



# Catholic Schools

DIOCESE of DALLAS

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# **Language Arts Curriculum Standards Diocese of Dallas**

Adapted with permission of the Archdiocese of Hartford, CT



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Dear Catholic School Educators:

Peace and Joy!

It is with great pleasure that I approve the *Mathematics Curriculum Standards* for grades 1-12. These standards are essential for students to achieve learning expectations. It is my hope that not only will schools implement these math standards and promote the advancement of the study of mathematics, but also educate our students by informing, forming, and transforming them with wonder and meaning of Christian faith.

You, the educators, must address academic standards through traditional and innovative methods, infused with an appreciation of Catholic doctrine, Catholic social teachings, and moral development. The mathematics curriculum standards affirm that:

Catholic schools educate diverse student bodies to form Catholic, person-centered learning communities; provide academic excellence through educational programs infused with Catholic doctrine and social teachings; serve and support society in the parish, civic, and global communities; graduate students who are critical thinkers, productive moral citizens, and spiritual leaders; and recognize and appreciate parents as the primary educators of their children.

We are grateful to the Diocese of Hartford, CT under the direction Mrs. Valerie Mara, Director of Curriculum Design, and her committee for their energy, creativity, and dedication to this document and for their willingness to allow us to implement these standards and adjust them to meet the needs of our schools in the Diocese of Dallas. Please embrace this initiative as an opportunity to provide quality Catholic education; and to be an integral part of the effort to promote the success of all Diocesan school students to excel in mathematics.

God bless you in your ministry of Catholic education.

Peace in Christ, Jesus,

Sister Dawn Achs, SSND  
Associate Superintendent of Catholic Schools

# **Diocese of Dallas Language Arts Standards**

## ***Rationale/Philosophy***

The vision statement for Catholic schools of the Diocese of Dallas asserts that “Catholic schools educate diverse student bodies to form Catholic, person-centered learning communities; provide academic excellence through educational programs infused with Catholic Doctrine and social teachings; serve and support society in the parish, civic, and global communities; graduate students who are critical thinkers, productive moral citizens, and spiritual leaders; and recognize and appreciate parents as the primary educators of their children.” Language arts are a critical curriculum area in the fulfillment of that vision. Through the study of language arts, our students develop the intellectual, social, moral, and spiritual qualities necessary to serve their parish and civic communities, to think critically, to be productive, to grow spiritually and to make moral decisions.

Language facilitates learning, since all knowledge is conveyed through the written or spoken word. Development of communication skills prepares students for lifelong learning. In the knowledge explosion of the Information Age, the 21<sup>st</sup> century, students need basic language skills to access and understand information, evaluate its quality, and convey ideas to others. Thus, language arts are the building blocks of all learning, both in school and throughout life.

In addition to their intellectual value, language arts convey social benefits. In a rapidly shrinking world, communication skills enable us to interact peaceably and effectively with others in a spirit of understanding, to resist influences of malevolent propaganda, and to be powerful forces in persuading others to good.

Through literature, we learn to bridge the gaps that separate us from others. The study of literature enables us to see the universality in human experience within the diversity of its many cultures. Literature enriches and extends our experiences beyond the limits of time and place, and thus helps us to create a peaceful life in a global village.

Of greatest importance are the moral and spiritual benefits that accrue from the study of language arts. By providing an opportunity to investigate moral choices and their consequences, literature aids in forming a right conscience. Language is one of the noblest expressions of our creativity, and the means by which we communicate with our Creator through prayer and spiritual reading.



# Graduation Outcomes

+ Students will live according to the Catholic social teachings of the Church.

+ Students will use effective communication skills.

+ Students will read, think, and listen critically.

+ Students will be culturally inclusive and demonstrate a global awareness.

+ Students will engage in lifelong learning.

+ Students will solve problems effectively and justly.

+ Students will use technology for the betterment of society.

+ Students will develop an appreciation for the beauty in the world around them through the fine arts.

## HOW TO USE THIS DOCUMENT

Much thought, time and energy went into the creation of the *Standards for Language Arts* to make it a useful tool in the important work of creating critical thinkers and communicators of the 21<sup>st</sup> century. The information in this document is based on the National Council of Teachers of English and the International Reading Association's National Standards. It is a working document, designed to be annotated by the teachers who use it. Teachers should list text correlations, resources, and assessments that work best for the outcomes listed.

