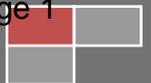


2013

ELA Curriculum Standards

English Language Arts

This curriculum document was compiled by administrators and teachers in the Diocese of Fort Worth.



1 – 8 CURRICULUM

PHILOSOPHY

The Catholic Diocese of Fort Worth, Texas believes in the value of all members of society, including children. Our schools nurture the spiritual, intellectual, physical, and social/emotional growth of each child. The Catholic school environment fosters love of God, love of self, love of others and provides opportunities for children to participate in contributing to their home, school, and church communities. The program provides a standards-based, outcomes-based curriculum that is sensitive to how and when a child learns and develops. The curriculum is academically rigorous and incorporates differentiated instruction to meet the needs of students. Within the Catholic school environment, children grow as unique people in God's world.

RATIONALE

In our Catholic schools students hear the Gospel Message proclaimed daily, learn and appreciate the teachings of our Church, build community, pray, worship, and participate in Christian service with the guidance of their pastor, administrator, and teachers. In all courses offered in our schools, “it is necessary; therefore, that religious instruction in school appears as a scholastic discipline with the same systematic demands and the same rigor as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary interdisciplinary dialogue” (GDC 73). Thus, all courses in our Catholic schools will integrate the Gospel message, teachings of the Church, and traditions of the Church. Each student, parent, teacher and administrator is a valued member of our Catholic school community and will seek to attain and give the fullness of Christ's love to one another.

ACKNOWLEDGMENTS

Appreciation is extended to:

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and all ELA teachers in the Fort Worth Diocesan Catholic Schools for their help in piloting the curriculum during the 2013-2014 school year.



DIOCESE OF FORT WORTH

January 2013

The Catholic Schools office of the Diocese of Fort Worth expresses gratitude to the administrators and teachers for their work in revising and updating the English Language Arts Curriculum Standards.

Those who work in the field of education recognize God's gift of the human mind and its capacity to participate in the betterment of all mankind as a great challenge. As educators, our work begins when the first three-year-old walks through the school's doorway. It is our mission to identify each student's gifts, challenges, and interests, engage him in activities and performances that will increase his abilities and capabilities, and watch as the student uses his newly learned knowledge to engage fully in the betterment of all mankind. This mission continues as the student moves through the grade levels.

Teachers are expected to be creative as they teach their students. The infusion of Catholic teachings, traditions, and beliefs into all content areas allows teachers to help students grow and develop a Catholic worldview. The integration of knowledge, communication, technology, and deep understandings of the Catholic faith will guide the students to solve real world, cross-curricular problems. With the guidance of their teachers and their Catholic formation, students will become competent in making informed decisions which affect their daily lives, their futures, and the lives of others.

The interest, curiosity, faith, and mastery of content knowledge of each student will be developed through the teacher's use of the ELA Curriculum Standards. Working together, we are able to provide a quality Catholic education for our students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Donald P. Miller". The signature is written in a cursive style with a large initial "D".

Donald Miller, Superintendent of Catholic Schools in Fort Worth

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INTRODUCTION TO CURRICULUM STANDARDS

Introduction

Diocese of Fort Worth Catholic Schools follows a standards based curriculum. The standards are the backbone on which all decisions hinge: identifying essential learning objectives, formulating formative and summative assessments, selecting teaching strategies and accommodating differences among students. The way content is organized and presented in the classroom is based on the standards. Standards can be organized and presented with many different emphases and perspectives.

Standards when implemented correctly, insist that instruction in religion, reading, writing, speaking, listening, and language be a shared responsibility across content areas. With this in mind, the majority of student learning is done through the use of well-constructed interdisciplinary units. Assessment of learning happens throughout the unit as both formative and summative assessments. To prove success with standards, students will demonstrate learning through authentic assessments.

Diocese of Fort Worth Catholic Schools follows backwards design lesson planning (Wiggins, McTighe, 2005). First, the standard and objectives to be taught are identified, and then the assessment that will be used to document students' success in learning will be determined. This is followed by selecting the appropriate strategies and activities to engage the students in acquiring the knowledge necessary to meet the standard. The questions guiding instructional planning are:

1. What do students need to know, do, and be like?
2. How will students show evidence of mastery of this knowledge? What are the group and individual needs of the students to achieve mastery?
3. How are the students different after acquiring this knowledge?

This curriculum document is in alignment with Common Core State Standards and incorporates Texas Essential Knowledge and Skills as outlined by the Texas Education Agency. The Diocese of Ft. Worth used the Hartford Curriculum Standards when it first implemented a Standards-Based curriculum. We are grateful to the leadership and support the Archdiocese of Hartford has provided.

Format

The format is designed to be a framework for teachers.

The first section of this guide contains the 2012 standards, objectives, assessments, and enabling outcomes. Enabling outcomes are not labeled as enabling outcomes, they are labeled by the grade level, 1, 2, 3, etc. The assessments and enabling outcomes are suggestions, and teachers can replace them or supplement them with assessments or outcomes of superior quality that better match the abilities and needs of their students.

The second section of this guide is suggested cross curricular and Catholic social teaching links. They are followed by:

- Profile of a High School Graduate – Diocese of Fort Worth Catholic Schools
- Technology Knowledge and Development
- Accommodations
- Differentiation
- Vocabulary

The final section is the curriculum frame. At the beginning of the year teachers develop their Year-Long Plans that show the sequence major themes will be taught. This is followed by units designed for use in schools in the Diocese of Fort Worth. Units must include: content maps identifying critical attributes of the unit, standard(s), objective(s), summative assessment, length of the unit, resources and materials needed for the unit, and daily lesson plans used throughout the unit.

GRADES 1, 2, 3

STANDARD I: Students read a wide variety of print and non-print texts with fluency and comprehension.

Objective	Grade 1	Grade 2	Grade 3
<p>A. Students explain the concepts of print.</p> <p><i>Assessment: Using a book, students explain how one reads and the purpose of symbols, spaces, and illustrations.</i></p>	<ol style="list-style-type: none"> 1. Students use finger and model print moves from left to right and top to bottom. 2. Students identify a letter, a word, a sentence on a page in a book. 3. Students identify capital letters and end punctuation in a sentence and explain what they mean to the reader. 4. Students name and identify letters of the alphabet and distinguish capital letters from lower case letters. 5. Students identify parts of a book: cover page, title page, table of contents, etc. 6. Students explain that words must be spelled correctly for communication. 		
<p>B. Students read grade level texts with fluency.</p> <p><i>Assessment Grade 1: Given a first grade reader or text written on a first grade reading level, the student reads with accuracy, clarity, and expression.</i></p> <p><i>Assessment Grade 2: Given a second grade reader or text written on a second grade reading level, the student reads with accuracy, clarity, and expression.</i></p> <p><i>Assessment Grade 3: Given a third grade reader or text written on a third</i></p>	<ol style="list-style-type: none"> 1. Students identify the initial and final sounds of a word. 2. Students blend sounds, including three and four phoneme words, to make spoken words. 3. Students produce beginning, medial, and final sounds by segmenting one-syllable words into individual phonemes. 4. Students apply letter-sound correspondences of a set of consonants and vowels, consonant blends, and consonant and vowel digraphs 	<ol style="list-style-type: none"> 1. Students decode by using letter-sound correspondences, blends, and other phonetic devices within a word. 2. Students decode by using letter-sound correspondences within regularly spelled words, and they read decodable texts. 3. Students identify and read high frequency regular and irregular words automatically. 4. Students identify words as compound, contractions, base words, inflections, prefixes, suffixes, etc. by using 	<ol style="list-style-type: none"> 1. Students decode by using all letter-sound correspondences, blends, roots, prefixes, suffixes, etc. within a word. 2. Students read multisyllabic words. 3. Students read age appropriate regularly and irregularly spelled words automatically and fluently. 4. Students identify words as compounds, contractions, inflections, prefixes, suffixes, etc. by using structural cues. 5. Students use context to

<p><i>grade reading level, the student reads with accuracy, clarity, and expression independently and proficiently.</i></p>	<p>and diphthongs to read.</p> <ol style="list-style-type: none"> 5. Students decode by using letter-sound correspondences within regularly spelled words, and they read decodable texts. 6. Students identify and read high frequency regular and irregular words. 7. Students identify words as compounds, contractions, base words, or inflections by using structural cues. 8. Students use context to confirm or self-correct word recognition and understanding rereading as necessary. 9. Students read regularly in independent-level materials. 10. Students read regularly in instructional-level materials. 11. Students self-select independent level reading materials by drawing on personal interest, knowledge of authors, and different types of texts, and/or by estimating text difficulty. 12. Students read orally with fluency: accuracy, expression, appropriate phrasing, and attention to punctuation. 13. Students read silently for increasing periods of time beginning with 10 minutes. 	<p>structural cues.</p> <ol style="list-style-type: none"> 5. Students use context to confirm or self-correct word recognition and understanding rereading as necessary. 6. Students read regularly in independent-level materials. 7. Students read regularly in instructional-level materials. 8. Students self-select independent level reading materials by drawing on personal interest, knowledge of authors, and different types of texts, and/or by estimating text difficulty. 9. Students read orally with fluency: accuracy, expression, appropriate phrasing, and attentions to punctuation. 10. Students read silently for increasing periods of time beginning with 15 minutes. 	<p>confirm or self-correct word recognition and understanding rereading as necessary.</p> <ol style="list-style-type: none"> 6. Students read regularly in independent-level materials. 7. Students read regularly in instructional-level materials. 8. Student self-select independent level reading materials by drawing on personal interest, knowledge of authors, and/or estimating text difficulty. 9. Students read orally with fluency: accuracy, expression, appropriate phrasing, and attention to punctuation. 10. Students read silently for increasing periods of time beginning with 20 minutes.
<p>C. Students read, speak and write using an extensive vocabulary.</p> <p><i>Assessment First Grade: Students speak, write, and comprehend</i></p>	<ol style="list-style-type: none"> 1. Students discuss meanings of words with peers and teachers. 2. Students discuss meanings of words and develop meaningful vocabulary through 	<ol style="list-style-type: none"> 1. Students discuss meanings of words with peers and teachers. 2. Students discuss meanings of words and develop meaningful vocabulary through 	<ol style="list-style-type: none"> 1. Students discuss meanings of words with peers and teachers. 2. Students discuss meanings of words and develop meaningful vocabulary through

<p><i>vocabulary related to topics and items specific to groups, places, events, activities, etc. not found in their daily lives and activities. Units such as rodeo or cowboy units around stock show time, units on environmental issues such as the rainforest, pollution, or recycling around Earth Day, units on space, etc. develop and expand students' vocabulary. Teachers monitor students' use of newly acquired vocabulary through students' oral and written presentations.</i></p> <p><i>Assessment Second Grade: Students read, speak, and write with clarity and understanding using an extensive vocabulary. Give students frequent opportunities to speak before the class to share information, express an opinion, or contribute to a discussion.</i></p> <p><i>Assessment Third Grade: When speaking, reading, or writing, students use an extensive vocabulary. Include vocabulary in the rubrics used for grading speaking, reading, and writing assignments.</i></p> <p><i>Assessments Grades One, Two, and Three: Students determine the meanings of words and phrases as they are used in text (teacher selects text, words, and phrases).</i></p>	<p>meaningful/concrete experiences (e.g. field trips, guest speakers, safety units, class gardens, videos, etc.)</p> <ol style="list-style-type: none"> 3. Students master meanings of Tier 2 words found in grade level texts. 4. Students identify words and phrases in stories that tell or suggest feelings or appeal to the senses. 5. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. 6. Students listen to and discuss familiar and conceptually challenging selections read aloud to promote vocabulary growth and understanding of Tier 3 words. 	<p>meaningful/concrete experiences (e.g. field trips, guest speakers, safety units, class gardens, videos, etc.)</p> <ol style="list-style-type: none"> 3. Students master meanings of Tier 2 words found in grade level texts.) 4. Students identify words and phrases in stories that tell or allude to feelings or appeal to the senses. 5. Students demonstrate knowledge of synonyms, antonyms, and multiple-meaning words. 6. Students listen to and discuss familiar and conceptually challenging selections read aloud and read independently to promote vocabulary growth and understanding of Tier 3 words. 7. Students build word meanings and confirm pronunciations of words by using resources and references, e.g. beginners' dictionaries, glossaries, available technology, and context. 	<p>meaningful/concrete experiences (e.g. field trips, guest speakers, safety units, class gardens, videos, etc.)</p> <ol style="list-style-type: none"> 3. Students master meanings of Tier 2 words found in grade level texts. 4. Students identify words and phrases in stories that tell or allude to feelings or appeal to the senses. 5. Students demonstrate knowledge of synonyms, antonyms, and multiple-meaning words. 6. Students listen to and discuss familiar and conceptually challenging selections read aloud and read independently to promote vocabulary growth and understanding of Tier 3 words. 7. Students build word meanings and confirm pronunciations of words by using resources and references, e.g. beginners' dictionaries, glossaries, available technology, and context.
<p>D. Students comprehend grade level material by using a variety of comprehension strategies. Students use comprehension strategies to</p>	<ol style="list-style-type: none"> 1. Students identify prior knowledge by answering questions or identifying items/events. 2. Teacher builds background 	<ol style="list-style-type: none"> 1. Students identify prior knowledge and connect it to new material. 2. Teacher builds background knowledge as needed. 	<ol style="list-style-type: none"> 1. Students identify prior knowledge and connect it to new material. 2. Teacher builds background knowledge as needed.

