of this standard by:</b>            1.1. Orally presenting in front of peers            1.2. Composing written reports through research and prior knowledge            1.3. Using real world text to introduce debates supported by research            1.4. Speaking clearly and in complete sentences</p>

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, and keyboarding) or speaking.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Forming and using the perfect verb tenses</li> <li>1.2. Using verb tenses to convey various times, sequences, states, and conditions</li> <li>1.3. Using correlative conjunctions (either/or, neither/nor)</li> <li>1.4. Using a comma to separate an introductory element from the rest of a sentence</li> <li>1.5. Spelling grade-appropriate words correctly, consulting references as needed</li> </ul>
<b>Knowledge of Language (KoL)</b>
<p><b>1. The student will be able to use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Developing, combining, and revising grade-appropriate sentences to convey interest and style</li> <li>1.2. Reading and understanding dialect in stories, dramas, or poems to expand the meaning of a text</li> </ul>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to determine and clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading content, choosing from a range of strategies.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using context as a clue to the meaning of a word or phrase</li> <li>1.2. Using common grade-appropriate Greek and Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g. tele-, photo-, auto-)</li> <li>1.3. Consulting reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</li> </ul> <p><b>2. The student will be able to demonstrate understanding of figurative language and word relationships.</b></p> <p><b>Students will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>2.1. Interpreting figurative language, including similes and metaphors, in context</li> <li>2.2. Recognizing and explaining the meaning of common idioms, adages, and proverbs</li> <li>2.3. Using the relationship between particular words to better understand each of the words (e.g. synonyms, antonyms, and homographs)</li> </ul>

## Catholic Identity Integration in English Language Arts Fifth Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. The student will be able to write a persuasive text as to why going to a Catholic school, going to Church, or being a Christian is important.</li> <li>2. Students will be able to discuss and/or write about positive and negative influences that social media has on morals and values using scripture as a guide.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. Students will read the Bible to identify the themes of certain passages (e.g. parables, Jonah and the Whale, etc.)</li> <li>2. Students will use the books of the Old Testament to analyze authors arguments (e.g. Compare the messages of different prophets.)</li> <li>3. Students will apply reading comprehension skills when reading Scripture passages.</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. Students will participate in discussions about the evolution of the priesthood from the disciples in the early church.</li> </ol>

## Reading- Literature

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will determine central ideas and themes when reading literature and draw logical inferences and conclusions.</b>  <b>The student will demonstrate mastery of this standard by:</b></p> <p>1.1. Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>1.2. Determining a theme or central idea of a text and how it is conveyed through particular details; providing a summary of the text based upon this determination</p> <p>1.3. Describing how the plot of a literary text unfolds in a series of actions as well as how the characters respond or change as the plot moves toward a resolution</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will determine the meaning of words and phrases as they are used in a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of words and phrases as they are used with figurative language such as metaphors and similes</p> <p>1.2. Analyzing 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</p> <p>1.3. Explaining how an author develops the point of view of the narrator or speaker in a text</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>1.2. Comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics (e.g. stories and poems; historical novels and fantasy stories)</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>1.2. Determining a central idea of a text and how it is conveyed through particular details; providing a summary of the text distinct from personal opinions or judgements</p> <p>1.3. Analyzing, in detail, how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)</p>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will analyze the structure and purpose of information.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>1.2. Analyzing how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</p> <p>1.3. Determining an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p>1.4. Tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>1.5. Comparing and contrasting on author's presentations of events with that of another (e.g., a memoir written by and a biography of the same person)</p>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Comparing and contrasting 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</p> <p>1.2. Comparing and contrasting texts in different forms or genres in terms of their approaches to similar themes and topics (e.g., stories and poems; historical novels and fantasy stories)</p>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read and comprehend grade level appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed</p>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write arguments to support claims with clear reasons and relevant evidence.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Introducing claims and organizing with clear reasons and relevant evidence</li> <li>1.2. Establishing and maintaining a formal style</li> <li>1.3. Providing a concluding statement that supports an argument</li> </ul> <p><b>2. The student will be able to write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Developing the topic with relevant facts, definitions, concrete details, quotations, and other information and examples</li> <li>2.2. Using precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>2.3. Using transitions to clarify relationships among concepts</li> <li>2.4. Providing a concluding statement or section that follows from the information or explanation presented</li> </ul> <p><b>3. The student will be able to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>  <b>The student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>3.1. Using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another</li> <li>3.2. Providing a conclusion that reflects on the narrated experiences or events</li> <li>3.3. Using precise words or phrases, descriptive details, and sensory language to convey events and experiences</li> </ul>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to use technology to produce and publish writing as well as to interact and collaborate with others.</b>  <b>The student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Conducting research to support their writing on a specific topic</li> </ul> <p><b>2. The student will be able to develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach, with guidance and support from adults and/or peers.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Independently revising and editing their writing from one draft to the next</li> <li>2.2. Accepting and applying feedback from teachers and peers</li> <li>2.3. Offering appropriate critiques and suggestions to peers during peer review</li> </ul>