**Standards** are the primary instructional targets that outline essential topics and skills that students should know and be able to do by the end of high school. Daily standards-based lesson planning enables educators to align curriculum and instruction with standards, as they have been adapted by this Diocese, thereby keeping the goals of our students in mind. The purpose of standards-based curriculum is to empower all students to meet new, challenging standards of education and to “provide them with lifelong education...that equips them to be lifelong learners.” (Fullan, 2006)

The various language arts standards are separated into **strands**: reading/literature, phonics (grades 1-3), spelling/vocabulary, written language (includes explicit instruction in grammar/usage/mechanics), oral language (includes explicit instruction in listening skills), and handwriting. The strand of Study skills is another area incorporated into the Language Arts Standards to establish the necessary skills and strategies to enable optimal learning. *All of these strands should be integrated with one another to maximize learning; the study of language arts should be an integral part of all content areas.*

The overall **ARCHDIOCESAN STANDARDS/GOALS** listed in the left column are restatements of the National Council of Teachers of English (NCTE) and the International Reading Association's National Standards. They are the optimal instructional targets that outline what all students should ultimately know and be able to do by the end of a given grade level. **STUDENT OBJECTIVES** are directly aligned with Archdiocesan Standards/Goals. They outline the primary tasks students should be able to perform as a result of instruction of all the numbered activities in the sub-skills listed under enabling outcomes. **ENABLING OUTCOMES** are skills taught that will result in mastery of the student objective. Teachers are encouraged to continually check outcomes as they are taught or formatively assessed as this will drive instruction. In addition, teachers are encouraged to develop outcomes that will best enable students to achieve a measure of mastery of the student objectives. Pre-assessment strategies and differentiating instruction plays a paramount role in this determination and in planning daily learning objectives.

Teachers are strongly encouraged to make use of the space in the **Topics/Notes** column to record materials, relative ease or difficulty of the lesson, connections to other strands or other subject areas, integration of technology, assessment notes, areas of relative strength or weakness based on standardized test information, or comments for the following year.

Each grade level curriculum represents a *minimum instructional plan* for the year. It is essential that each language arts/reading teacher become familiar with the objectives for the preceding as well as the following grade, and has a good overall picture of the sequence of instruction throughout the twelve grades. As schools meet in their **professional learning communities**, conversations should be had regarding the use the standards, student progress monitoring through various summative and formative assessments, standardized test data, research-based best practices to effectively and efficiently inform instructional planning to meet the needs of each student.

Classrooms should incorporate a learning environment that values critical thinking, oral, written, and visual communication, and encourage the active participation of the students in the learning process. Instruction should engage students in the learning process rather than allowing them to be the passive recipients of information.

Careful attention should be paid to the **Assessment** section of the document. Assessment is a key element of any curriculum whether used as an instructional tool or as a measurement of learning. Assessment for learning (formative assessment) is a powerful strategy for improving instruction and student achievement. “Assessment for learning...is about obtaining feedback on the teaching and learning and using that feedback to further shape the instructional process and improve learning.” (Fullan, 2006) Good teachers learn which assessment tools best fit the learning outcomes addressed and ensure that a variety of summative assessments are used (performance-based, independent, criterion based) to determine an accurate indication of student achievement.

Journal writing appears throughout this document as an effective learning strategy teachers are encouraged to use. **However, teachers who assign journals must understand that they are responsible for reading entries in a *timely* manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).**

## Writing

*Writing cannot be underscored enough to stress its importance in the daily activity in each curricular area.* Every day, in every classroom, students should be writing – individually, in small or whole-class groups, in journals, through emails and other Internet connections, or on electronic devices. They should be writing research reports, opinions, poetry, conclusions, summaries, prayers, and reflections. In addition, teaching students to carefully and accurately cite sources for their work beginning in elementary grades, and then emphasizing various bibliography styles such as MLA or APA in middle school grades, is vital to ensure proper research method and technique in high school. A useful source for rubrics across all content areas is: [http://www.tsc.k12.in.us/ci/resource/general/Rubrics\\_TSC.htm](http://www.tsc.k12.in.us/ci/resource/general/Rubrics_TSC.htm). Just as it is impossible to imagine a school day without reading, it should be equally impossible to envision a school day without writing.