<p>understand both materials read aloud and materials read independently.</p> <p><i>Assessment Grade 1: Students answer questions correctly, retell information accurately, and make predictions and generalizations based on selections read aloud and selections read independently.</i></p> <p><i>Assessment Grade 2: Following reading assignments students answer questions correctly, retell information accurately, and make predictions and generalizations.</i></p> <p><i>Assessment Grade 3: Students describe characters in a story and explain how their actions contribute to the sequence of events.</i></p> <p><i>Students compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters.</i></p>	<p>knowledge as needed.</p> <ol style="list-style-type: none"> 3. Students identify purpose for reading. Is it to follow directions, persuade, inform, or entertain? 4. Students ask and answer text dependent questions about the main idea and key details in text. 5. Students identify a good summary of material they have read. 6. When answering text dependent questions, students sequence events in a story or informational text in a variety of ways e.g., act it out, retell, draw and label, etc. 7. Based on text dependent information, students will determine cause and effect, draw conclusions and inferences, and make predictions. 8. Students answer text dependent questions to identify similarities and differences, ideas and themes across texts. 9. Students identify narrative elements of stories: characters, setting, problem-solution, etc. when asked text dependent questions. 10. Students retell story or explain information found from reading text. 11. When reading a selection, student will reread, search for clues, or ask for help when 	<ol style="list-style-type: none"> 3. Students identify purpose for reading. Is it to follow directions, persuade, inform, or entertain? 4. Students ask and answer text dependent questions about the main idea and key details in text. 5. With teachers help, students use main ideas and key details to write a summary. 6. Students sequence order of important events in a story. 7. Based on text dependent information, students will determine cause and effect, draw conclusions and make inferences, and make predictions. 8. Students answer text dependent questions to identify similarities and differences, ideas and themes across texts. 9. Students identify narrative elements of stories: characters, settings, problem-solution, etc. 10. Students retell story or explain information found from reading text. 11. When reading a selection, students will reread, search for clues, or ask for help when meaning is not clear. 12. Students develop/complete story maps, graphs, and charts using information found in texts. 13. Students write, illustrate, develop demonstrations, and 	<ol style="list-style-type: none"> 3. Students identify purpose for reading. Is it to follow directions, persuade, inform, or entertain? 4. Students identify main idea and key details in text. 5. Using the main idea and key details in the text based on text dependent information, students write summaries. 6. Students sequence order of important events in a story. 7. Based on text dependent information, students will determine cause and effect, draw conclusions and make inferences, and make predictions. 8. Students answer text dependent questions to identify similarities and differences, ideas and themes across texts. 9. Students identify narrative elements of stories: characters, settings problem-solution, etc. 10. When reading a selection, students will reread, search for clues, or ask for help when meaning is not clear. 11. Students develop/complete story maps, graphs, and charts using information found in texts. 12. Students write, illustrate, develop demonstrations, and use technology to explain understanding of informational texts. 13. Students distinguish fact from
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	meaning is not clear.	use technology to explain understanding of informational texts	<p>opinion in multiple genres.</p> <p>14. Students their own point-of-view from that of narrator or those of the characters. Prove what say using text dependent information.</p> <p>15. Students use examples from text to support interpretations/conclusions.</p> <p>16. Students describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause/effect.</p> <p>17. Students use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>18. Students compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<p>E. Students read and respond to a variety of texts.</p> <p><i>Assessment for 1st grade: Students identify and explain various types of text: fiction, nonfiction, poems, fantasy, news signs, etc. which they read.</i></p> <p><i>Assessment for 2nd grade: Students identify characteristics of various types of texts: fiction, nonfictions, poems, fantasy, news, signs, etc., and respond to text in class discussions and reading journals.</i></p>	<ol style="list-style-type: none"> 1. Students identify forms of texts, e.g., lists, newsletters, signs, friendly and business letters, etc., and the function they serve. 2. Students explain major differences between fiction and nonfiction, real and imaginary, fact and fiction. 3. Students explain the roles of the author and illustrator. 4. Students gather information and answer text dependent questions using pictures, print, 	<ol style="list-style-type: none"> 1. Students identify forms of text, e.g., newsletters, signs, lists, e-mail, poems, informational text, fiction, etc. and the characteristics and functions of each of them. 2. Students explain major differences between fiction and nonfiction, real and imaginary, fact and fiction. 3. Students identify literary terms, e.g. title, author, illustrator across a variety of literary forms. 	<ol style="list-style-type: none"> 1. Students identify forms of text, e.g. newsletters, signs, lists, e-mail, poems, informational text, fiction, etc. and the function they serve. 2. Students identify and differentiate between literary forms, e.g. stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies. 3. Student explain major differences between fiction and nonfiction, real and imaginary,

<p><i>Assessment for 3rd grade: Students identify characteristics of various types of texts: fiction, nonfiction, poems, fantasy, news, signs, etc., and respond to text in reading journals, essays, etc.</i></p>	<p>and graphics.</p> <ol style="list-style-type: none"> 5. Students read prose and poetry of appropriate complexity. 6. Student read informational texts of appropriate complexity. 	<ol style="list-style-type: none"> 4. Using text dependent questions, students analyze characters. 5. Using text dependent questions, students analyze and explain how setting contributes to the story's meaning. 6. Using text dependent questions, students identify the story problem or plot. 	<p>fact and fiction.</p> <ol style="list-style-type: none"> 4. Students explain major differences between fiction and nonfiction, real and imaginary, fact and fantasy. 5. Students identify literary terms, e.g. title, author, illustrator across a variety of literary forms. 6. Using text dependent information, students analyze characters. 7. Using text dependent information, students identify and explain how setting contributes to the story's meaning. 8. Using text dependent information, students identify the story problem or plot and prove it. 9. Using text dependent information, students support interpretations or conclusions drawn from the readings. 10. Using text dependent questions, students connect ideas and themes across texts. 11. Students ask and answer text dependent questions to demonstrate understanding of text.
<p>F. Students generate questions and conduct research</p> <p><i>Assessment Grades 1 & 2: With teachers help, students pose questions, gather data, and formulate a solution/answer in various contexts,</i></p>	<ol style="list-style-type: none"> 1. Students identify relevant questions for inquiry. 2. With teacher's help students record their own knowledge of a topic. 3. With teacher's help students locate information using 	<ol style="list-style-type: none"> 1. Students identify relevant questions for inquiry. 2. With teacher's help students record their own knowledge of a topic. 3. With teacher's help students 	<ol style="list-style-type: none"> 1. Students identify relevant questions for inquiry. 2. With teacher's help students record their own knowledge of a topic. 3. With teacher's help students

<p><i>e.g. science experiment, topic of interest, etc.</i></p> <p><i>Grade 3: Students pose questions, gather data, and formulate a solution/answer in various contexts, e.g. science experiment, topic of interest, etc.</i></p> <p><i>Students describe the relationship between a series of historical events or the evolution of a social or cultural center using language that pertains to time, sequence, and cause/effect (e.g. How have zoos changed over time?).</i></p>	<p>alphabetical order.</p> <ol style="list-style-type: none"> 4. With teacher's help, students locate information using parts of a book, table of content, chapter titles, guide words, indices, etc. 5. With teacher's help students answer questions using multiple sources of information, e.g. encyclopedia, technology, experts, etc. 6. With teacher's help students gather and record independent research from experiments/investigations. 7. With teacher's help students interpret and use graphic sources of information: maps, charts, graphs, and diagrams. 8. With teacher's help students draw conclusions from data gathered. 9. With teacher's help students disseminate learning in a variety of ways: productions, displays, oral and written reports, dramatizations, etc. 	<p>locate information using alphabetical order.</p> <p>With teacher's help, students locate information using parts of a book, table of content, chapter titles, guide words, indices, etc.</p> <ol style="list-style-type: none"> 5. With teacher's help students answer questions using multiple sources of information, e.g. encyclopedia, technology, experts, etc. 6. With teacher's help students gather and record independent research from experiments/investigations. 7. With teacher's help students interpret and use graphic sources of information: maps, charts, graphs, and diagrams. 8. With teacher's help students draw conclusions from data gathered. 9. With teacher's help students disseminate learning in a variety of ways: productions, displays, oral and written reports, dramatizations, etc. 	<p>locate information using alphabetical order.</p> <p>With teacher's help, students locate information using parts of a book, table of content, chapter titles, guide words, indices, etc.</p> <ol style="list-style-type: none"> 5. Students answer questions using multiple sources of information, e.g. encyclopedia, technology, experts, etc. 6. Students gather and record independent research from experiments/investigations. 7. Students interpret and use graphic sources of information: maps, charts, graphs, and diagrams. 8. Students draw conclusions from data gathered. 9. Students disseminate learning in a variety of ways: productions, displays, oral and written reports, dramatizations, etc.
<p>G. Students identify cultural traits of themselves and others through reading and listening.</p> <p><i>Assessment Grade 1: Students will identify similarities and differences among cultures and identify the contributions of various cultures.</i></p> <p><i>Assessment Grade 2: Using characters from books, students connect</i></p>	<ol style="list-style-type: none"> 1. Students answer text dependent questions to identify different languages, dress, and customs of people of other cultures through stories the students read and hear. 2. Students connect their own experiences with experiences of students from other cultures. 3. Students answer text dependent questions when 	<ol style="list-style-type: none"> 1. Students answer text dependent questions to identify different languages, dress, and customs of people of other cultures through stories they read and hear. 2. Students connect their own experiences with experiences of students from other cultures. 3. Students answer text dependent questions to 	<ol style="list-style-type: none"> 1. Students answer text dependent questions to identify languages, dress, and customs of people of other cultures through stories they read and hear. 2. Students connect their own experiences with experiences of characters across cultures. 3. Students answer text dependent questions when

<p><i>character's life experiences with their own.</i></p> <p><i>Assessment Grade 3: Using characters from books students compare/contrast cultural traits of ethnic groups.</i></p> <p><i>Students read a book or story about a culture other than their own and explain the message of the text using key details from the text.</i></p> <p><i>Students determine the central message, lesson or moral and explain how it is conveyed through key details in the text. How it pertains to the values of the ethnic group represented in the text.</i></p>	<p>comparing and contrasting adventures and experiences of characters across cultures.</p> <p>4. Students tell/read/listen to poems, stories, myths, articles from a diversity of cultures.</p>	<p>compare and contrast adventures and experiences of characters across cultures.</p> <p>4. Students tell/read/listen to poems, stories myths, articles from a diversity of cultures.</p>	<p>comparing and contrasting adventures and experiences of characters across cultures.</p> <p>4. Students tell/read/listen to poems, stories, myths, articles from a diversity of cultures.</p>
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Grades 4 & 5

Standard I: Students read a wide variety of print and non-print texts with fluency and comprehension.