**Research to Build & Present Knowledge (RBPK)**

- 1. The student will be able to conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Drawing information from a variety of sources
- 1.2. Distinguishing between primary and secondary sources
- 1.3. Determining what details or facts are most relevant to their research question

**Range of Writing (RoW)**

- 1. The student will be able to 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.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Developing an essay from a given prompt in a specified amount of time
- 1.2. Completing and turning in assignments by specified due dates or within specified time limits
- 1.3. Appropriately pacing themselves during assignments to utilize time effectively

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. The student will be able to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Supporting their ideas in discussions by drawing upon previous knowledge or new information presented</li> <li>1.2. Respectfully listening to others during discussions and responding when appropriate</li> <li>1.3. Ensuring that all comments are relevant to the topic, text, or issue under discussion</li> </ul>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. The student will be able to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Students will speak appropriately to a variety of audiences taking into account the purpose of their presentations or speech</li> <li>1.2. Meeting the objectives outlined in the sixth-grade language standards</li> </ul>

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of standard English grammar and usage.</b>  <b>The student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Ensuring that pronouns are in the proper case (subjective, objective, possessive)</li> <li>1.2. Using intensive pronouns (e.g., myself, ourselves)</li> <li>1.3. Recognizing and correcting inappropriate shifts in pronoun number and person</li> <li>1.4. Recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents)</li> </ul>
<b>Knowledge of Language (KoL)</b>
<p><b>1. The student will apply knowledge of language when speaking, reading, writing or listening.</b>  <b>The student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Varying sentence patterns for meaning, reader/ listener interest and style</li> </ul>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to determine the meaning of unknown words and phrases.</b>  <b>The student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using common, grade-appropriate Greek or Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</li> <li>1.2. Consulting reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (e.g., dictionaries, glossaries, thesauruses)</li> <li>1.3. Verifying the preliminary determination of the meaning of a word or phrase</li> <li>1.4. Demonstrating understanding of figurative language, word relationships, and nuances in word meanings</li> <li>1.5. Acquiring and using accurately, grade-appropriate general academic and domain specific words and phrases</li> <li>1.6. Gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>

## Catholic Identity Integration in English Language Arts Sixth Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. Students will treat one another and adults with respect.</li> <li>2. The student will be able to participate in discussion about blessings in their lives.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. Students will read specific passages in Scripture and identify the themes.</li> <li>2. Students will use the Gospels to compare author's perspective (e.g. different stories told in multiple Gospels such as the multiplication of loaves and fish).</li> <li>3. Students will use the Old Testament to analyze the author's arguments (compare prophet messages to on another).</li> <li>4. Students will use the Epistles of the New Testament to analyze author's purpose.</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. Students will study the authors of specific books of the Bible when comparing and analyzing author's purpose including prophets such as Elijah, Isaiah, Matthew, Mark, Luke, John, and Paul.</li> </ol>

## Suggested Courses of Study for ELA

Beginning in grade seven, additional course options, such as honors or Advanced Placement classes are offered. The specific standards for honors or AP classes are determined at the local level, but all standards must meet and exceed the curriculum standards and objectives in this document. High school students may also have the option to take elective ELA courses. These courses and the curriculum for each course are created at the local level and approved by the Diocese of Jackson Office of Education. Below are three course progression options.

<b>Grade</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
7	English 7	English 7	English 7 Honors
8	English 8	English 8	English 8 Honors
9	English I	English I	English I Honors
10	English II	English II	English II Honors
11	English III	English III Honors	AP Language & Composition
12	English IV	English IV Honors	AP Literature & Composition

### **Elective Options may include:**

Journalism, Speech and Debate, Literature in Film, Creative Writing, ACT Prep, Southern Studies

## Catholic Identity Integration in Middle and High School English Language Arts Courses

As courses progress at the middle and high school levels, theology and religion classes become more departmentalized and offer a number of opportunities for integration with other subjects. The following are suggested opportunities for integration in English language arts classes. In addition to the opportunities listed below, teachers are expected to work cooperatively with religion and theology teachers in their schools to ensure that the strong spirit of our Catholic faith is woven into every academic class.