## Resources

Throughout the *Standards*, there are suggested online resources or methods. All work online should be carefully monitored by the teacher and/or parent. This includes emails that are part of learning activities and assignments. Students should understand that what they write on the internet will be read by the teacher.

On the resources page you will find a variety of suggestions for teaching and learning. The supplemental materials listed are those suggested by the members of the Language Arts/Reading Curriculum Committee and are, by no means, a complete list. Here again, teachers are encouraged to annotate this list by adding those ideas, books, DVDs, CDs, websites that are most effective in individual classroom learning environment.

A copy of the suggested reading list is available on the Archdiocesan website under Curriculum Resources. Teachers should add their own favorites as well as the Caldecott, Newbury, Coretta Scott King, Nutmeg and other book award winners to this list each year.

Textbooks and anthologies are valuable resources that support instruction to help students meet the objectives of a standards-based curriculum. They should not be used to identify targets of instruction. (O'Shea, 2005) Textbooks must be selected from the Archdiocesan Approved Textbook List. If a school wishes to use a textbook resource not listed on the approved list, kindly contact the Office of Catholic Schools, Office of Curriculum, Instruction, and Assessment, for endorsement.

## Technology Integration

The seamless integration of technology and curriculum will enable students and teachers to maximize their ability to access information, enhance problem-solving skills, and develop effective communications. The *Standards* provide many such opportunities which can be incorporated into the teaching and learning processes at all levels. However, there are many other creative means of achieving this goal. Additional resources can be found <http://adh-ocs.org/07.curriculum/resources2.html> under the heading of *Technology*.

## Cross Curricular Links

Central to these Standards and to the language arts programs of this Diocese is the goal of creating articulate young people of faith, who can read with understanding, think critically and make moral decisions. Following the standards, is a section entitled “**Suggested Cross Curricular and Catholic Social Teaching Links.**” This section is designed to help teachers link instruction in language arts to other areas of the curriculum, and, more importantly, with how students live out their faith as expressed in Catholic social teachings. Some suggestions are included, but this part of the document must also be annotated by the teacher. The connection of language arts to life outside of school is real; it is the perfect vehicle for making Jesus’ Gospel message of peace and justice live and breathe and have its being in our schools, parishes, communities and towns.

## ASSESSMENT

*Assessment is a means of measuring performance. It illustrates how well we are accomplishing our stated mission, goals, and objectives to educate and form the whole person. Through an integrated system of standards and of multiple forms of evaluation, assessment measures:*

- *beliefs, attitudes and behaviors, which are expressions of our Catholic identity;*
  - *content knowledge*
  - *student achievement (individual and group) ; and the*
  - *learning and teaching environment*
- (NCEA'S Statement on Accountability and Assessment in Catholic Education)*

Assessments of students should match the learning outcome or goal. In all classrooms, a variety of assessments, both objective and subjective, should be used to enhance learning and measure progress. Assessments are both instructional tools for students while they are learning and accountability tools to determine if learning has occurred. These assessments should include, but are not limited to:

Summative assessments are *MILEPOSTS* while formative assessments are *CHECKPOINTS*. *Milepost/Summative assessments* are designed initially by a teacher for each course and reflects where you want your students to be at end of unit. It is a measure OF learning designed to determine degree of mastery of each student...it judges the success of the process/product at the end.

*Checkpoint/Formative assessments* are designed to prepare students for the milepost assessment; they direct instruction and ensure students have the appropriate practice opportunities before the summative assessment. They are stops along the way. Results are used to direct instruction and/or to plan corrective activities.

	FORMATIVE	SUMMATIVE
<b>PURPOSE</b>	To monitor and guide process/product while still in progress	To judge the success of process/product at the end (however arbitrarily defined)
<b>TIME OF ASSESSMENT</b>	During the process or development of the product	At the end of the process or when the product is completed
<b>TYPES OF ASSESSMENT</b>	Informal observation, quizzes, homework, teacher questions, worksheets	Formal observation, tests, projects, term papers, exhibitions



<b>USE OF ASSESSMENT INFORMATION</b>	To improve or change a process/product while it is still going on or being developed	Judge the quality of a process/product; grade, rank, promote
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## FORMS OF ASSESSMENT:

### Criterion Referenced (CRA): (Paper/Pencil Tests/Quizzes)

- Multiple Choice
- Matching Items
- Completion Items
- Short Answer
- Essay Style
- Visual Representation
- Standardized Tests (*ITBS/CogAT* –Grades 2-7)
- Teacher/text created tests (Written or oral)
- Fluency tests
- Teacher or text generated check lists of skills