Objectives	Grade 4	Grade 5
<p>A. Students use phonics and word recognition skills to read grade level texts with fluency.</p>	<ol style="list-style-type: none"> 1. Students use grade-level phonics and word analysis skills to competently decode words. 2. Students use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 3. Students read regularly with purpose and understanding in: <ul style="list-style-type: none"> • Independent-level literature • Instructional-level materials 4. Students use personal interest, knowledge of authors, text difficulty to self-select independent-level reading materials. 5. Students read all genres silently and orally with fluency, expression, appropriate rate, and attention to punctuation that supports comprehension. 6. Students use context to confirm or self-correct word recognition and understanding, rereading as necessary. 7. Students read silently for increasing periods of time beginning with 30 minutes. 	<ol style="list-style-type: none"> 1. Students use grade-level phonics and word analysis skills to competently decode words. 2. Students use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 3. Students read regularly with purpose and understanding in: <ul style="list-style-type: none"> • Independent-level literature • Instructional-level materials 4. Students use personal interest, knowledge of authors, text difficulty to self-select independent-level reading materials. 5. Students read all genres silently and orally with fluency, expression, appropriate rate, and attention to punctuation that supports comprehension. 6. Students use context to confirm or self-correct word recognition and understanding, rereading as necessary. 7. Students read silently for increasing periods of time beginning with 40 minutes.
<p>B. Students read, speak and write using an extensive vocabulary.</p>	<ol style="list-style-type: none"> 1. Students discuss meanings of words and develop vocabulary through meaningful/concrete experiences (e.g., field trips, guest speakers, Career Day, service projects, videos, etc.) with peers, 	<ol style="list-style-type: none"> 1. Students discuss meanings of words and develop vocabulary through meaningful/concrete experiences (e.g., field trips, guest speakers, Career Day, service projects, videos, etc.) with

	<p>adults and teachers.</p> <ol style="list-style-type: none"> Students master meanings of Tier 2 words found in grade level texts. Students read, listen to, and discuss familiar and conceptually challenging selections to promote vocabulary growth and understanding of Tier 3 words. Students build word meanings and confirm pronunciation of words by using resources and references (e.g., dictionaries, glossaries, available technology, and context). 	<p>peers, adults, and teachers.</p> <ol style="list-style-type: none"> Students master meanings of Tier 2 words found in grade level texts. Students read, listen to, and discuss familiar and conceptually challenging selections to promote vocabulary growth and understanding of Tier 3 words. Students build word meanings and confirm pronunciation of words by using resources and references (e.g., dictionaries, glossaries, available technology, and context).
<p>C. Students comprehend grade level material read aloud and independently, by using a variety of comprehension strategies.</p>	<ol style="list-style-type: none"> Students identify prior knowledge by answering questions, identifying periods of time, people, items/events, etc. Students describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Students identify the genre of reading (e.g., poems, drama, prose, informational text, etc.) then identify and refer to the structural elements (e.g., verse, rhythm, meter, characters, settings, conflict or problem, descriptions, dialogue, stage directions, bold print, heading and subheadings, etc.) when writing or speaking about the text. When explaining what the text says, drawing inferences, making generalizations, or identifying the main idea(s), students refer to details and examples from the text. Students determine a theme of a story, drama, or poem from details in the text; summarize the text using key ideas and details from the text. Students compare and contrast the point-of-view 	<ol style="list-style-type: none"> Students identify prior knowledge by answering questions, identifying periods of time, people, items/events, etc. Students compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Students identify the genre of reading (e.g., poems, drama, prose, informational text, etc.) then identify and refer to the structural elements (e.g., verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions, bold print, headings and subheadings, etc.) when writing or speaking about the text. When explaining what the text says, drawing inferences, making generalizations, or identifying the main idea(s), students refer to details and examples from the text. Students determine a theme of a story, drama, or poem from details in the text; summarize the text using key ideas and details from the text. Explain how a narrator's or speaker's point-of-

	<p>from which different stories are narrated, including the difference between first-and third-person narrations.</p> <ol style="list-style-type: none"> 7. Students compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided. 8. Make connections between the text of a story or drama and a visual or oral presentation of the text. 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 10. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 11. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>view influences how events are described.</p> <ol style="list-style-type: none"> 7. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point-of-view they represent. 8. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem, documentary, biography, etc.). 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 10. Compare and contrast stories in the same genre but from different cultures on their approaches to similar themes and topics. 11. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 12. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<p>D. Students read and respond to a variety of texts.</p>	<ol style="list-style-type: none"> 1. Students read a wide variety of texts and identify the distinguishing characteristics of each text. 2. Students compare/contrast: <ul style="list-style-type: none"> • Texts with the same theme • Texts written by one author • Multiple texts about the same subject • Text written on the same subject but from different points-of-view • Two or more genres (e.g., fairy tales, tall tales, fables or biography, autobiography, 	<ol style="list-style-type: none"> 1. Students read a wide variety of texts and identify the distinguishing characteristics of each text. 2. Students compare/contrast: <ul style="list-style-type: none"> • Text with the same subject • Texts written by one author • Multiple texts about the same subject • Texts written on the same subject but from different points-of-view • Two or more genres (e.g., fairy tales, tall tales, fables, or biography, auto

	historical fiction)	biography, historical fiction)
E. Students generate questions and conduct research	<p>A. Students identify relevant questions for inquiry.</p> <p>B. Students use scientific process to conduct research:</p> <ul style="list-style-type: none"> • Ask a question • Do background research • Construct a hypothesis • Test hypothesis by doing an experiment (quantitative or qualitative) • Collect and analyze data • Draw conclusion • Communicate results 	<p>A. Students identify relevant questions for inquiry.</p> <p>B. Students use scientific method to conduct research:</p> <ul style="list-style-type: none"> • Ask a question • Do background research • Construct a hypothesis • Test hypothesis by doing an experiment (quantitative or qualitative) • Collect and analyze data • Draw conclusion • Communicate results
F. Students identify cultural traits of themselves and others through reading and listening.	<p>1. Students read books about a wide variety of subjects that broaden their knowledge of people and places different from themselves and their homes, such as</p> <ul style="list-style-type: none"> • Books written by foreign authors • Books about foreign children, families, adults, etc. in a land other than their own • Books about American children, families, adults, etc. in a foreign land • Books about foreign countries • Books about customs and behaviors of people • Books written by anthropologists • Books written about archeological sites • Books written about disabilities • Books written about or by people with disabilities • Books written about people of other faiths • Books written about various 	<p>1. Students read books about a wide variety of subjects that broaden their knowledge of people and places different from themselves and their homes, such as</p> <ul style="list-style-type: none"> • Books written by foreign authors • Books about foreign children, families, adults, etc. in a land other than their own • Books about American children, families, adults, etc. in a foreign land • Books about foreign countries • Books about customs and behaviors of people • Books written by anthropologists • Books written about archeological sites • Books written about disabilities • Books written about or by people with disabilities • Books written about people of other faiths

	<p>socioeconomic groups:</p> <ul style="list-style-type: none"> ○ Affluent ○ Middle class ○ Working poor ○ Homeless ○ Third-world ○ Immigrants (legal & illegal) <ol style="list-style-type: none"> 2. Students compare/contrast social customs of two or more countries 3. Students compare two or more countries 4. Students compare their lives, homes, customs, etc. with those of someone different from themselves. 	<ul style="list-style-type: none"> ● Books written about various socioeconomic groups: <ul style="list-style-type: none"> ○ Affluent ○ Middle-class ○ Working poor ○ Homeless ○ Third-world ○ Immigrants (legal & illegal) <ol style="list-style-type: none"> 2. Students compare/contrast social customs of multiple countries 3. Students compare two or more countries 4. Students compare their lives, homes, customs, etc. with those of someone different from themselves.

Grades 1, 2, & 3

Standard II: Students write for a variety of audiences and purposes and in a variety of forms using conventions of Standard English

Objective	Grade 1	Grade 2	Grade 3
<p>A. Students write using the foundations of Standard English.</p> <p><i>Assessment Grade 1: Students write sentences using capital and lower case letters, appropriate size and spacing, correct capitalization and punctuation based on 1st grade writing rubric. With accuracy, students write original and dictated sentences.</i></p> <p><i>Assessment Grade 2: Students write dictated sentences and original pieces using correct punctuation and capitalization appropriate for 2nd grade based on a 2nd grade writing rubric.</i></p> <p><i>Students write and publish 3-5 completed pieces of original work each grading period. Each original piece adheres to the conventions of Standard English and demonstrates appropriate rigor for the individual student. Students revise and edit their work based on the grading rubric before the assignment is turned in to be graded.</i></p> <p><i>Assessment Grade 3: Students write dictated sentences and original pieces using correct punctuation and</i></p>	<ol style="list-style-type: none"> 1. Students use correct pencil grip, paper position, stroke, and posture to facilitate legible handwriting. 2. Students write their name and other important words to label and communicate their thoughts and ideas. 3. Students form upper and lower case letters correctly. 4. Students copy from books, boards, etc. 5. Students use conventional spelling of familiar words in final drafts. Student apply spelling rules and patterns. 6. Students use invented spelling for difficult words using phonological knowledge to map sounds to letters. 7. Students write from left-to-right and top-to-bottom on the page. 8. When writing, students use word and letter spacing and margins to make messages readable. 9. Students use basic capitalization and punctuation correctly: capitalize names and first 	<ol style="list-style-type: none"> 1. Students write with legible penmanship using correct letter formation, appropriate size and spacing. 2. Students use basic end punctuation and capitalization correctly when composing sentences within original writing. 3. Students form and use nouns correctly, e.g. regular and irregular, plural nouns, abstract, etc. 4. Students form and use regular and irregular verbs correctly. 5. Students use spelling patterns and generalizations in writing words to spell accurately. 6. Students use resources to find correct spellings, synonyms, and replacement words. 7. Students compose interesting sentences which elaborate the subject of their writing. 	<ol style="list-style-type: none"> 1. Students write with legible penmanship using correct letter formation, appropriate size, and spacing. 2. Students use basic capitalization and punctuation correctly. 3. Students define nouns, pronouns, verbs, adjectives, and adverbs and explain their functions in particular sentences. 4. Students use nouns, pronouns, verbs, adverbs, adjectives correctly when writing. 5. Students form and use comparative and superlative adjectives and adverbs. 6. Students use coordinating and subordinating conjunctions. 7. Students produce simple, compound, and complex sentences. 8. Student use spelling patterns and generalizations when writing words to spell words accurately. 9. Students use resources to find correct spelling, synonyms, and replacement

<p><i>capitalization appropriate for 3rd grade based on a 3rd grade writing rubric.</i></p> <p><i>Students write and publish 5-8 completed pieces of original work each grading period. Each original piece adheres to the conventions of Standard English and demonstrates appropriate rigor for the individual student. Students revise and edit their work based on the grading rubric before the assignment is turned in to the teacher.</i></p>	<p>letters in sentences, use periods, question marks, and exclamation points.</p> <p>10. Students use nouns and verbs to make complete sentences.</p>		<p>words.</p> <p>10. Students compose interesting sentences with elaborated subjects.</p> <p>11. Students final drafts contain correct standard grammar and usage, subject-verb agreement, verb tenses, etc.</p>
<p>B. Students write for a variety of purposes.</p> <p><i>Assessment Grade 1: When asked to write using specific form, such as note, list, letter, etc. the students use the appropriate form and write with clarity that can be understood by the reader.</i></p> <p><i>Assessment Grade 2: Students are able to read a writing prompt and identify the audience and purpose for the writing. Students write addressing the prompt and showing some elaboration of main ideas. Grading is based on a 2nd grade rubric.</i></p> <p><i>Assessment Grade 3: Students are able to read writing prompts and identify the audience and purpose for the writing. Students write addressing the prompt and showing some elaboration of main ideas. Grading is based on a 3rd grade writing rubric.</i></p>	<p>1. Students dictate messages, news, and stories for others to write.</p> <p>2. Students write labels, notes, and captions for illustrations, possessions, charts and centers.</p> <p>3. Students write a variety of forms: letters, poems, recipes, directions, e-mail, etc.</p> <p>4. With teacher’s help, students write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> <p>5. With teacher’s help, students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide</p>	<p>1. Students read and interpret writing prompts.</p> <p>2. Students write a variety of forms, e.g. letters, poems, recipes, directions, e-mail, invitations, thank-you notes, stories, journals, etc.).</p> <p>3. With teacher’s help, students write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> <p>4. With teacher’s help, students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>5. With teacher’s help, students write narratives in which they recount two or more</p>	<p>1. Students read and interpret writing prompts.</p> <p>2. Students write a variety of forms, e.g. letters, poems, recipes, directions, e-mail, invitations, thank-you notes, stories, journals, etc.).</p> <p>3. When writing opinion pieces the writer is to: introduce the topic, state an opinion,, and create an organizational structure that lists reasons. Students give reasons to support their opinons. Students use transitional or linking words and phrases (e.g. because, therefore, since, for example) to connect their opinions and reasons. Students provide a concluding statement or sections.</p> <p>4. When writing informative/explanatory texts the writer is to:</p>

<p><i>Students self-select and write opinion pieces, informational/explanatory pieces, and narrative pieces.</i></p>	<p>6. With teacher’s help, students write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>appropriately sequenced events, include some details, regarding what happened, use temporal words to signal events, and provide some sense of closure.</p>	<p>introduce a topic or group related information together, including illustrations when useful to aiding comprehension, develop the topic with facts, definitions, and details, use linking words and phrases, e.g. also, another, and more, but, etc. to connect the ideas within categories of information, and provide a concluding statement or section.</p> <p>5. When writing narratives, the writer is to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. The student is to establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally. The student is to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. The student is to use temporal words and phrases to signal event order and provide a sense of closure.</p>
<p>C. Students select and use the writing process to compose original text.</p>	<p>1. With teacher’s help, students use a prewriting technique (e.g. draw a picture, make a list, etc.) to generate ideas</p>	<p>1. Students generate ideas before writing using prewriting techniques (e.g., drawing, listing key</p>	<p>1. Students generate ideas before writing using prewriting techniques (e.g., drawing, listing key</p>