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"><li><b>1. Teachers and students treat one another with dignity and respect acknowledging that each individual is created in the image and likeness of God.</b></li><li><b>2. Students are expected to complete all assignment honestly avoiding cheating, plagiarism, and other unethical behaviors.</b></li><li><b>3. Communal prayer is encouraged to start or end every class.</b></li></ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"><li><b>1. Students will apply reading and comprehension skills when reading specific Scripture passages.</b></li><li><b>2. Students will analyze scripture passages by applying knowledge of certain concepts such as author's purpose, imagery, point of view, etc.</b></li></ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"><li><b>1. When learning about a specific genre and/or time period, teachers will explain or allow student to research major events within the Catholic Church during that time.</b></li><li><b>2. When presenting various texts, teachers will present works from a variety of notable authors from the Church including Saints or other holy men and women of the Church.</b></li></ol>

## Reading- Literature

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>1.2. Determining a theme or central idea of a text and analyzing in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details</p> <p>1.3. Providing an accurate summary of the text based upon this analysis</p> <p>1.4. Analyzing how particular elements of a literary text interact (e.g., how setting shapes the characters or plot)</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</p> <p>1.2. Analyzing the impact of specific word choice on meaning and tone (e.g., alliteration)</p> <p>1.3. Analyzing how a drama's or poem's form or structure contributes to its meaning (e.g., soliloquy, sonnet)</p> <p>1.4. Analyzing how an author develops and contrasts the points of view of different characters or narrators in a text</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Comparing and contrasting 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)</p> <p>1.2. Comparing and contrasting 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</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ol style="list-style-type: none"> <li>1.1. Comparing and contrasting a text to an audio, video, or multimedia version of the text and analyzing each mediums' portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)</li> <li>1.2. Citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>1.3. Determining a central idea of a text and analyzing in detail its development of the course of the text, including how it emerges and is shaped and refined by specific details</li> <li>1.4. Providing an accurate summary of the text based upon this analysis</li> <li>1.5. Analyzing the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)</li> <li>1.6. Determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of a specific word choice on meaning and tone</li> <li>1.7. Analyzing the structure an author uses to organize text, including how the major sections contribute to the whole and to the development of the ideas</li> <li>1.8. Determining an author's point of view or purpose in a text and analyzing how the author distinguishes his or her position from that of others</li> </ol>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will analyze the structure and purpose of information.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ol style="list-style-type: none"> <li>1.1. Determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of a specific word choice on meaning and tone</li> <li>1.2. Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</li> <li>1.3. Determining an author's point of view or purpose in a text and analyzing how the author distinguishes his or her position from that of others</li> </ol>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ol style="list-style-type: none"> <li>1.1. Tracing and evaluating 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</li> </ol>

1.2. Analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts

**Range of Reading and Level of Text Complexity (RRTC-I)**

**1. The students will be able to read and comprehend grade appropriate text.**

**Students will demonstrate mastery of this standard by:**

1.1. Reading and comprehending literary nonfiction in the grades 6-8 text complexity band proficiently

## Writing

### Text Types & Purposes (TTP)

1. **The student will be able to write arguments to support claims with clear reasons and relevant evidence.**  
**Students will demonstrate mastery of this standard by:**
  - 1.1. Introducing claims, acknowledging alternate or opposing claims, and organizing the reasons and evidence logically
  - 1.2. Supporting claims with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text
  - 1.3. Providing a concluding statement that follows from and supports the argument presented
2. **The student will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**  
**Students will demonstrate mastery of this standard by:**
  - 2.1. Developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
  - 2.2. Using precise language and domain-specific vocabulary to inform about or explain a topic
  - 2.3. Providing a concluding statement or section that follows and supports the information or explanation presented
3. **The student will be able to write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**  
**Students will demonstrate mastery of this standard by:**
  - 3.1. Using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another
  - 3.2. Using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
  - 3.3. Providing a conclusion that follows from and reflects on the narrated experiences or events

### Production & Distribution of Writing (PDW)

1. **The student will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  
**Students will demonstrate mastery of this standard by:**
  - 1.1. Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
  - 1.2. Using technology to produce and publish writing and citing sources appropriately

**Research to Build & Present Knowledge (RBPK)**

- 1. The student will be able to conduct short research projects to answer a question, drawing on several sources and generating additional related questions for further research and investigation.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Gathering relevant information from multiple print and digital sources, quoting or paraphrasing the data and avoiding plagiarism
- 1.2. Drawing evidence from literary or informational texts to support analysis, reflection, and research

**Range of Writing (RW)**

- 1. The student will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Completing and turning in assignments by specified due dates or within specified time limits
- 1.2. Appropriately pacing themselves during assignments to utilize time effectively