### Performance Assessment (PA):

Student formal and informal presentations **across the curriculum using rubrics, checklists, rating scales, anecdotal records:**

- Recitations, reading, retellings, speeches, debates, discussions, video or audio performances
- Written work across the curriculum
- Cooperative group work (students are assessed individually, never as a group)
- Story, play, poem, paragraph(s), essay, research paper
- Spelling bees
- Poetry recitals
- Oratorical Competitions
- Classroom performance/demonstration (live or taped)
- Parent/Teacher/Student conferences
- Presentations (live or taped)

- Oral, dance, visual (photos or video)
- Seminars
- Projects
- Anecdotal records
- Application of Standard English in daily written and oral work across the curriculum (*including notebooks, journals, blogs, responses to questions*)
- Teacher observation of student activities across the curriculum
- Oral reading
- Informal and formal inventories
- Daily work
- Student spelling in written work
- Notebook checks
- Running records
- Application of skills across the curriculum
- \*Portfolios

**\*All schools are required keep portfolios of student writing.** Each year there should be a minimum of two pieces of original writing included in the portfolio. The writing may be from any area of curriculum (religion, math, social studies, science, etc.), but **must be accompanied by the rubric used to evaluate the writing.**

### **Independent (IA):**

- Teacher observation
- Teacher-student conference
- Student self-correction and reflection on learning and performance
- Student self-assessment of goals
- On-line programs that allow students to self-assess
- Instructional questions
- Questionnaires
- Response Journals
- Learning Logs
- Oral tests/exams

## STANDARD-BASED LESSON PLANS:

Teachers employed in schools under the auspices of the Diocese of Hartford are expected to write daily standards-based lesson plans. Focusing each lesson on a standard creates a learning target that directs instruction and learning. Further, it enables teachers to more easily identify essential questions, clarifies objectives and outcomes, and enables students to understand exactly what teachers expect of them. “It has been shown that students who can identify what they are learning outscore those who cannot.” (Marzano, 2005)

Standards-based lesson plans must include a specific learning objective (concept students must understand), a form of assessment (how you know if students understand), enabling outcomes (skills students must master to achieve objective), and standard (what students must know and be able to do by the end of the grade level). See templates online at [www.catholicschoolshartford.org](http://www.catholicschoolshartford.org), Curriculum, Resources.

### *The NCTE English Language Arts Standards*

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.
4. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audience and for different purposes.
5. Students employ a wide range of strategies as they write and used different writing process elements appropriately to communicate with different audiences for a variety of reasons.
6. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
  8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.
  9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
  10. Students whose first language is not English must make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
  11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
  12. Students use spoken, written, and visual language to accomplish their own purposes.
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## **Diocesan Language Arts Standards**

13. Students read, write and listen to learn about God's world and to participate fully in parish and school community life.
14. Students use a variety of mediums and methods to communicate and celebrate God's word and to pray.
15. Students demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own lives.

\*The language arts curriculum has been designed as a cumulative model. Objectives and enabling outcomes have been outlined in quarterly benchmarks to preserve its viability. In this discipline, skills once taught, must always be reinforced and built upon as foundational skills to achieve higher levels of critical thinking and independent learning. Therefore, objectives learned from Quarter 1 are represented in subsequent quarters with enabling outcomes (skills) added on in a cumulative fashion. What is written in bold print indicates new outcomes that sequentially build on previously learned concepts.

Language arts is comprised of many disciplines. Some strands are taught in isolation at certain grade levels and others are consistently integrated into other strands. For example, listening skills are not taught separately; they are integrated into written language skills, oral language skills, and reading skills. The language arts curriculum has been revised to more closely represent the Archdiocesan grade reporting system for parents. The strand of Grammar/Mechanics/Usage has been integrated into the Written Language strand since this is specifically represented on students' report cards. In the same way, listening skills have been integrated into the Oral Language strand of language arts.