<p><i>Assessment Grade 1: Students write a letter inviting their parents to attend a class activity using all the stages of the writing process.</i></p> <p><i>Assessment Grade 2: Students engage in writers workshop and use the writing process to produce multiple pieces of writing each quarter.</i></p> <p><i>Assessment Grade 3: Students engage in writers workshop and use the writing process to produce multiple pieces of writing each quarter. Types of writing are to include: opinion pieces, informational/explanatory pieces, and narrative pieces.</i></p>	<p>before writing.</p> <ol style="list-style-type: none"> 2. Students write a draft. 3. With teacher's guidance, students revise their work by responding to questions and suggestions from teacher and peers and by adding details to strengthen writing as needed. 4. Students write second draft. 5. With teacher's help and help of peers, students revise 2nd draft correcting spelling, punctuation, grammar, usage, and capitalization. 6. With teacher's guidance, students publish/share their work using a variety of digital tools to produce and publish writing, including collaboration with peers. 	<p>thoughts, graphic organizers, etc.).</p> <ol style="list-style-type: none"> 2. Students write a draft. 3. With teacher's help, students work in cooperative groups to revise their piece by adding additional information, removing redundant information, clarifying unclear writing, etc. 4. Students write second draft. 5. Students revise 2nd draft for sense of audience, precise word choices, vivid images, capitalization, usage, punctuation, spelling, and grammar. 6. Students use available technology for various aspects of writing (e.g. word processing, spell checking, printing, etc.). 7. With teacher's help, students engage in providing feedback to peers on their peers' writing. 8. Students write final copy of their work. 9. With teacher's help, students publish/share their work using a variety of digital tools to produce and publish their writing. 	<p>thoughts, graphic organizer, etc.).</p> <ol style="list-style-type: none"> 2. Students write their first draft. 3. Students introduce the topic or text they are writing about and create an organizational structure that supports the type of writing in which they are engaged. 4. Students write a draft that incorporates sense of audience, and includes precise word choice and vivid images in appropriate elaborations for the type of writing in which the students are engaged. 5. Students use transitional or linking words and phrases appropriate for the type of writing in which they are engaged. 6. With teacher's help students work in cooperative groups to revise their writing. 7. Students write second draft. 8. Students use available technology for various aspects of writing (e.g. word processing, spell checking, printing, etc.). 9. With teacher's help, students engage in providing feedback to peers on their peers' writing. 10. Students write final copy of their work. 11. With teacher's help, students
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			publish/share their work using a variety of digital tools to produce and publish their writings.
<p>D. Students write using conventions of Standard English.</p> <p><i>Assessment Grade 1: Students check their writing against the rubric provided. They edit and revise their work. During student-teacher conference, errors are corrected.</i></p> <p><i>Assessment Grade 2: Students use a rubric to evaluate each piece of writing before turning it in to be graded. Students compare their evaluation with the teacher's. Teachers explain discrepancies during a student-teacher conference.</i></p> <p><i>Assessment Grade 3: Students use a rubric to evaluate each piece of writing before turning it in to be graded. Students compare their evaluation with the teacher's evaluation. Teachers explain discrepancies during a student-teacher conference.</i></p>	<ol style="list-style-type: none"> 1. Students identify effective features in a piece of writing. 2. Students determine if a piece of writing achieves its purpose. 3. Students respond constructively to others writing. 4. Students accept and evaluate constructive criticism from others and determine if they need to make changes. 	<ol style="list-style-type: none"> 1. Students identify effective features in a piece of writing. 2. Students determine if a piece of writing achieves its purpose. 3. Students respond constructively to others' writing. 4. Students accept and evaluate constructive criticism from others and determine if they need to make changes. 5. Students compare their writing with models of exemplary writing provided by the teacher. 6. Students track their growth as a writer using samples in their writing portfolios. 	<ol style="list-style-type: none"> 1. Students identify effective features in a piece of writing. 2. Students determine if a piece of writing achieves its purpose. 3. Students respond constructively to others' writing. 4. Students accept and evaluate constructive criticism from others and determine if they need to make changes. 5. Students compare their writing with models of exemplary writing provided by the teacher. Students track their growth as a writer using samples in their writing portfolios.
<p>E. Students use writing as a tool for inquiry and research</p> <p><i>Assessment Grade 1: Students generate a question, gather data, and write a conclusion on a scientific question such as what happens when a bean is placed between wet paper</i></p>	<ol style="list-style-type: none"> 1. Students record or dictate questions for investigating. 2. Students record their own knowledge of a topic. 3. Using various sources and with teacher's help, students gather and record research on the topic from various sources. 	<ol style="list-style-type: none"> 1. Students record a question for investigation. 2. Students record their personal knowledge of the topic. 3. Using various sources, students gather and record research on a topic. 4. Students record data on an 	<ol style="list-style-type: none"> 1. Students record a question for investigation. 2. Students record their own personal knowledge of the topic. 3. Students gather and record research on a topic from various sources. 4. Students record data,

<p><i>towels and placed in a clear jar?</i></p> <p><i>Assessment Grade 2: Students generate a question, gather data, and write a conclusion on a scientific question such as what happens when a piece of bread with additives and a piece of bread without additives are left on a shelf for several days?</i></p> <p><i>Assessment Grade 3: Students generate a question, gather data, and write a conclusion on a scientific questions such as how does the length of a tail of a kite affect its flying?</i></p>	<ol style="list-style-type: none"> 4. With teacher’s help, students record data on an investigation. 5. Students write a conclusion at the end of the research gathering. 	<p>investigation/experiment.</p> <ol style="list-style-type: none"> 5. Students compile notes from research and investigation into outlines, reports, summaries, or other written artifacts using available technology. 6. Students draw a conclusion and share their results. 	<p>compile and organize notes.</p> <ol style="list-style-type: none"> 5. Students write a report, summary, or other written effort using available technology at the end of the research gathering.
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Grades 4 & 5

Standard II: Students write for a variety of audiences and purposes and in a variety of forms using conventions of Standard English.

Objectives	Grade 4	Grade 5
<p>A. Students write using the foundations of Standard English</p>	<ol style="list-style-type: none"> 1. Students write using legible penmanship selecting cursive or manuscript as appropriate. 2. Students apply capitalization correctly. 3. Students apply punctuation correctly. 4. Students define nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions and explain their functions in sentences. 5. Students use nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions correctly when writing. 6. Students form and use possessives. 7. Students use abstract nouns, e.g., freedom. 8. Students use subject-verb agreement and pronoun-antecedent agreement. 9. Students form and use simple verb tenses. 10. Students form and use comparative and superlative adjectives and adverbs. 11. Students use coordinating and subordinating conjunctions to connect ideas meaningfully. 12. Students produce simple, compound, and complex sentences. 13. Students use prepositional phrases to elaborate written ideas. 14. Students use conventional spelling for high-frequency words and for adding suffixes to base words. 15. Students use spelling patterns and generalizations in writing words. 16. Students consult reference materials as needed to check and correct spellings. 	<ol style="list-style-type: none"> 1. Students write using legible penmanship selecting cursive or manuscript as appropriate. 2. Students apply capitalization correctly. 3. Students apply punctuation correctly. 4. Students define nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions, and explain their functions in sentences. 5. Students use nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions correctly when writing. 6. Students form and use possessives. 7. Students use abstract nouns, e.g., freedom. 8. Students use subject-verb agreement and pronoun-antecedent agreement. 9. Students form and use simple verb tenses. 10. Students form and use comparative and superlative adjectives and adverbs. 11. Students use coordinating and subordinating conjunctions to connect ideas meaningfully. 12. Students produce simple, compound, and complex sentences. 13. Students use prepositional phrases to elaborate written ideas. 14. Students use conventional spelling for high frequency words and for adding suffixes to base words. 15. Students use spelling patterns and generalizations in writing words. 16. Students consult reference materials as needed to check and correct spellings.

	17. Students compose interesting, elaborate sentences.	17. Students compose interesting, well elaborated sentences.
B. Students write for a variety of purposes.	<ol style="list-style-type: none"> 1. Students read and interpret prompts. 2. Students write a variety of forms for a variety of purposes (e.g., letters, poems, recipes, directions, e-mail, invitations, thank-you notes, stories, journals, to express discovery, record, develop reflect on ideas, provide instructions, to problem solve, etc.). 3. When writing opinion pieces the writer is to : introduce topic, state an opinion, and create an organizational structure that lists reasons. Students give reasons to support their opinions. Students use transitional or linking words and phrases, (e.g., because, therefore, since, for example) to connect their opinions and reasons. Students provide a concluding statement or sections. 4. When writing informative/explanatory texts the writer is to: introduce a topic or group of related information together, including illustrations when useful to aiding comprehension, develop the topic with facts, definitions and details, use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information, and provide a concluding statement or sections. 5. When writing narrative, the writer is to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. The student is to establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. The student is to 	<ol style="list-style-type: none"> 1. Students read and interpret writing prompts. 2. Students write a variety of forms for a variety of purposes (e.g., letters, poems, recipes, directions, e-mail, invitations, journals, to express discovery, record, develop ideas, provide instructions, to problem solve, etc.). 3. When writing opinion pieces the writer is to: introduce topic, state an opinion, create an organizational structure that lists reasons. Students give reasons to support their opinions. Students use transitional or linking words and phrases (e.g., because, therefore, since, for example) to connect their opinions and reasons. Students provide a concluding statement or sections. 4. When writing informative/explanatory texts the writer is to: introduce a topic or group of related information together including illustrations when useful to aiding comprehension, develop the topic with facts, definitions and details, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information and provide a concluding statement or sections. 5. When writing narrative, the writer is to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. The student is to establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally. The student is to use

	<p>use dialogue and descriptions of actions, thoughts, and feeling to develop experiences and events or show the response of characters to situations. The student is to use temporal words and phrases to signal event order and provide a sense of closure.</p>	<p>dialogue and descriptions of actions thoughts, and feelings to develop experiences and events or show a response of characters to situations. The student is to use temporal words and phrases to signal event order and provide a sense of closure.</p>
<p>C. With guidance and support from adults, students select and use the writing process to compose original texts.</p>	<ol style="list-style-type: none"> 1. Students generate ideas before writing using prewriting techniques (drawing, listing key thoughts, graphic organizers, etc.) 2. Students introduce the topic or text they are writing about and create an organizational structure that supports the type of writing in which they are engaged. 3. Students write a draft that includes appropriate elaboration for the type of writing in which the students are engaged. 4. Students use transitional or linking words and phrases appropriate for the type of writing in which they are engaged. 5. With teacher’s help, students work in cooperative groups to revise and edit their writing. 6. Students revise for sense of audience, precise word choices, vivid images, integrity to prompt, etc.). 7. Students choose words and phrases for effect. 8. Students edit for appropriate grammar, spelling, punctuation, and features of polished writing. 9. Students use available technology for various aspects of writing (e.g., word processing, spell checking, printing, etc.). 10. Students use resources to find correct spelling, synonyms, and replacement words. 11. Students write final copy of their work. 	<ol style="list-style-type: none"> 1. Students generate ideas before writing using prewriting techniques (e.g., drawing, listing key thoughts, graphic organizers, etc.). 2. Students introduce the topic or text they are writing about and create an organizational structure that supports the type of writing in which they are engaged. 3. Students write a draft that includes appropriate elaboration for the type of writing in which the students are engaged. 4. Students use transitional or linking words and phrases appropriate for the type writing in which they are engaged. 5. Students work in cooperative groups to revise and edit their writing. 6. Students revise for sense of audience, precise word choices, vivid images, integrity to prompt, etc.). 7. Students choose words and phrases for effect. 8. Students edit for appropriate grammar, spelling, punctuation, and features of polished writing. 9. Students use available technology for various aspects of writing (e.g., word processing, spell checking, printing, etc.). 10. Student use resources to find correct spelling, synonyms, and replacement words. 11. Students write final copy of their work. Students publish/share their work using a

	With teacher's help students publish/share their work using a variety of digital tools to produce and publish their writings.	variety of digital tools to produce and publish their writings.
D. Students evaluate their own writing and the writing of others.	<ol style="list-style-type: none"> 1. Students identify effective features in a piece of writing. 2. Students determine if a piece of writing achieves its purpose. 3. Students respond constructively to others writing. 4. Students accept and evaluate constructive criticism from others and determine if they need to make changes. 5. Students compare their writing with models of exemplary writing provided by the teacher. 6. Students track their growth as writers using writing samples in their writing portfolios. 	<ol style="list-style-type: none"> 1. Students identify effective features in a piece of writing. 2. Students determine if a piece of writing achieves its purpose. 3. Students respond constructively to others writing. 4. Students accept and evaluate constructive criticism from others and determine if they need to make changes. 5. Students compare their writing with models of exemplary writing provided by the teacher. 6. Students track their growth as writers using writing samples in their writing portfolio.
E. Students use writing as a tool for inquiry and research.	<ol style="list-style-type: none"> 1. Students record a question for investigation. 2. Students record their personal knowledge of a topic. 3. Students gather and record research on a topic from various sources. 4. Students record data, compile and organize data. 5. Students write a report, summary, or other written effort using available technology at the end of the research gathering and analysis to share their findings. 	<ol style="list-style-type: none"> 1. Students record a question for investigation. 2. Students record their personal knowledge of a topic. 3. Students gather and record research on a topic from various sources. 4. Students record data, compile and organize data. 5. Students write a report, summary, or other written effort using available technology at the end of the research gathering and analysis to share their findings.

Grades 1, 2, & 3

Standard III: Students listen attentively to maintain their safety, learn and enhance their knowledge, and for personal enjoyment.