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. The student will be able to follow rules for collegial discussions, tracking progress toward specific goals and deadlines, and defining individual roles as needed.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Posing 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</li> <li>1.2. Acknowledging new information expressed by others and, when warranted, notifying of their own views</li> <li>1.3. Analyzing the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explaining how the ideas clarify a topic, text, or issue under study</li> </ul>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. The student will be able to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Interpreting figures of speech (e.g., literary Biblical, and mythological allusions) in context</li> <li>1.2. Using the relationship between words (e.g., synonyms/ antonyms, analogies) to better understand each of the words</li> <li>1.3. Distinguishing among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending)</li> </ul> <p><b>2. The student will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>3. The student will be able to present claims and findings, emphasizing important points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; using appropriate eye contact, adequate volume, and clear pronunciation.</b></p>

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Explaining the function of phrases and clauses in general and their function in specific sentences</li> <li>1.2. Choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>1.3. Placing phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>
<b>Knowledge of Language (KoL)</b>
<p><b>1. The student will be able to use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Choosing language that expresses ideas precisely when writing, speaking, reading, or listening</li> </ul>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading content, choosing from a range of strategies.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using context as a clue to the meaning of the word or phrase</li> <li>1.2. Using common, grade appropriate Greek or Latin prefixes, suffixes and roots as clues to the meaning of a word (examples: belligerent, bellicose, rebel)</li> </ul>

## Reading- Literature

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>1.1. Citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>1.2. Determining a theme or central idea of a text and analyzing in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details</li> <li>1.3. Providing an accurate summary of the text based upon this analysis</li> <li>1.4. Analyzing how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision</li> </ul>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will determine central ideas and themes when reading fiction and drawing logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Analyzing how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor (e.g., created through the use of dramatic irony)</li> <li>1.2. Determining the meaning of words or phrases as they are used in a text, including figurative or connotative meanings</li> <li>1.3. Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</li> <li>1.4. Comparing and contrasting the structure of two or more texts and analyzing how the differing structure of each text contributes to its meaning and style</li> </ul>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</li> <li>1.2. Analyzing how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or characters in a modern work, including how the material is rendered new</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Reading and comprehending literature, including stories, dramas, and poems, at the high end of grades 7-9 text complexity band independently and proficiently</li> </ul>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>1.2. Determining a central idea of a text and analyzing in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; providing an accurate summary of the text based upon this analysis</p> <p>1.3. Analyzing how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will analyze the structure and purpose of information. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>1.2. Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p> <p>1.3. Analyzing the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept</p> <p>1.4. Determining an author's point of view or purpose in a text and analyzing how the author acknowledges and responds to conflicting evidence or viewpoints</p>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify texts. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Analyzing 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</p>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read and comprehend grade appropriate text. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literary nonfiction at the high end of the grades 7-9 text complexity band independently and proficiently</p>

## Writing

### Text Types & Purposes (TTP)

**1. The students will be able to write arguments to support claims with clear reasons and relevant evidence.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Introducing claim(s), and acknowledging or distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically
- 1.2. Supporting claim(s) with logical reasoning and relevant evidence, accurate credible sources and demonstrating an understanding of the topic or text
- 1.3. Using words, phrases, and clauses to create cohesion: clarifying the relationship among claim(s) counter claims, reasons, and evidence
- 1.4. Providing a concluding statement or section that follows from and supports the argument presented

**2. The student will be able to write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Introducing a topic clearly, previewing what is to follow, organizing ideas, concepts, and information into broader categories, including formatting, graphics, and multimedia when useful to aiding comprehension
- 2.2. Developing the topic with relevant, well-chosen facts, definition, concrete details, quotations, or other information and examples
- 2.3. Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts
- 2.4. Providing a concluding statement or section that follows from and supports the information or explanation presented

### Production & Distribution of Writing (PDW)

**1. The student will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- 1.2. Using technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**Research to Build & Present Knowledge (RBPK)**

- 1. The student will be able to gather relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; and quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Drawing evidence from literary or informational texts to support analysis, reflections, and research
- 1.2. Conducting short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related questions that allow for multiple avenues of exploration
- 1.3. Applying grade 8 reading standards to literature

**Range of Writing**

- 1. The student will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day) for a range of discipline-specific tasks, purposes, and audiences.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Completing and turning in assignments by specified due dates or within specified time limits
- 1.2. Appropriately pacing themselves during assignments to utilize time effectively