As students progress in grades, other accommodations have been made:

- All strands are taught in isolation in grade 1 as this is an introductory level
- Handwriting is fully integrated across all content areas by grade 5
- Oral language and listening skills are fully integrated across all content areas by grade 6
- In grades 7 & 8, skills are mostly in review therefore they are designed in sequential order in a yearly format

## GRADE 1

### READING

#### **(R) Grade 1: Quarter 1**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	FORMATIVE SUMMATIVE ASSESSMENT
<p>I. Read and comprehend a wide variety of print and non-print texts and genres to understand themselves and their world and to respond to the needs and demands of society.</p> <p>II. Read a wide range of literature from many periods in many genres.</p> <p>III. Begin to develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures and geographic regions.</p> <p>IV. Engage in purposeful reading and begin to develop reading for enjoyment.</p> <p>V. Define and appropriately apply content related vocabulary words, high frequency and sight words.</p> <p>VI. Read to learn more about God's world.</p>	<p><b>Vocabulary</b>  <i>High frequency words and sight words should be introduced during the first few weeks of school and reinforced throughout the year.</i></p> <p><b>Comprehension</b></p>	<p><b>A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Apply vocabulary skills to enrich comprehension</li> <li>2. Appropriately use vocabulary in written and oral language</li> <li>3. Relate new vocabulary words to familiar words to continually extend scope of reading, writing, and speaking vocabulary</li> </ol> <p><b>B. To read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Tell stories from fiction and nonfiction <i>picture</i> books</li> <li>2. Use strategies to evaluate visual images (Look at the whole, then at parts)</li> <li>3. Evaluate visual images in stories</li> <li>4. Recall details from what is read</li> <li>5. Identify: <ul style="list-style-type: none"> <li>○ Characters and setting</li> <li>○ Main Idea</li> </ul> </li> <li>6. Use narrative elements to: <ul style="list-style-type: none"> <li>○ Retell stories</li> <li>○ Make predictions</li> <li>○ Draw inferences</li> </ul> </li> <li>7. Apply a wide range of strategies to</li> </ol>		

		<p>comprehend, interpret, evaluate and appreciate texts:</p> <ul style="list-style-type: none"> <li>○ Make predictions</li> <li>○ Create mental images</li> <li>○ experience, between text and real life and between different texts</li> <li>○ Draw on personal experience to aid in comprehension</li> <li>○ Interact with other readers in understanding text</li> <li>○ Use graphic organizers to understand what is read</li> <li>○ Use punctuation to make sense of what is read (period, question mark, exclamation point)</li> <li>○ Ask and answer questions about what is read</li> <li>○ Apply decoding skills <ul style="list-style-type: none"> <li>▪ Using context and picture clues</li> <li>▪ Word clues</li> <li>▪ Phonics</li> </ul> </li> </ul>		
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## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**

**ASSESSMENT**  
**FORMATIVE**  
**SUMMATIVE**

I. Read and comprehend a wide variety of print and non-print texts and genres to understand themselves and their world and to respond to the needs and demands of society.	Vocabulary	A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading The students will:
II. Read a wide range of literature from many periods in many genres.		1. Apply vocabulary skills to enrich comprehension
III. Begin to develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures and geographic regions.		2. Appropriately use vocabulary in written and oral language
IV. Engage in purposeful reading and begin to develop reading for enjoyment.	Comprehension	3. Relate new vocabulary words to familiar words to continually extend scope of reading, writing, and speaking vocabulary
V. Define and appropriately apply content related vocabulary words, high frequency and sight words.		B. To read a variety of texts for a broad range of purposes The students will:
VI. Read to learn more about God's world.		1. Tell stories from fiction and nonfiction picture books
		2. Use strategies to evaluate visual images (Look at the whole, then at parts)
		3. Evaluate visual images in stories
		4. Identify:
		a. Characters and setting
		b. Main idea
		c. Beginning, middle, end
		d. Problem/conflict
		5. Use narrative elements to:
		6. Retell stories
		7. Make predictions
		8. Draw conclusions
		9. Map stories
		10. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts:
		a. Make and confirm predictions