Objective	Grade 1	Grade 2	Grade 3
<p>A. Students identify safety signals and respond appropriately.</p> <p><i>Assessment: Students demonstrate correct responses to whistles, sirens, oral directions, and other sounds used to convey a message of danger and requiring a response from the listener(s).</i></p>	<p>1. Students stop when told to, listen to directions, and follow directions without argument or delay.</p> <p>2. Students identify reasons for and responses to the following signals:</p> <ul style="list-style-type: none"> • Whistles • Sirens • Smoke alarms • Burglar alarms • Train stops • Fire alarm • Tornado alarm • Etc. 		
<p>B. Students actively listen to peers and adults in small and large groups.</p> <p><i>Assessment Grade 1: During Show 'N Tell and other presentations, students use active listening skills.</i></p> <p><i>Assessment Grade 2: Students work in cooperative groups to respond (role play) to a prompt by demonstrating the appropriate active listening steps.</i></p>	<p>1. Students demonstrate active listening skills at appropriate times:</p> <ul style="list-style-type: none"> • Sit in close proximity to speaker • Look at speaker • Nod or comment to show one is listening • Ask speaker questions for clarification if something is not understood • After the conversation, paraphrase what the speaker said and ask if the speaker was not 	<p>2. Students demonstrate active listening skills at appropriate times:</p> <ul style="list-style-type: none"> • Sit in close proximity to speaker • Look at speaker • Nod or comment to show one is listening • Ask speaker questions for clarification if something is not understood • After the conversation, paraphrase what the 	<p>3. Students demonstrate active listening skills at appropriate times:</p> <ul style="list-style-type: none"> • Sit in close proximity to speaker • Look at speaker • Nod or comment to show one is listening • Ask speaker questions for clarification if something is not understood • After the conversation, paraphrase what the

<i>Assessment Grade 3: Students explain active listening to peers.</i>	understood	speaker said and ask if the speaker was not understood	speaker said and ask if the speaker was not understood
<p>C. Students listen attentively in a variety of situations.</p> <p><i>Assessment Grades 1, 2, & 3: Teacher observes students' interactions with others in various settings (e.g. circle time, group work, assemblies, independent work, fire drills, etc.) and reteaches appropriate listening behaviors and skills when needed.</i></p>	<ol style="list-style-type: none"> 1. Students identify the purpose(s) for listening. 2. Students respond appropriately to what they hear. 3. Students participate in activities (e.g., rhymes, songs, conversations, discussions, etc.) 4. Students listen responsively to stories and text read aloud. 5. Students identify musical instruments by listening. 6. Students identify musical elements of literary language (e.g., rhymes, alliteration, onomatopoeia, etc.) 7. While or after listening to various elements of different cultures (e.g., music, speech, etc.) and stories from different cultures, students compare language and oral traditions that reflect customs, regions, and cultures. 	<ol style="list-style-type: none"> 1. Students identify the purpose(s) for listening. 2. Students respond appropriately to what they hear. 3. Students participate in activities (e.g., rhymes, songs, conversations, discussions, etc.) 4. Students listen responsively to stories and text read aloud. 5. Students identify musical instruments by listening. 6. Students identify musical elements of literary language (e.g., rhymes, alliteration, onomatopoeia, etc.) 7. While or after listening to various elements of different cultures (e.g., music, speech, etc.) and stories from different cultures, students compare language and oral traditions that reflect customs, regions, and cultures.. 	<ol style="list-style-type: none"> 1. Students identify the purpose(s) for listening. 2. Students respond appropriately to what they hear. 3. Students participate in activities (e.g., rhymes, songs, conversations, discussions, etc.) 4. Students listen responsively to stories and text read aloud. 5. Students identify musical instruments by listening. 6. Students identify musical elements of literary language (e.g., rhymes, alliteration, onomatopoeia, etc.) 7. While or after listening to various elements of different cultures (e.g., music, speech, etc.) and stories from different cultures, students compare language and oral traditions that reflect customs, regions, and cultures.
<p>D. Students listen courteously and appropriately in various locations.</p>	<ol style="list-style-type: none"> 1. Students listen with reverence during Mass. 2. Students listen courteously in assemblies. 	<ol style="list-style-type: none"> 1. Students listen with reverence during Mass. 2. Students listen courteously in 	<ol style="list-style-type: none"> 1. Students listen with reverence during Mass. 2. Students listen courteously in

<p><i>Assessment Grades 1, 2, & 3: Students demonstrate appropriate listening behaviors in all locations.</i></p>	<ol style="list-style-type: none"> 3. Students listen attentively in classrooms. 4. Students listen and repond to instructions in cafeterias, on playgrounds, in hallways, on field trips, etc.). 5. Students adjust the noise level (e.g., their voices, musical instruments, technology, etc.) to maintain health and to respect others who are present or within hearing distance. 	<p>assemblies.</p> <ol style="list-style-type: none"> 3. Students listen attentively in classrooms. 4. Students listen and repond to instructions in cafeterias, on playgrounds, in hallways, on field trips, etc.). 5. Students adjust the noise level (e.g., their voices, musical instruments, technology, etc.) to maintain health and to respect others who are present or within hearing distance. 	<p>assemblies.</p> <ol style="list-style-type: none"> 3. Students listen attentively in classrooms. 4. Students listen and respond to instructions in cafeterias, on playgrounds, in hallways, on field trips, etc.). 5. Students adjust the noise level (e.g., their voices, musical instruments, technology, etc.) to maintain health and to respect others who are present or within hearing distance.
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Grades 4 & 5

Standard III: Students listen attentively to maintain their safety, learn and enhance their knowledge, and for personal enjoyment.

Objectives	Grade 4	Grade 5
A. Students actively listen to peers and adults in small and large groups.	1. Students demonstrate active listening skills at appropriate times: <ul style="list-style-type: none"> • Sit in close proximity to speaker • Look at speaker • Nod or comment to show one is listening • Ask speaker questions for clarification if something is not understood • After the conversation paraphrase what the speaker said and ask if the speaker was understood. 	2. Students demonstrate active listening skills at appropriate times: <ul style="list-style-type: none"> • Sit in close proximity to speaker • Look at speaker • Nod or comment to show one is listening • Ask speaker questions for clarification if something is not understood • After the conversation paraphrase what the speaker said and ask if the speaker was understood.
B. Students listen actively and purposefully in a variety of situations.	1. Students identify the purpose(s) for listening (e.g., persuasion, information, entertainment). 2. Students identify major ideas and supporting evidence in spoken message. 3. Students identify and analyze a speaker’s persuasive techniques (e.g., promises, dares, flattery, band wagon, statistics, etc.). 4. Students distinguish between the speaker’s opinion and verifiable facts.	1. Students identify the purpose(s) for listening (e.g., persuasion, information, entertainment). 2. Students identify major ideas and supporting evidence in spoken message. 3. Students identify and analyze a speaker’s persuasive techniques (e.g., promises, dares, flattery, band wagon, statistics, etc.). 4. Students distinguish between the speaker’s opinion and verifiable facts.
C. Students listen courteously and appropriately in various locations.	1. Students listen with reverence during Mass. 2. Students listen courteously in assemblies. 3. Students listen attentively in classrooms. 4. Students listen and respond to instructions in cafeterias, on playgrounds, in hallways, on field trips, etc. 5. Students adjust the noise level (e.g., their voices, musical instruments, technology, etc.) to maintain health and to respect others who are present or within hearing distance.	6. Students listen with reverence during Mass. 7. Students listen courteously in assemblies. 8. Students listen attentively in classrooms. 9. Students listen and respond to instructions in cafeterias, on playgrounds, in hallways, on field trips, etc. 10. Students adjust the noise level (e.g., their voices, musical instruments, technology, etc.) to maintain health and to respect others who are present or within hearing distance

Grades 1, 2, & 3

Standard IV: Students engage in good conversations by utilizing organizational and speech skills that enable them to speak in a variety of settings with confidence as they effectively convey their message.

Objectives	Grade 1	Grade 2	Grade 3
A. Students engage effectively in collaborative discussions with a variety of partners.	<ol style="list-style-type: none"> 1. Students participate in collaborative conversations about 1st grade topics with peers and adults in small and large groups. 2. Students follow agreed upon rules for discussion. 3. Students ask and answer questions to seek help, get information, or clarify something not understood. 	<ol style="list-style-type: none"> 1. Students participate in collaborative conversations about 2nd grade topics with peers and adults in small and large groups. 2. Students follow agreed upon rules for discussion. 3. Students build on others' talk in conversation by responding to comments through multiple exchanges. 4. Students ask questions to clear up confusion about topic and texts under discussion. 	<ol style="list-style-type: none"> 1. Students participate in collaborative conversations about 3rd grade topics with a range of groups (e.g., one-on-one, in groups, teacher-led, etc.). 2. Students follow agreed upon rules for discussion. 3. Students build on others ideas and express their own clearly. 4. Students come to discussions prepared. 5. Students ask questions to check understanding of information presented, stay on topic, and link their comments to remarks of others. 6. Students explain their own ideas and show understanding of information presented.
B. Students communicate clearly.	<ol style="list-style-type: none"> 1. Students speak audibly. 2. Students express thoughts, feelings, and ideas clearly. 3. Students communicate in complete sentences. 	<ol style="list-style-type: none"> 1. Students speak audibly. 2. Students express thoughts, feelings, and ideas clearly. 3. Students communicate in complete sentences. 	<ol style="list-style-type: none"> 1. Students speak audibly. 2. Students express thoughts, feelings, and ideas clearly. 3. Students communicate in complete sentences and provide requested detail or clarification.
C. Students communicate effectively in a variety of situations.	<ol style="list-style-type: none"> 1. Students communicate with peers in an effective and appropriate manner. 2. Students communicate with adults in an effective and appropriate manner. 3. Students have multiple opportunities to speak at school: 	<ol style="list-style-type: none"> 1. Students communicate with peers in an effective and appropriate manner. 2. Students communicate with adults in an effective and appropriate manner. 3. Students have multiple opportunities to speak at school: <ul style="list-style-type: none"> • During play 	<ol style="list-style-type: none"> 1. Students communicate with peers in an effective and appropriate manner. 2. Students communicate with adults in an effective and appropriate manner. 3. Students have multiple opportunities to speak at school: <ul style="list-style-type: none"> • During recess and lunch

	<ul style="list-style-type: none"> • During play • During centers • In response to teachers' questions • In response during group activities. • When presenting information to peers, e.g., reports, Show 'N Tell, oral presentations of poetry or plays • Asking for directions, assistance, permission, etc. 	<ul style="list-style-type: none"> • During lunch • In response to teachers' questions • In response to group activities • When presenting information to peers, e.g., reports, dramatic presentations, • On field trips • Asking directions, assistance, permission, etc. • Assisting students in a lower grade 	<ul style="list-style-type: none"> • In response to teachers' questions • In response to group activities • When presenting information to peers, e.g. reports, dramatic presentations, service projects, etc. • On field trips • Asking directions, assistance, permission, etc. • Assisting students in a lower grade
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Grades 4 & 5

Standard IV: Students speak to a variety of audiences for a variety of purposes both collaboratively and alone.

Objectives	Grade 4	Grade 5
<p>A. Students participate in collaborative conversations with diverse partners in small and large groups.</p>	<p>A. Students follow agreed upon rules for discussion (e.g., listen to others with care, speaking one person at a time about a topic under discussion, etc.).</p> <p>B. Students build on others' talk in conversations.</p> <p>C. Students ask questions to clear up confusion about the subject being discussed.</p>	<p>A. Students follow agreed upon rules for discussion (e.g., listen to others with care, speaking one person at a time about a topic under discussion, etc.).</p> <p>B. Students build on others' talk in conversations.</p> <p>C. Students ask questions to clear up confusion about the subject being discussed</p>
<p>B. Students speak to an audience with confidence and knowledge.</p>	<p>A. Students speak in complete sentences.</p> <p>B. Students stick to one subject.</p> <p>C. Students look at their audience, maintain good eye contact.</p> <p>D. Student speak with the correct volume and clarity per room size and number in the audience.</p> <p>E. Students speak with enthusiasm for their subject.</p>	<p>A. Students speak in complete sentences.</p> <p>B. Students stick to one subject.</p> <p>C. Students look at their audience, maintain good eye contact.</p> <p>D. Student speak with the correct volume and clarity per room size and number in the audience.</p> <p>E. Students speak with enthusiasm for their subject</p>

Grades Six – Eight

Based on Common Core State Standards and TEKS

Students are expected to have mastered the preceding years’ grades-specific standards and objectives. Sixth grade students should be fluent readers and writers ready to more fully develop their skills and knowledge.

Literature

Standard I: Students read a wide variety of print with fluency and comprehension.