## Speaking & Listening

### Comprehension & Collaboration (CC)

**1. The student will be able to come to a discussion prepared, having read or researched material under study; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe; and reflecting on ideas under discussion.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Posing questions that connect the ideas of several speakers and respond to others' question and comments with relevant evidence, observations, and ideas
- 1.2. Recognizing new information expressed by others, and when warranted, qualifying, or justifying their own views in light of the evidence presented
- 1.3. Analyzing the purpose of information presented in diverse media and formats (visually, quantitatively, orally) and evaluating the motives (social, commercial, political) behind its presentation

### Presentation of Knowledge & Ideas (PKI)

**1. The student will be able to present claims and findings emphasizing important points in a focused coherent manner with relevant evidence, sound reasoning, and well-chosen details, using appropriate eye contact, volume and clear pronunciation.**

**Students will be able to demonstrate mastery of the standard by:**

- 1.1. Integrating multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- 1.2. Adapting speech to a variety of contexts and tasks, demonstrating formal English when indicated or appropriate

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, keyboarding or speaking).</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Explaining the function of verbs (gerunds, participles, infinitives) in general and their function in sentences</p> <p>1.2. Forming and using verbs in active passive voice</p> <p>1.3. Forming and using verbs in the indicative and imperative, interrogative, conditional, and subjunctive mood</p> <p><b>2. The student will be able to use knowledge of language and its conventions when writing, speaking, reading, and listening.</b></p> <p><b>Students will be able to demonstrate mastery of the standard by:</b></p> <p>2.1. Using punctuation to indicate a pause break (commas, ellipsis, dashes)</p> <p>2.2. Using ellipsis to indicate an omission</p>
<b>Knowledge of Language (KoL)</b>
<p><b>1. The student will be able to use knowledge of language and its conventions when writing, speaking, reading, and listening.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using verbs in the active and passive voice and in conditional and subjunctive mood to achieve specific effects (emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using context (ex. 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)</p> <p>1.2. Using common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (ex. Precede, recede, secede)</p> <p>1.3. Verifying the preliminary determination of the meaning of a word or phrase (ex. By checking the inferred meaning in context or in a dictionary)</p> <p><b>2. The student will be able to demonstrate understandings of figurative language, word relationships and nuances in word meanings.</b></p> <p><b>Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Interpreting figures of speech in context (ex. Verbal irony, puns)</p> <p>2.2. Using the relationship between specific words to better understand each of the words</p> <p>2.3. Distinguishing among the connotations (associations) of words with similar denotations (definitions) (ex. Bullheaded, willful, firm, persistent)</p>

## Reading Literature

<b>Key Ideas and Details (KID)</b>
<ol style="list-style-type: none"> <li>1. The students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. The students will determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s) and provide an accurate summary of the text based upon this analysis.</li> <li>3. The students will analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters and advance the plot or develop the theme.</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzing the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>2. The students will analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>3. The students will analyze a specific point of view or cultural experience reflected in a work of literature from outside the United States, drawing on wide reading of world literature.</li> </ol>
<b>Integration of Knowledge and Ideas (IKI)</b>
<ol style="list-style-type: none"> <li>1. The students will be able to analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</li> <li>2. The students will be able to analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>1. By the end of grade 9, the students will be able to read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>

## Reading Informational Text

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. The students will be able to determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>2. The students will be able to analyze in detail how an author's ideas or claims are developed and refined by specific sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>3. The students will be able to determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>2. The students will be able to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifying false statements and fallacious reasoning.</li> <li>3. The students will be able to analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>1. By the end of grade 9, students will be able to read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>

## Writing

### Text Types and Purposes

**1. The students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Introducing precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
- 1.2. Developing claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
- 1.3. Using words, phrases, and clauses to link the major sections of the text, creating cohesion, and clarifying the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- 1.4. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 1.5. Providing a concluding statement or section that follows from and supports the argument presented

**2. The students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- 2.2. Developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 2.3. Using appropriate and varied transitions to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts
- 2.4. Using precise language and domain-specific vocabulary to manage the complexity of the topic
- 2.5. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 2.6. Providing a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

**3. The students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Engaging and orienting the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creating a smooth progression of experiences or events
- 3.2. Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- 3.3. Using a variety of techniques to sequence events so that they build on one another to create a coherent whole
- 3.4. Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 3.5. Providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

#### **Production and Distribution of Writing**

- 1. The students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- 2. The students will be able to develop and strengthen writing as needed by planning, revising, editing, rewriting, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)**
- 3. The students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.**

#### **Research to Build and Present Knowledge**

- 1. The students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrowing or broadening the inquiry when appropriate; synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation.**
- 2. The students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessing the usefulness of each source in answering the research question; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

**3. The students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Applying grades 9–10 reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”)
- 3.2. Applying grades 9–10 reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)