		<ul style="list-style-type: none"> <li>b. Create mental images</li> <li>c. Make connections between text and personal experience, between text and real life and between different texts</li> <li>d. Draw on personal experience to aid in comprehension</li> <li>e. Interact with other readers in understanding text</li> <li>f. Use graphic organizers to understand what is read</li> <li>g. Use punctuation to make sense of what is read (period, question mark, exclamation point)</li> <li>h. Ask and answer questions about what is read</li> <li>i. Apply decoding skills <ul style="list-style-type: none"> <li>i. Using context and picture clues</li> <li>ii. Word clues</li> <li>iii. Phonics</li> </ul> </li> <li>j. Stop and summarize in own words</li> <li>k. Read ahead, reread</li> </ul>		
	Fluency	<ul style="list-style-type: none"> <li>11. Recall details from what is read</li> <li>12. Identify narrative elements as appropriate</li> <li>13. Interpret and follow visual directions</li> <li>14. Distinguish between real and imaginary and fact and opinion</li> <li>15. Read with oral accuracy, expression, and speech-like pace</li> <li>16. Choose books to read for pleasure; Read silently</li> </ul>		

## DIOCESAN STANDARDS/GOALS

### OBJECTIVE/ENABLING OUTCOME

**ASSESSMENT**  
**FORMATIVE**  
**SUMMATIVE**

18

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|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>f. Sequence</li> <li>g. Classify</li> </ul> <p>6. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts:</p> <ul style="list-style-type: none"> <li>a. Make and confirm predictions</li> <li>b. Create mental images</li> <li>c. Make connections between text and personal experience, between text and real life and between different texts</li> <li>d. Draw on personal experience to aid in comprehension</li> <li>e. Interact with other readers in understanding text</li> <li>f. Use graphic organizers to understand what is read</li> <li>g. Use punctuation to make sense of what is read (period, question mark, exclamation point)</li> <li>h. Ask and answer questions about what is read</li> <li>i. Apply decoding skills             <ul style="list-style-type: none"> <li>i. Using context and picture clues</li> <li>ii. Word clues</li> <li>iii. Phonics</li> </ul> </li> <li>j. Stop and summarize in own words</li> <li>k. Read ahead, reread</li> <li>l. Monitor own comprehension</li> </ul> <p>7. Recall details from what is read</p> <p>8. Identify narrative elements as appropriate</p> <p>9. Interpret and follow visual directions</p> |  |
|--|--|--|--|

		10. Distinguish between real and imaginary and fact and opinion 11. Read with oral accuracy, expression, and speech-like pace (fluency) 12. Recognize high frequency words <i>automatically</i> 13. Read or listen to and respond to texts about different cultures and times 14. Choose books to read for pleasure 15. Read silently		
	Fluency			

## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**

## ASSESSMENT

### FORMATIVE

### SUMMATIVE

21

Fluency

- f. Sequence
- g. Classify
- 6. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts:
  - a. Make and confirm predictions
  - b. Create mental images
  - c. Make connections between text and personal experience, between text and real life and between different texts
  - d. Draw on personal experience to aid in comprehension
  - e. Interact with other readers in understanding text
  - f. Use graphic organizers to understand what is read
  - g. Use punctuation to make sense of what is read (period, question mark, exclamation point)
  - h. Ask and answer questions about what is read
  - i. Apply decoding skills
    - i. Using context and picture clues
    - ii. Word clues
    - iii. Phonics
  - j. Stop and summarize in own words
  - k. Read ahead, reread
  - l. Monitor own comprehension
  - m. Group words into meaningful phrases
- 7. Recall details from what is read
- 8. Identify narrative elements as appropriate
- 9. Interpret and follow visual

		<p>directions</p> <ol style="list-style-type: none"> <li>10. Distinguish between real and imaginary and fact and opinion</li> <li>11. Read with oral accuracy, expression, and speech-like pace (fluency)</li> <li>12. Recognize high frequency words <i>automatically</i></li> <li>13. Read or listen to and respond to texts about different cultures and times</li> <li>14. Retell classic children's stories and poems</li> <li>15. Tell/read/listen to poems, stories, myths, articles from a diversity of cultures and relate these to personal experiences</li> <li>16. Read or listen to text and explain its appeal</li> <li>17. Discuss elements of the author's craft</li> <li>18. Choose books to read for pleasure</li> <li>19. Read silently</li> </ol>		
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### Suggested Teaching and Learning Strategies:

<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Works with children in examining pictures and other cues in text</li> <li>• Encourages children to pay attention to the illustrators of their literature</li> <li>• Models oral reading with expression and fluency</li> <li>• Uses Readers Theater materials.</li> <li>• Provides repeated, echo, and choral reading experiences for students</li> <li>• Provides a variety of reading material for students</li> <li>• Discusses books with students and keeps class journals of students' favorite books.</li> <li>• Teaches roles in age appropriate literature circles</li> <li>• Explicitly teaches comprehension strategies before, during, and after reading</li> </ul>	<p>The students:</p> <ul style="list-style-type: none"> <li>• Discusses books with students and keeps class journals of students' favorite books.</li> <li>• Teaches roles in age appropriate literature circles</li> <li>• Explicitly teaches comprehension strategies before, during, and after reading</li> <li>• Participate in literature groups</li> <li>• Keep personal literature journals or blogs (Online journals)</li> <li>• Use text synthesis to read own stories (Speech text synthesis is a machine's ability to interpret or translate spoken and written words.)</li> </ul>
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## PHONICS

### PH Grade 1: Quarter 1

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Understand and apply phonics in the decoding of words	WORD ANALYSIS	<p><b>A. To apply phonics skills to the decoding of words</b></p> <p>The students will:</p> <ol style="list-style-type: none"><li>1. Decode and encode using all letter correspondences within a word</li><li>2. Recognize and identify all upper and lower case letters</li><li>3. Match consonant sounds to symbols</li><li>4. Identify consonant blends</li></ol>		



<p>I. Understand and apply phonics in the decoding of words</p>	<p>WORD ANALYSIS</p>	<p><b>A. To apply phonics skills to the decoding of words</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Decode and encode using all letter correspondences within a word</li> <li>2. Recognize and identify all upper and lower case letters</li> <li>3. Match consonant sounds to symbols</li> <li>4. Identify consonant blends</li> <li>5. Identify short vowel sounds</li> <li>6. Identify y as a vowel</li> <li>7. Identify and isolate consonants in initial, medial, and final positions</li> <li>8. Identify and use inflectional endings (-ed, -ing, -s)</li> <li>9. Identify consonant digraphs and combinations:               <ol style="list-style-type: none"> <li>a. (sh, th, ck, ch, wh)</li> </ol> </li> <li>10. Identify and use contractions correctly (Contractions with will, not, am, are, is)</li> <li>11. Identify and use compound words</li> </ol>		
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**PH Grade 1: Quarters 3 & 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Understand and apply phonics in the decoding of words</p>	<p>WORD ANALYSIS</p>	<p><b>A To apply phonics skills to the decoding of words</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Decode and encode using all letter correspondences within a word</li> <li>2. Recognize and identify all upper and lower case letters</li> <li>3. Match consonant sounds to symbols</li> <li>4. Identify consonant blends</li> <li>5. Identify short and long vowel sounds</li> <li>6. Identify y as a vowel</li> <li>7. Identify and isolate consonants in initial, medial, and final positions</li> <li>8. Identify and use inflectional endings (-ed, -ing, -s)</li> <li>9. Identify consonant digraphs and combinations:               <ol style="list-style-type: none"> <li>a. (sh, th, ck, ch, wh)</li> </ol> </li> <li>10. Identify and use contractions correctly (Contractions with will, not, am, are, is)</li> <li>11. Identify and use compound words</li> <li>12. Identify silent letters: <i>kn</i></li> </ol>		

### Suggested Teaching and Learning Strategies

<p>The teacher:</p> <ul style="list-style-type: none"><li>• Provides multi-sensory experiences to assist student in hearing sounds (air, sandpaper, etc.)</li><li>• Maintains word and “chunk” walls</li><li>• Creates sound/phonics centers</li></ul>	<p><b>The students:</b></p> <ul style="list-style-type: none"><li>• Participate in word games</li><li>• Work in cooperative teams or groups</li><li>• Use flashcards</li><li>• Use electronic devices to tape sounds</li><li>• Use text synthesis to mimic sounds</li><li>• (Speech text synthesis is a machine’s ability to interpret or translate spoken and written words)</li></ul>
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**WRITTEN LANGUAGE****WL Grade 1: Quarter 1**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	Objective/Enabling Outcomes	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Use a variety of strategies in written language to communicate effectively to different audiences for different reasons. (Standard 5)</p> <p>II. Apply age-appropriate knowledge of language structure, language conventions, media techniques, figurative language and genre to create print and non print text. (Standard 6)</p> <p>III. Use different writing processes appropriately to communicate. (Standard 5)</p> <p>IV. Write for their own purposes. (Standard 4)</p> <p>V. Write to participate in school and parish life. (Standard 13)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>	<b>Written Language</b>	<p><b>A. To begin to experience and understand writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"><li>1. Identify reasons for writing</li><li>2. Write creatively everyday</li><li>3. Imitate teacher-modeled correct punctuation and capitalization in writing</li><li>4. Write about an experience they have had using familiar language</li><li>5. Use simple drawing technological tools such as circles, boxes, lines or pencil, brush, color, and stamps to create pictures to illustrate thoughts, ideas and stories</li><li>6. Write simple thank you notes</li><li>7. Keep a *journal of books read and ideas for writing</li><li>8. Write personal journal entries</li><li>9. Write simple observations</li><li>10. Write simple prayers and petitions for use in classroom, school, and parish liturgies and prayer services</li></ol>		