Skill	Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Students acquire and use vocabulary through literature study</p>	<p>A. Students determine and clarify meanings of unknown and multiple meaning words and phrases based on 6th grade reading and content by: using context clues, identify Latin affixes and roots, consulting reference materials.</p> <p>B. Students identify and explain figures of speech (e.g. personification) in context.</p> <p>C. Students demonstrate understanding of word relationships (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy, etc).</p> <p>D. Students identify and explain nuances in word meanings by distinguishing connotations</p>	<p>A. Students determine and clarify meanings of unknown and multiple meaning words and phrases based on 7th grade reading and content by: using context clues, identifying Latin affixes and roots, consulting reference materials.</p> <p>B. Students identify and explain figures of speech (e.g. literary, biblical, and mythological allusions) in context.</p> <p>C. Students demonstrate understanding of word relationships (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy, etc.).</p> <p>D. Students identify and explain nuances in word meanings by</p>	<p>A. Students determine and clarify meanings of unknown and multiple meaning words and phrases based on 8th grade reading and content by using: context clues, identifying latin affixes and roots, consulting reference materials.</p> <p>B. Students identify and explain figures of speech (e.g. verbal irony, puns) in context.</p> <p>C. Students demonstrate understanding of word relationships (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy, etc.).</p> <p>D. Students identify and explain nuances in word meanings by distinguishing connotation (associations) of words with words of similar denotations</p>

	<p>(associations) of words with similar denotations (definitions) (e.g. refined, respectful, polite, diplomatic, and condescending).</p> <p>E. Students identify and explain the meaning of foreign words and phrases commonly used in written English (. e.g., RSVP, que sera sera).</p> <p>F. Students use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabifications, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>distinguishing connotations (associations) of words with similar denotations (definitions).</p> <p>E. Students identify and explain common words or word parts from other languages that are used in English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis).</p> <p>F. Students use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabifications, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>(definitions).</p> <p>E. Students identify and explain common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna).</p> <p>F. Students use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabifications, pronunciations, alternate word choices, and parts of speech of words.</p>
<p>2. Students identify and analyze structure of texts</p>	<p>A. Students determine meaning and uses of words and phrases in texts.</p> <p>B. Students identify and explain figurative language in texts.</p> <p>C. Students analyze how sentences, chapters, scenes, stanzas, soliloquy, etc. fit into the structure of a text and contribute to the development of the poem or story and its meaning.</p> <p>D. Students analyze and explain how the author develops the point-of-view of the narrator of the text.</p> <p>E. Students recognize dialect and conversational voice and explain</p>	<p>A. Students determine meaning and uses of words and phrases in texts.</p> <p>B. Students identify and explain figurative language in texts.</p> <p>C. Students analyze how sentences, chapters, scenes, stanzas, soliloquy, etc. fit into the structure of a text and contribute to the development of the poem or story and its meaning.</p> <p>D. Students analyze and explain how the author develops and contrasts the point-of-view of</p>	<p>A. Students determine meaning and uses of words and phrases in texts.</p> <p>B. Students identify and explain figurative language in texts.</p> <p>C. Students compare two or more texts and analyze how their structures contribute to the poem or story’s meaning and style.</p> <p>D. Students analyze and explain how the points of view of the characters and the audience or reader create effects such as suspense or humor.</p> <p>E. Students recognize dialect and</p>

	<p>how authors use dialect to convey character, and describe different forms of point-of-view, including first- and third-person.</p>	<p>different characters or narrators in a text.</p> <p>E. Students recognize dialect and conversational voice and explain how authors use dialect to convey character, and describe different forms of point-of-view, including first- and third-person.</p>	<p>conversational voice and explain how authors use dialect to convey character, describe different forms of point-of-view, including first- and third-person.</p>
<p>3. Students identify, explain and trace elements of a story as they present themselves or as they develop throughout the story.</p>	<p>A. Students cite evidence from the story to support what the text says explicitly or to support what the text infers.</p> <p>B. Students draw conclusions based on text dependent information..</p> <p>C. Students identify the theme or main idea of a text and the supporting details. Write a summary of the text without personal opinions or judgments.</p> <p>D. Students analyze how the story develops through rising action, turning point, climax, falling action, and denouement, and how characters, setting, or events propel the action.</p>	<p>A. Students cite evidence from the story to support what the text says explicitly or to support what the text infers.</p> <p>B. Students draw conclusions based on text dependent information.</p> <p>C. Students identify the theme or main idea of a text and the supporting details. Write a summary of the text without personal opinions or judgments.</p> <p>D. Students analyze how the story develops through rising action, turning point, climax, falling action, and denouement, and how characters, setting, or events propel the action.</p>	<p>A. Students cite evidence from the story to support what the text says explicitly or to support what the text infers.</p> <p>B. Students draw conclusions based on text dependent information.</p> <p>C. Students determine the theme or main idea of a text and analyze its development throughout the course of the text, including its relationship to the characters, setting, and plot. Students write an objective summary of the text.</p> <p>D. Students analyze how the story develops through rising action, turning point, climax, falling action, and denouement, and how characters, setting, or events propel the action.</p>
<p>4. Students integrate knowledge and ideas through</p>	<p>A. Students recall prior knowledge, beliefs, and practices before reading a piece of literature. After reading the story, students</p>	<p>A. Students recall prior knowledge, beliefs, and practices before reading a piece of literature. After reading the story, students</p>	<p>A. Students recall prior knowledge, beliefs, and practices before reading a piece of literature. After reading the story, students identify new information they</p>

<p>literature</p>	<p>identify new knowledge they have gained and prejudices or misinformation they may have had.</p> <p>B. Students compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>C. Students compare and contrast texts in different forms or genres (e.g. stories and poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>identify new knowledge they have gained and prejudices or misinformation they may have had.</p> <p>B. Students compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film)</p> <p>C. Students compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use and alter history..</p>	<p>have gained and prejudices or misinformation they may have had.</p> <p>B. Students analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>C. Students analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
<p>5. Students read increasingly complex texts.</p>	<p>A. Students read and comprehend literature in the grades 6-8 text complexity band proficiency with scaffolding as needed.</p>	<p>A. Students read and comprehend literature in the grades 6-8 text complexity band proficiency with scaffolding as needed.</p>	<p>A. Students read and comprehend literature in the grades 6-8 text complexity band proficiency.</p>

Grade Sixth - Eighth

Informational Text

Standard I: Students read a wide variety of texts with fluency and comprehension.

Objective	6 th Grade	7 th Grade	8 th Grade
<p>1. Students acquire and use vocabulary through informational text</p>	<p>A. Students determine meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.</p> <p>A. Students master Tier I and Tier II words.</p> <p>B. Students are exposed to Tier III words in ELA and other subject classrooms.</p>	<p>A. Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the impact of a specific word choice on meaning and tone.</p> <p>B. Students master Tier I and Tier II words.</p> <p>C. Students are exposed to Tier III words in ELA and other subject classrooms.</p>	<p>A. Students determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.</p> <p>B. Students master Tier I and Tier II words.</p> <p>C. Students are exposed to Tier III words in ELA and other subject classrooms.</p>
<p>B. Students identify and analyze structure of texts</p>	<p>A. Students analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>B. Students determine author's point-of-view in a text and explain how it is conveyed in the text.</p>	<p>A. Students analyze 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.</p> <p>B. Students determine the author's point-of-view or purpose in a text and analyze how the author</p>	<p>A. Students analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining the key concept.</p> <p>B. Students determine an author's point-of-view or purpose in a text and analyze how the author</p>

		distinguishes his or her position from that of others.	acknowledges and responds to conflicting evidence or viewpoints.
C. Students identify, explain and trace elements of a text as they present themselves or as they develop throughout the story.	<p>A. Students recall prior knowledge before reading a section of text. After reading the text, students identify new knowledge they have gained, identify questions they still have, read additional text to answer questions. Apply knowledge in new, relevant ways.</p> <p>B. Students analyze what the text says by citing text dependent facts. Students identify explicit information and use text dependent information to make inferences.</p> <p>C. Students determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments.</p> <p>D. Students analyze in detail how a key individual, event, idea, natural element or phenomena is introduced, illustrated, and elaborated</p>	<p>A. Students recall prior knowledge before reading a section of text. After reading the text, students identify new knowledge they have gained, identify questions they still have, read additional text to answer questions. Apply knowledge in new, relevant ways.</p> <p>B. Students analyze what the text says by citing text dependent facts. Students identify explicit information and use text dependent information to make inferences.</p> <p>C. Students determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>D. Students analyze the interactions between individuals, events, ideas, natural elements or phenomena (e.g. how ideas influence individuals or</p>	<p>A. Students recall prior knowledge before reading a section of text. After reading the text, students identify new knowledge they have gained, identify questions they still have, read additional text to answer questions. Apply knowledge in new, relevant ways.</p> <p>B. Students cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>C. Students determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>D. Analyze how a text makes connections among and distinctions between individuals, ideas, events, natural elements or phenomena (e.g. through</p>

		events, how individuals influence ideas or events, how weathers impacts the environment, or how harmful substances impact people, animals or plants)	comparisons, analogies, or categories).
D. Students integrate knowledge and ideas through informational texts.	<p>A. Students integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>B. Students trace and evaluate argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>C. Students compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>A. Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>B. Students trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>C. Students analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>A. Students evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>B. Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant evidence is introduced.</p> <p>C. Students analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
E. Students read increasingly	A. Students read and comprehend informational	A. Students read and comprehend informational	A. Students read and comprehend informational

<p>complex text.</p>	<p>text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>text in grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>texts at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
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Grades Sixth - Eighth

Writing

Standard II: Students write for a variety of audiences and purposes and in a variety of forms using conventions of Standard English.

Objective	6 th Grade	7 th Grade	8 th Grade
<p>1. Students write using the foundations of Standard English and knowledge of language</p>	<p>A. Students demonstrate command of the conventions of standard English and grammar and usage when writing.</p> <ul style="list-style-type: none"> • Students ensure that pronouns are in the proper case (subjective, objective, possessive). • Students use intensive pronouns (e.g., myself, ourselves). • Students recognize and correct inappropriate shifts in pronoun number and person. • Students recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • Students recognize variations from standard English in their own and others' writing and use 	<p>A. Students demonstrate command of the conventions of Standard English grammar and usage when writing.</p> <ul style="list-style-type: none"> • Students explain the function of phrases and clauses in general and their function in specific sentences. • Students choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Students place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>B. Students demonstrate command of the conventions of Standard</p>	<p>A. Students demonstrate command of the conventions of Standard English grammar and usage when writing.</p> <ul style="list-style-type: none"> • Students explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • Students form and use verbs in the active and passive voice. • Students form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. • Students recognize and correct inappropriate shifts

	<p style="text-align: center;">strategies to improve expression in conventional language.</p> <p>B. Students demonstrate command of the conventions of Standard English, capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Students use punctuation,(commas, parentheses, dashes to set off nonrestrictive/parenthetical elements. • Students spell correctly <p>C. Students use knowledge of language and its conventions when writing</p> <ul style="list-style-type: none"> • Students vary sentence patterns for meaning, reader/listener interest, and style. • Student maintain consistency in style and tone.. 	<p>English, capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Students use a comma to separate coordinate adjectives. • Students spell correctly. 	<p style="text-align: center;">in verb voice and mood.</p> <p>B. Students demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Students use punctuation (commas, ellipsis, dash) to indicate a pause or break. • Student use an ellipsis to indicate an omission. • Students spell correctly <p>C. Students demonstrate command of the conventions of Standard English, capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Students use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Students use ellipsis to indicate an omission. • Students spell correctly.
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<p>2. Students write for a variety of purposes.</p>	<p>A. Students write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Students introduce claims and organize the reasons and evidence clearly. • Students support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Student use words, phrases, and clauses to clarify the relationships among claims and reasons. • Students establish and maintain a formal style • Students provide a concluding statement or section that follows from the argument presented. <p>B. Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>A. Students write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Students introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Students support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Students use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. • Students establish and maintain a formal style. • Students provide a concluding statement or section that follows from and supports the 	<p>A. Students write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Students introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. • Student support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Students use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. • Students establish and maintain a formal style. • Students provide a
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	<ul style="list-style-type: none"> • Students introduce a topic: organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics, charts, tables) and multimedia when useful to aiding comprehension. • Students develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Students use appropriate transitions to clarify the relationships among ideas and concepts. • Students use precise language and domain-specific vocabulary to inform about or explain the topic. • Students establish and maintain a formal style. 	<p style="text-align: center;">argument presented</p> <p>B. Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics, charts, tables) and multimedia graphics when useful to aiding comprehension. • Students develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Students use 	<p style="text-align: center;">concluding statement or section that follows from and supports the argument presented.</p> <p>B. Students write informative/explanatory texts to examine a topic and convey/ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into broader, categories; include formatting (e.g., headings, graphics charts, tables) and multimedia when useful to aiding comprehension. • Students develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. • Students use
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	<ul style="list-style-type: none"> • Students provide a concluding statement or section that follows from the information or explanation presented. <p>C. Students write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Students engage and orient the reader by establishing a context and introducing a narrator and/or characters organize an event sequence that unfolds naturally and logically. • Students use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Students use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> • Students use precise language and domain-specific vocabulary to inform about and explain the topic. • Students establish and maintain a formal style. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. <p>C. Students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Students engage and orient the reader by establishing a context and point of view and introducing a 	<p>appropriate and varied transitions to create cohesion and clarify the relationships among ideas, and concepts.</p> <ul style="list-style-type: none"> • Students use precise language and domain-specific vocabulary to inform about or explain the topic,. • Students establish and maintain a formal style. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. <p>C. Students write narratives to develop real and imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Students engage and orient the reader by establishing a context and point of view and introducing a
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	<ul style="list-style-type: none"> • Students provide a conclusion that follows from the narrated experiences or events. 	<p>narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> • Students use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Students use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another. • Students use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Students provide a conclusion that follows from and reflects on the 	<p>narrator and/or characters, organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> • Students use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. • Students use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Students use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Students provide a
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		narrated experiences or events.	conclusion that follows from and reflects on the narrated experiences or events.
3. Students select and use the writing process to compose original texts.	<p>A. Students develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach</p> <p>B. Students provide feedback on their peers' writing.</p>	<p>A. Students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>B. Students provide feedback on their peers' writing.</p>	<p>A. Students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</p> <p>B. Students provide feedback on their peer's writing.</p>
4. Students use technology to produce finished texts.	<p>A. Students use word processing programs to produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.</p> <p>B. Students use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>C. Students demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</p>	<p>A. Students use a word processing program to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>B. Students use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>A. Students use a word processing program to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>B. Students use 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.</p>
5. Students use writing as a tool for inquiry.	A. Students conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when	A. Students conduct short research projects to answer a question, drawing on several sources and generating	A. Students conduct short research projects to answer a question (including a self-generated question), drawing