**Range of Writing**

**1. The students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

## Speaking and Listening

### Comprehension and Collaboration

- 1. The students will be able to initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (one-on-one, in groups, and teacher-led)**

**Students will demonstrate mastery of this standard by:**

- 1.1. Coming to discussions prepared, having read and researched material under study; explicitly drawing on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - 1.2. Working with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed (e.g., informal consensus, taking votes on key issues, presentation of alternate views)
  - 1.3. Propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions
  - 1.4. Responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented
- 2. The students will be able to integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**
- 3. The students will be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

### Presentation of Knowledge and Ideas

- 1. The students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, ensuring the organization, development, substance, and style are appropriate to purpose, audience, and task.**
- 2. The students will be able to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**
- 3. The students will be able to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)**

## Language

<b>Conventions of Standard English</b>
<p><b>1. The students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using parallel structure</li> <li>1.2. Using various phrases and clauses to convey specific meanings and add variety and interest to writing or presentations</li> </ul> <p><b>2. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>2.1. Using a semicolon to link two or more closely related independent clauses</li> <li>2.2. Using a colon to introduce a list or quotation</li> <li>2.3. Spelling correctly</li> </ul>
<b>Knowledge of Language</b>
<p><b>1. The students will be able to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Writing and editing work so that it conforms to the guidelines in a style manual (e.g. MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type</li> </ul>
<b>Vocabulary Acquisition and Use</b>
<p><b>1. The students will be able to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using context as a clue to the meaning of a word or phrase</li> <li>1.2. Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech</li> <li>1.3. Consulting general and specialized reference materials, both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, the part of speech or its etymology</li> <li>1.4. Verifying the preliminary determination of the meaning of a word or phrase</li> </ul> <p><b>2. The students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meaning. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Interpreting figures of speech in context and analyzing their role in the text</li> <li>2.2. Analyzing nuances in the meanings of words with similar denotations</li> </ul>

- 3. The student will be able to acquire and use accurately general academic and domain-specific words and phrases, appropriate for reading, writing, speaking, and listening at the 9<sup>th</sup>-10<sup>th</sup> grade readiness level; demonstrating independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

## Reading Literature

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. The students will be able to determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzing the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>2. The students will be able to analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>3. The students will be able to analyze a specific point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</li> <li>2. The students will be able to analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>1. By the end of grade 10, students will be able to read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</li> </ol>

## Reading Informational Text

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. The students will be able to determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>2. The students will be able to analyze in detail how an author's ideas or claims are developed and refined by specific sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>3. The students will be able to determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>2. The students will be able to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifying false statements and fallacious reasoning.</li> <li>3. The students will be able to analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>1. By the end of grade 10, the students will be able to read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</li> </ol>

## Writing

### Text Types and Purposes

**1. The students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Introducing precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that establishes clear relationships among claim(s) counterclaims, reasons, and evidence
- 1.2. Developing claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
- 1.3. Using words, phrases, and clauses to link the major sections of the text, creating cohesion, and clarifying the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- 1.4. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 1.5. Providing a concluding statement or section that follows from and supports the argument presented

**2. The students will be able to write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting, graphics, and multimedia when useful to aiding comprehension
- 2.2. Developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 2.3. Using appropriate and varied transitions to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts
- 2.4. Using precise language and domain-specific vocabulary to manage the complexity of the topic
- 2.5. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 2.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

**3. The students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Engaging and orienting the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creating a smooth progression of experiences or events
- 3.2. Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- 3.3. Using a variety of techniques to sequence events so that they build on one another to create a coherent whole
- 3.4. Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 3.5. Providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

#### **Production and Distribution of Writing**

- 1. The students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- 2. The students will be able to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)**
- 3. The students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.**

#### **Research to Build and Present Knowledge**

- 1. The students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrowing or broadening the inquiry when appropriate; synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation.**
- 2. The students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessing the usefulness of each source in answering the research question; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

**3. The students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Applying grades 9–10 reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”)
- 3.2. Applying grades 9–10 reading standards to literary nonfiction and/or informational texts (e.g., “Delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifying false statements and fallacious reasoning”)

**Range of Writing**

**1. The students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

## Speaking and Listening

### Comprehension and Collaboration

**1. The students will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own ideas clearly and persuasively.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Coming to discussions prepared, having read and researched material under study; explicitly drawing on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- 1.2. Working with peers to set rules for collegial discussions and decision-making including setting clear goals, deadlines and individual roles as needed
- 1.3. Propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions
- 1.4. Responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented

**2. The students will be able to integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

**3. The students will be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

### Presentation of Knowledge and Ideas

**1. The students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

**2. The students will be able to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**3. The students will be able to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)**

## Language

<b>Conventions of Standard English</b>
<p><b>1. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using parallel structure</p> <p>1.2. Using various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations</p> <p><b>2. The students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Using a semicolon to link two or more closely related independent clauses</p> <p>2.2. Using a colon to introduce a list or quotation</p> <p>2.3. Spelling correctly</p>
<b>Knowledge of Language</b>
<p><b>1. The students will be able to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Writing and editing so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type</p>
<b>Vocabulary Acquisition and Use</b>
<p><b>1. The students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using context as a clue to the meaning of a word or phrase</p> <p>1.2. Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis, analytical; advocate, advocacy)</p> <p>1.3. Consulting 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, the part of speech, or its etymology</p> <p>1.4. Verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p> <p><b>2. The students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Interpreting figures of speech in context and analyzing their role in the text</p> <p>2.2. Analyzing nuances in the meanings of words with similar denotations</p>

- 3. The students will be able to acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the 9<sup>th</sup>-10<sup>th</sup> grade readiness level; demonstrating independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

## Reading Literature

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>2. The students will be able to determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzing the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.)</li> <li>2. The students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)</li> <li>3. The students will be able to analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>2. The students will be able to demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> </ol>

**Range of Reading and Level of Text Complexity**

- 1. By the end of grade 11, the students will be able to read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range**

## Reading Informational Text

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>2. The students will be able to determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>2. The students will be able to analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>3. The students will be able to determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>2. The students will be able to delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy. (e.g., The Federalist, presidential addresses)</li> <li>3. The students will be able to analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>1. By the end of grade 11, the students will be able to read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>

## Writing

### Text Types and Purposes

**1. The students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence
- 1.2. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases
- 1.3. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarifying the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- 1.4. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 1.5. Providing a concluding statement or section that follows from and supports the argument presented

**2. The students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Introducing a topic; organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- 2.2. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 2.3. Using appropriate and varied transitions and syntax to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts
- 2.4. Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

- 2.5. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 2.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

**3. The students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Engaging and orienting the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creating a smooth progression of experiences or events
- 3.2. Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 3.3. Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- 3.4. Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 3.5. Providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

**Production and Distribution of Writing**

- 1. The student will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- 2. The student will be able to develop and strengthen writing as needed by planning, revising, editing, rewriting, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)**
- 3. The student will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

**Research to Build and Present Knowledge**

- 1. The student will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrowing or broadening the inquiry when appropriate; synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation.**

- 2. The student will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessing the strengths and limitations of each source in terms of the task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**
- 3. The student will be able to draw evidence from literary or informational text to support analysis, reflection, and research.**
- Students will demonstrate mastery of this standard by:**
- 3.1. Applying grades 11–12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)
- 3.2. Applying grades 11–12 reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”)

**Range of Writing**

- 1. The student will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

## Speaking and Listening

<b>Comprehension and Collaboration</b>
<p><b>1. The student will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Coming to discussions prepared, having read and researched material under study; explicitly drawing on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p>1.2. Working with peers to promote civil, democratic discussions and decision making, setting clear goals and deadlines, and establishing individual roles as needed</p> <p>1.3. Propelling conversations by posing and responding to questions that probe reasoning and evidence; ensuring a hearing for a full range of positions on a topic or issue; clarifying, verifying, or challenging ideas and conclusions; and promoting divergent and creative perspectives</p> <p>1.4. Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; resolving contradictions when possible; and determining what additional information or research is required to deepen the investigation or complete the task</p> <p><b>2. The student will be able to integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>3. The student will be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p>
<b>Presentation of Knowledge and Ideas</b>
<p><b>1. The student will be able to present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>2. The student will be able to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p> <p><b>3. The student will adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</b></p>

## Language

<b>Conventions of Standard English</b>
<p><b>1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Applying the understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>1.2. Resolving issues of complex or contested usage, consulting references as needed (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage)</p> <p><b>2. The student will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Observing hyphenation conventions</p> <p>2.2. Spelling correctly</p>
<b>Knowledge of Language</b>
<p><b>1. The student will be able to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Varying syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; demonstrating an understanding of how syntax contributes to the purpose or meaning of the text when analyzing complex texts</p>
<b>Vocabulary Acquisition and Use</b>
<p><b>1. The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using context as a clue to the meaning of a word or phrase (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)</p> <p>1.2. Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)</p> <p>1.3. Consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determining or clarifying its precise meaning, the part of speech, its etymology, or its standard usage</p> <p>1.4. Verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>

- 2. The student will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**  
**Students will demonstrate mastery of this standard by:**
- 2.1. Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyzing their role in the text
  - 2.2. Analyzing nuances in the meaning of words with similar denotations
- 3. The student will be able to acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the 11<sup>th</sup>-12<sup>th</sup> readiness level; demonstrating independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

## Reading Literature

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>2. The students will be able to determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzing the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>2. The students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)</li> <li>3. The students will be able to analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>2. The students will be able to demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>
<ol style="list-style-type: none"> <li>1. By the end of grade 12, the students will be able to read and comprehend literature, including stories, dramas, and poems, in the grades 11-college age text complexity band proficiently, with scaffolding as needed at the high end of the range</li> </ol>

## Reading Informational Text

<b>Key Ideas and Details</b>
<ol style="list-style-type: none"> <li>1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>2. The students will be able to determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; providing an accurate summary of the text based upon this analysis.</li> <li>3. The students will be able to analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> </ol>
<b>Craft and Structure</b>
<ol style="list-style-type: none"> <li>1. The students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>2. The students will be able to analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>3. The students will be able to determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> </ol>
<b>Integration of Knowledge and Ideas</b>
<ol style="list-style-type: none"> <li>1. The students will be able to integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>2. The students will be able to delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li> <li>3. The students will be able to analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.</li> </ol>

**Range of Reading and Level of Text Complexity**

- 1. By the end of grade 12, the students will be able to read and comprehend literary nonfiction in the grades 11-college text complexity band proficiently, with scaffolding as needed at the high end of the range.**

## Writing

### Text Types and Purposes

**1. The students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence
- 1.2. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases
- 1.3. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarifying the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- 1.4. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 1.5. Providing a concluding statement or section that follows from and supports the argument presented

**2. The students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Introducing a topic; organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- 2.2. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- 2.3. Using appropriate and varied transitions and syntax to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts
- 2.4. Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

- 2.5. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 2.6. Providing a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

**3. The students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Engaging and orienting the reader by setting out a problem, situation, or observation and its significance; establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creating a smooth progression of experiences or events
- 3.2. Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- 3.3. Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- 3.4. Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 3.5. Providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

**Production and Distribution of Writing**

- 1. The student will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- 2. The student will be able to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)**
- 3. The student will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

**Research to Build and Present Knowledge**

- 1. The student will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrowing or broadening the inquiry when appropriate; synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation.**

- 2. The student will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessing the strengths and limitations of each source in terms of the task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**
- 3. The student will be able to draw evidence from literary or informational text to support analysis, reflection, and research.**  
**Students will demonstrate mastery of this standard by:**
- 3.1. Applying grades 11–12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- 3.2. Applying grades 11–12 reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

#### **Range of Writing**

- 1. The student will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

## Speaking and Listening

<b>Comprehension and Collaboration</b>
<p><b>1. The student will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Coming to discussions prepared, having read and researched material under study; explicitly drawing on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p>1.2. Working with peers to promote civil, democratic discussions and decision making, setting clear goals and deadlines, and establishing individual roles as needed</p> <p>1.3. Propelling conversations by posing and responding to questions that probe reasoning and evidence; ensuring a hearing for a full range of positions on a topic or issue; clarifying, verifying, or challenging ideas and conclusions; and promoting divergent and creative perspectives</p> <p>1.4. Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; resolving contradictions when possible; and determining what additional information or research is required to deepen the investigation or complete the task</p> <p><b>2. The student will be able to integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>3. The student will be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p>
<b>Presentation of Knowledge and Ideas</b>
<p><b>1. The student will be able to present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>2. The student will be able to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p> <p><b>3. The student will adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</b></p>

## Language

<b>Conventions of Standard English</b>
<p><b>1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Applying the understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>1.2. Resolving issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed</p> <p><b>2. The student will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Observing hyphenation conventions</p> <p>2.2. Spelling correctly</p>
<b>Knowledge of Language</b>
<p><b>2. The student will be able to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Varying syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrating an understanding of how syntax contributes to the purpose or meaning of the text</p>
<b>Vocabulary Acquisition and Use</b>
<p><b>4. The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>4.1. Using context as a clue to the meaning of a word or phrase (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)</p> <p>4.2. Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)</p> <p>4.3. Consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage</p> <p>4.4. Verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>

- 5. The student will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**  
**Students will demonstrate mastery of this standard by:**
- 5.1. Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyzing their role in the text
  - 5.2. Analyzing nuances in the meaning of words with similar denotations
- 6. The student will be able to acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at college readiness level; demonstrating independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**