	<p>appropriate.</p> <p>B. Students gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>C. Students draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>D. Use grade 6 Reading standards to literary nonfiction (e.g. trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.)</p> <p>E. Use grade 6 Reading standards to literature (e.g., compare and contrast texts in different forms or genres e.g., stories and poems; historical novels and fantasy stories in terms of their approaches to similar themes and topics).</p>	<p>additional related, focused questions for further research and investigation.</p> <p>B. Students gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusion of others while avoiding plagiarism and following a standard format for citation.</p> <p>C. Students draw evidence from literary and informational texts to support analysis, reflection, and research.</p> <p>D. Use grade 7 Reading standards to literary nonfiction (e.g. trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).</p> <p>E. Use grade 7 Reading standards to literature (e.g., compare and contrast a fictional portrayal of a time, place, or character and a</p>	<p>on several sources and generating additional related, focused questions that allow for multiple avenues of explorations.</p> <p>B. Students gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations.</p> <p>C. Students draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>D. Use grade 8 Reading standards to literary nonfiction (e.g. delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).</p> <p>E. Use grade 8 Reading standards to literature (e.g.,</p>
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		historical account of the same period as a means of understanding how authors of fiction use or alter history).	analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.).
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Grades Sixth - Eighth

STANDARD III: Students listen attentively and speak articulately for comprehension and collaboration.

Objectives	6 th Grade	7 th Grade	8 th Grade
<p>1. Students engage in discussion to advance knowledge and understanding.</p>	<p>A. Students engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues.</p> <p>B. Students build on others ideas and express their own clearly.</p> <p>C. Students come to discussions prepared having read or studied required material; students explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>D. Students follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>E. Students pose and respond to specific questions with elaboration and detail by making comments that</p>	<p>A. Students engage in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Students follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Students pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Students pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations</p>	<p>A. Students engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues building on others’ ideas and expressing their own clearly.</p> <p>B. Students come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>C. Students follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>D. Students pose questions that connect the ideas of</p>

	<p>contribute to the topic, text, or issue under discussion.</p> <p>F. Students review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>and ideas that bring the discussion back on topic as needed.</p> <p>E. Students acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>E. Students acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>2. Students interpret various types of information with accuracy and understanding</p>	<p>A. Students interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>B. Students delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>A. Students analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>B. Students delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>A. Students analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motive (e.g. social, commercial, political) behind its presentation.</p> <p>B. Students delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>3. Students present knowledge and ideas in a variety of ways.</p>	<p>A. Students present claims and findings, sequencing ideas logically and using pertinent descriptions,</p>	<p>A. Students present claims and findings, emphasizing salient points in a focused, coherent manner with</p>	<p>A. Students present claims and findings, emphasizing salient points in a focused, coherent manner with</p>

	<p>facts and details to accentuate main ideas or themes</p> <p>B. Students use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>C. Students include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>D. Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>pertinent descriptions, facts, details, and examples</p> <p>B. Students use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>C. Students include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>D. Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>relevant evidence, sound valid reasoning, and well-chosen details</p> <p>B. Students use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>C. Students integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>D. Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Suggested Cross Curricular and Catholic Social Teaching Links

Grade 1

- Students listen to and retell Old Testament and Gospel stories.
- Students act out Old Testament and Gospel stories.
- With teacher's help, students write prayers thanking God for the many blessings He has given them.
- With teacher's help, students write prayers of petition for their needs and the needs of others.
- Students participate in school Masses.
- Students care for God's creation by:
 - Planting seeds, observing and caring for them as they grow. Record the process through notes and pictures.
 - Students learn about a variety of animals and how to care for them. Record the data and present it to others through journals, oral presentations, artistic displays, etc.
 - Collect and record data on nature walks.
 - Observe and identify characteristics of the seasons. Write, draw, and explain the characteristics to others.
- Students study about people through reading stories, watching videos, having guest speakers, etc., and make a chart or book about how special each person is by identifying the gifts God has given them.
- Students learn about families and the rights and responsibilities that go with being a family member. Students demonstrate their knowledge through art, writing, and oral discussions/presentations. Grandparents Day, Take Your Daughter to Work, and other special days can be discussed and celebrated.
- Students identify community helpers play Charades acting out various community helpers.
- Students participate as classroom helpers serving others as their position dictates.
- Students learn about the advantages and disadvantages one experiences due to their birth or life events and participate in service projects to help those less fortunate.
- Students learn the importance of various jobs – all work has dignity.
- Students look at globes and maps and learn all humans are our brothers and sisters. Write to a pen pal in another country.

GRADE 2

- Students read Bible stories.
- Students retell Bible stories by rewriting them as a comic book, short story, or play
- Students make a picture dictionary of words from Bible stories. It may be places, people, emotions, etc.
- Students make a dictionary of hard to pronounce words from Bible stories listing the word, its phonetic pronunciation, and its meaning
- Students make story maps for stories from the Bible
- Students find stories, advertisements, or pictures about people, events, or things pertaining to their Catholic faith in newspapers, magazines, billboards, etc.
- Students locate passages, pictures, maps, etc. in the Bible by using the Table of Contents
- Students identify themselves and caretakers of creation by:
 - Reading about endangered species
 - Reading about environmental issues
 - Reading about compost piles
 - Writing a manual about growing a garden
 - Write a letter to a friend sharing ways to care for God's earth
 - Write a letter to a friend sharing ways to care for God's creatures
- Students read and write about what local government does, and relate it to the government's function to protect the rights of all.
- Students read stories of people who have worked to promote the common good rather than themselves.
- Students write about characters in literature who celebrate God's creation as it is reflected or found in nature.
- Students write descriptions of pictures of nature
- Students read about other cultures and identify the common characteristics of all God's creation
- Students design a service project to help an organization such as the Humane Society. Students do back ground research, identify the needs, plan a way to address the needs, plan the method the plan will be executed, carry out the plan. Share with others through an oral presentation.

GRADE 3

- Read Bible stories
- Write a summary and personal reflection about a Bible story
- Students relate communities they read about to the family of God
 - Families
 - Ethnic groups
 - Missionaries
 - School communities
 - Work communities
- Students read articles from magazines such as Maryknoll and discuss the hardships faced by many people in our world, the generosity of many people in our world, the way one individual can make a difference in our world
- Students will read and write about saints, summarizing their contributions to peace and justice and human dignity.
- Students will compare and contrast 2 or more saints and identify common characteristics
- Students will write a paper about “My Journey to Becoming a Saint”
- Students will answer the question: Did characters in the story respect the life of _____? Did they see him/her as a person to be treated with dignity?
- Think about your family. What are your responsibilities to your family? What are your rights as a member of your family?
- Are there poor people in our community? If the answer is yes, design and execute a service project to provide help for them.
- Invite a speaker from the Animal Shelter to visit your school and talk about the animals they care for. Let the students ask questions and gather information. Have a gift for the speaker, such as dog chews. When the speaker leaves or the following day ask the students to imagine they are a dog who ends up at the Animal Shelter and have them write a story about the dog they imagine. Suggest they give their story a happy ending. Compile the stories for a classroom book and a book to be given to the speaker.
- Take a walk around your school to observe the various kinds of plants and trees. Determine if they need additional care or if they are being cared for well. If there is a need for additional care, what needs to be done? Write a letter to your principal explaining the situation.

Grade 4

- Students will research Conflict Resolution and write a how-to paper about the steps in conflict resolution.
- Students will read articles about conflicts reported in newspapers, magazines, or on-line sources and determine how Conflict Resolution could be used in the various situations.
- Students will discuss bullying. They will take a position and explain how bullying hurts or helps recognize the dignity of the human person.
- Students will find examples in literature of the preservation or destruction of life and human dignity. They will write summaries or character sketches to explain what they found.
- Students will read literature about a variety of cultures other than their own. They will compare the likenesses and differences among 3 or more cultures.
- Students will read books about people of different races. They will identify the gifts these people have given the world.
- Students will read books about people of different races and religions and identify the hardships they have faced due to their race or their religion.
- Students will write to pen pals in other states or countries.
- Students will identify the various communities to which they belong (family, church, school, neighborhood, state, etc.) and discuss how each community is organized. They will look for similarities and differences. They will write a paper choose 2 or more communities in which they belong and tell how they are a supporting member of that community. If they discover that they are not a supporting member of the community they can explain how they will change so they can become a supporting member of the community.
- Students will identify the rights and responsibilities of a student their age. They will write a letter to the editor explaining the rights and responsibilities of a 4th grade student in the United States
- In their readings they will find examples of people whose rights and responsibilities have been violated.
- Students will participate in Career Day. They will learn about a variety of work people do. Students will choose a job to research and give an oral presentation on. If possible, students may show how the job has evolved over time.
- What does solidarity mean in Catholic Social teaching? Students will look for examples of people “loving” their neighbors.
- Students will demonstrate care of God’s creation through service projects, oral presentations and participation in Earth Day Activities. Students will write reflection pieces following each activity or presentation.

5th Grade

- Students will write poems and descriptive paragraphs about earth and its features, (e.g. mountains, oceans, caves, etc.).
- Students will identify threats to the environment and explain them to others through speech or writing.
- Students will identify endanger species and tell what has happened to make them endangered. Students will write about efforts underway to save endangered species.
- Students will identify different socioeconomic status of people in their community, in the world. Students will understand what it means to be a third world country and write a paper telling the moral responsibility individuals have to help those less fortunate.
- Students will read autobiographies about individuals who helped improve working conditions of the working men and women in our country. They will write a character sketch about someone who made a difference for the workers in our country.
- Students will read poetry, articles and books that describe the conditions of workers.
- Students will read the Declaration of Independence, Constitution and Bill of Rights and identify the rights and responsibilities of United States citizens. Students will find articles and write essays showing how our form of government is meeting the needs of United States citizens or how it is not meeting their needs.
- Write a paper comparing the community of your family with the community of your school.
- Write a story about a community where no one wanted to work.
- Many things make it hard for people to stand up for the dignity of each human person. You are called to face hard challenges and remain faithful to Christ's teachings. Research saints, athletes, researchers, teachers, and other people who stand up and support the dignity of each human person. Report your findings through written reports, PowerPoint presentations, a documentary or other method approved by your teachers.
- Students will identify, define and explain the meaning of each of the seven themes of Catholic Social Teaching
 - Life and Dignity of the Human Person
 - Call to Family, Community, and Participation
 - Rights and Responsibilities
 - Option for the Poor and Vulnerable
 - Dignity of Work and the Rights of Workers
 - Solidarity
 - Care for God's Creation

Grades 6, 7, and 8

The students will memorize the seven principle themes of Catholic social teaching. The students will discuss and write about these themes as they read about them in literature, hear about them on the news, or encounter them in other manners throughout their daily life. The students may plan and execute service projects as they see opportunities to help others throughout the year. Often the teacher will point out how literature, current events, and other experiences in daily life uphold the social teachings of the Church or disregard the social teachings of the Church. The goal is for students in our Catholic schools to internalize the social teachings of the Catholic church and exhibit the attributes found on our diocese's Profile of a High School Graduate.

The Seven Principle Themes of Catholic Social Teaching are:

1. Dignity of the Human Person

Every human person is created in the image and likeness of God. All people are sacred. People do not lose dignity because of disability, poverty, age, gender, lack of material success, race or ethnicity.

2. Community and the Common Good

Human dignity is realized in community with others and with all of creation. The human person is both sacred and social. Society must be shaped to contribute to the individual and the common good through our economic, political and social institutions. Promoting the common good is not compatible with homelessness, hunger, unemployment, and injustice.

3. Rights and Responsibilities

People have a fundamental right to life, food, shelter, health care, education and employment. People have a right to participate in the decisions which affect their lives.

4. Option for the Poor

The moral test of a society is how it treats its most vulnerable members. We are called to look at public policy decisions through the eyes of persons who are made poor and kept poor. A just society is achieved only when the needs of the poor in society are given first priority.

5. Solidarity

We are one human family. Our responsibilities to each other cross national, racial, economic and ideological differences. The interconnection among all peoples calls us to value and respect the experience of all. We are called to work globally for justice.

6. Dignity of Work

People have a right to decent and productive work, fair wages, private property and economic initiative. The economy exists to serve people, not the other way around. Work provides a person with an opportunity to contribute to the common good and to participate in the social and economic order. Living wages with benefits and good working conditions are essential.

7. Care for God's Creation

Our stewardship of the Earth is a kind of participation in God's act of creating and sustaining the world. In being responsible partners with the Earth, we learn about and respect its resources and systems. In our use of resources, we must be guided by our concern for the welfare of others, both around the world and for generations to come. Most folks think these seven themes seem rather nice, until they apply social analysis to the world around.

From: "Leader's Guide to Sharing Catholic Social Teaching." Washington, D.C.: United States Conference of Catholic Bishops, 2000.



DIOCESE OF FORT WORTH

Profile of a High School Graduate Diocese of Fort Worth Catholic Schools

Person of Faith

The graduate confidently and actively articulates and practices the teachings of the Catholic faith.

Moral Decision Maker

The graduate considers the moral and ethical implications of decisions and chooses to do what is right according to the teachings of the Church.

Appreciative Person

The graduate will develop an appreciation for the beauty in the world and the wonder of his body through fine arts and physical activity.

Culturally Sensitive

The graduate exhibits global awareness and cultural sensitivity, and supports the Church's teachings regarding social justice.

Academically/Technologically Proficient

The graduate is academically and technologically prepared for higher education or a professional occupation.

Effective Communicator

The graduate dialogues objectively and persuasively articulating ideas through various modes of expression and seeks to clarify diverse points of view through active listening.

Creative Learner & Problem Solver

The graduate applies creative talents to solve problems and serve others.

Critical Thinker

The graduate uses reason in pursuit of truth recognizing that all Truth is rooted in the person of Christ

Life-Long Learner

The graduate engages in the pursuit of knowledge as a life-long activity.

Technology Knowledge and Development

Technology is embedded in instruction throughout the school day. It is also used by students to communicate or enhance communication relevant to the school experience. Students will have access to iPads, computers, Promethean Boards and other technologies in their classrooms.

Students will obtain the technology foundation skills of:

- Using appropriate terminology, starting and exiting programs, using a variety of input devices (e.g. mouse, keyboard, disk, drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen);
- Demonstrating touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;
- Using language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.

Students will obtain information acquisition using technology foundation skills of:

- Applying key word searches to acquire information;
- Acquiring information including text, audio, video, and graphics;
- Determining the success of strategies used to acquire electronic information;
- Using software programs with audio, video, and graphics to enhance learning experiences.

Students will obtain problem solving foundation technology skills of:

- Determining use of font attributes, color, white space, and graphics to ensure products are appropriate for the defined audience;
- Determining use of font attributes, color, white space, and graphics to ensure products are appropriate for the communication media (e.g. multimedia screen display or printed materials);
- Evaluating the product for relevance to the assignment or task.

All students are to follow acceptable use policies when using computers. Students are to model respect of intellectual property by not illegally copying software or another individual's electronic work.

Accommodations

Accommodations in Presentation

- Provide audiotape and videotape of class session
 - Provide large print
 - Reduce the number of items per page
 - Provide a designated reader
 - Present instructions orally
 - Reinforce directions verbally
 - Allow for a fellow student to share his/her notes
 - Incorporate visual, aural, and tactile demonstrations in instruction
 - Provide lecture outlines
 - Provide books on tape
 - Break large amounts of information or instruction into smaller segments
 - Use educational videos, films, or talking books to provide information
 - Provide table of facts
 - Provide calculator
 - Provide detailed instructions for projects on audio tape and in print
 - Use poetry, rhymes, songs, and mnemonics to help develop memory and listing skills and improve performance
 - Use multisensory approaches to teach spelling: saying, spell aloud, and write words
 - Use word webs
 - Use graphic organizers
 - Provide dictionary and thesaurus
 - Provide handouts for students who cannot copy from the board or take dictation accurately
 - For left-handed students, place lists of words at the right margin
 - Be patient
 - Allow sufficient wait time
 - Teach oral and written language together as much as possible
 - Use illustrations in books to generate conversation, vocabulary and concepts
 - Translate material that is read into a verbal summary, word web, visual organizer, or a computer presentation
-

Accommodations in Response

- Allow verbal responses
- Allow answers to be dictated to a scribe
- Use tape recorder to capture responses
- Permit responses via the computer
- Permit use of computer and spell check
- Permit use of scratch paper
- Provide assistance with proofreading written work
- Allow assistive spelling and grammar devices for essays
- Permit use of calculator for exams
- Permit alternative evaluation methods (e.g. portfolios, oral and video presentations)

Accommodations in Timing

- Allow frequent breaks
- Extend allotted time for tests
- Provide assignment early

Accommodations in Classroom Setting

- Preferential seating
- Provide special lighting or acoustics
- Provide space with minimal distractions
- Administer tests in small group setting
- Administer test in private room or alternative site
- Administer test at a specific time of day
- Use software to enlarge screen images
- Provide quiet uncluttered work space

DIFFERENTIATION

The Diocese of Fort Worth recognizes that the uniqueness of each student places a responsibility on teachers, schools, administrators, and the Catholic Schools Office to consider the range of cultural diversity and learning characteristics among their students when planning instruction.

To address the cultural diversity among our students, instructional planning should include opportunities for students to learn of the contributions of different peoples to the advancement of the human race. Teachers should provide students with learning opportunities to become more culturally knowledgeable and competent by providing their students with opportunities to read multicultural literature, biographies and autobiographies, invite guest speakers, and learn from the various cultures represented by the students in their school. Another important skill needed to foster cultural sensitivity is critical thinking. Teachers should give students multiple opportunities to analyze and synthesize information, and to view situations from multiple perspectives. Students who learn to think for themselves are less likely to accept stereotypes and formulate opinions based on prejudices and ignorance. Students, who are culturally different from the minority groups in the school, will achieve more and enjoy their educational experience more if they are in a culturally sensitive school. Students in the majority group will be better prepared to become leaders in the world's global society if they have been educated to understand and respect the various cultures of the world.

When considering the learning characteristics among students in our schools, educators make accommodations to enable those with learning differences to achieve to their full potential. Another learning difference that must be addressed is the gifted child.

“To provide appropriate and challenging educational experiences for gifted students, differentiation may include:

- acceleration of instruction;
- in-depth study;
- a high degree of complexity;
- advanced content; and/or
- variety in content and form.

Problems occur when teachers attempt to meet the needs of gifted students by limiting learning experiences to:

- offering more of the same level of material or the same kind of problem;

- providing either enrichment or acceleration alone;
- focusing only on cognitive growth in isolation from affective, physical, or intuitive growth;
- teaching higher order thinking skills (e.g. research or criticism) in isolation from academic content;
- presenting additional work that is just different from the core curriculum; and/or
- grouping with intellectual peers without differentiating content and instruction” (National Association for Gifted Children).

Differentiation for gifted children, as for all children, calls for carefully planned, coordinated learning experiences that meet the specific learning needs of each student. It calls for carefully thought out curricular strategies that provides flexibility and diversity. Appropriate differentiation allows each child to advance in his/her learning using a substantive curriculum that responds to his/her learning needs. Differentiation is essential to maximize the educational experiences of all children. Appropriate educational experiences are most successful when differentiated materials and activities are planned in advance and easily accessible. It is through differentiation that students will reach their full academic potential.

VOCABULARY

Accommodation – providing what is needed for the student to learn

Alignment – how the curriculum connects across grade levels.

Assessment – an official valuation of students’ learning for the purpose of determining the success of the instruction.

Compacting – the instructional practice of assessing students’ prior knowledge and skills and modifying and/or eliminating curriculum that would be repetitious or could be learned at an accelerated rate. Pre-assessments are an essential component of the compacting process.

Curriculum Mapping – a strategy for describing the relationships of major concepts in an interdisciplinary unit or between subjects or grade levels

Differentiation – modifications to meet the needs of the differences in students’ learning styles or learning abilities

Differentiated Instruction – a teacher’s response to varying learner characteristics (e.g. students’ readiness, interests, preferred styles and learning rate). Most commonly, the focus of differentiation efforts involves adjustments to content, process, products, and the learning environment.

Enabling Outcomes – skills taught that will enable students to master specific learning objectives

Enrichment – involves offering topics, experiences and resources that go beyond the regular curriculum to provide greater challenge and opportunities for depth of learning.

Formative Assessment – assessment given during the course of instruction to provide guidance to the instructor for determining the needs of the students and the modifications needed (e.g. move forward, reteach, provide more time, develop a new lesson, provide tutorials for some students, etc.) to ensure students’ success with learning. Some examples of formative assessment are: classroom questions, observations, and drafts of papers.

Integrated or Interdisciplinary Curriculum – curriculum that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Lesson – a piece of instruction

Objective – essential skills the students should obtain in each content area during each specific grade level facilitating the growth necessary to meet standards delineated in the Profile of a High School Graduate from the Diocese of Fort Worth Catholic Schools.

Performance Tasks/Projects/Assessments – assessments that are authentic and mirror issues and problems faced by adults; range in complexity from short-term tasks to long-term, multifaceted projects; generally allow students to personalize the task.

Prompts – open-ended questions or problems that require students to engage in critical thinking and prepare a response or project

Scope – refers to the comprehensiveness of a curriculum

Sequence – refers to the organization and ordering of curriculum experiences to maximize learning

Standard – an instructional target having recognized and permanent value that facilitates students’ success at the next level.

Summative Assessment – assessment given at the completion of an instructional unit to determine if students can apply learning when called for in new situations throughout their lives. Examples of summative assessment include post-assessment tools (e.g. projects, presentations, end-of-unit self-assessment, and teacher-made examinations).

Lesson Planning Templates

Year-Long-Plan (YLP)

Content Map

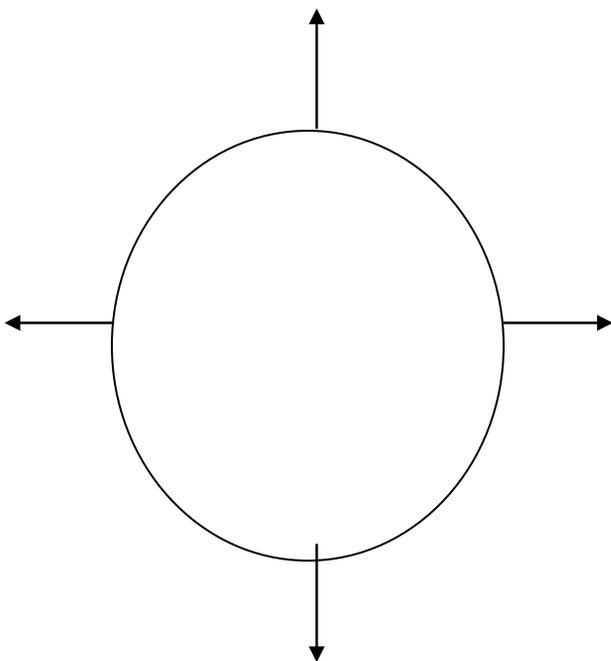
Unit Plan

Daily Lesson Plans

YEAR-LONG PLAN
2012-1013

August/September	October	November/December	January
February	March	April	May

CONTENT MAP



Week _____ of _____ week

Objectives/Outcomes	Objectives/Outcomes:	Objectives/Outcomes:	Objectives/Outcomes:	Objectives/Outcomes:
Assessment (Summ. or Form.)				
Activities:	Activities:	Activities:	Activities:	Activities:
Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:
Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:
Re-teaching:	Re-teaching:	Re-teaching:	Re-teaching:	Re-teaching:

References/Resources

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Catechism of the Catholic church, Sacred Congregation for Catholic Education, 1997.

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Glass, K. T. (2012). *Mapping comprehensive units to ELA common core standards*. Thousand Oaks, CA: Corwin.

De La Torre, M. (2003-2004). *Catholic religious education curriculum: grades Pre-K through 8th grade*.

2012 Scholastic Guided & Leveled Reading Catalog provides sets of books for Guided Reading in the following areas: Fiction Focus, Content Areas Focus, Nonfiction Focus, and en español

2012 Scholastic Guided & Leveled Reading Catalog provides Everyday Literacy for K – 6th grade. Everyday Literacy includes 10 different everyday texts, 25 copies of each; 10 teaching cards; 1 professional guide- CD-ROM for Interactive whiteboard or PC use; storage bin

2012 Scholastic Guided & Leveled Reading Catalog provides Common Core State Standards Collections for K – 6th grade

2012 Scholastic Guided & Leveled Reading Catalog provides Classroom Magazines

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Wiggins, G. and J. McTighe (2005). *Understanding by design*. Alexandria, Virginia: ASCD.