## WL Grade 1: Quarter 2

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Use a variety of strategies in written language to communicate effectively to different audiences for different reasons. (Standard 5)</p> <p>II. Apply age-appropriate knowledge of language structure, language conventions, media techniques, figurative language and genre to create print and non print text. (Standard 6)</p> <p>III. Use different writing processes appropriately to communicate. (Standard 5)</p> <p>IV. Write for their own purposes. (Standard 4)</p> <p>V. Write to participate in school and parish life. (Standard 13)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>	Written Language	<p><b>A. To begin to experience and understand writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for writing</li> <li>2. Write creatively everyday</li> <li>3. Imitate teacher-modeled correct punctuation and capitalization in writing</li> <li>4. Write about an experience they have had using familiar language</li> <li>5. Use simple drawing technological tools such as circles, boxes, lines or pencil, brush, color, and stamps to create pictures to illustrate thoughts, ideas and stories</li> <li>6. Write simple thank you notes</li> <li>7. Keep a journal of books read and ideas for writing</li> <li>8. Write *personal journal entries</li> <li>9. Write and record observations</li> <li>10. Imitate teacher-modeled correct punctuation and capitalization in writing</li> <li>11. Write a <i>complete</i> sentence with correct punctuation and capitalization</li> <li>12. Flexibly employ the basic stages of the <i>five-step writing process</i> to produce age/class/grade/level appropriate written work and to vary writing for purpose and audience: <ol style="list-style-type: none"> <li>a. Draft (First draft)</li> <li>b. Edit: make corrections,</li> </ol> </li> </ol>		

		<p>improvement</p> <p>c. Publish: Write/share/present final draft</p> <p>13. Write from a prompt</p> <p>14. Use simple graphic organizers to order ideas (electronic/hard)</p> <p>15. Write a sentence using rhyming words</p> <p>16. Write letters/emails to friends</p> <p>17. Write to pen pals, including online pen pals</p> <p>18. Write simple directions in chronological order</p> <p>19. Sequence events using beginning, middle, and end</p> <p>20. Write a simple description</p> <p>11. Write a simple recipe for a favorite snack</p> <p>12. Write directions for a simple activity</p> <p>21. Write simple prayers and petitions for use in classroom, school, and parish liturgies and prayer services</p>		
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**WL Grade 1: Quarter 3**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Use a variety of strategies in written language to communicate effectively to different audiences for different reasons. (Standard 5)</p> <p>II. Apply age-appropriate knowledge of language structure, language conventions, media techniques, figurative language and genre to create print and non print text. (Standard 6)</p> <p>III. Use different writing processes appropriately to communicate. (Standard 5)</p> <p>IV. Write for their own purposes. (Standard 4)</p> <p>V. Write to participate in school and parish life. (Standard 13)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must</i></p>	<p><b>Written Language</b></p>	<p><b>A. To begin to experience and understand writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for writing</li> <li>2. Write creatively everyday</li> <li>3. Imitate teacher-modeled correct punctuation and capitalization in writing</li> <li>4. Write about an experience they have had using familiar language</li> <li>5. Use simple drawing technological tools such as circles, boxes, lines or pencil, brush, color, and stamps to create pictures to illustrate thoughts, ideas and stories</li> <li>6. Write simple thank you notes</li> <li>7. Keep a journal of books read and ideas for writing</li> <li>8. Write personal journal entries</li> <li>9. Write and record observations</li> <li>10. Imitate teacher-modeled correct punctuation and capitalization in writing</li> <li>11. Write a <i>complete</i> sentence with correct punctuation and capitalization</li> <li>12. Flexibly employ the <i>five-step writing process</i> to produce age/class/grade/level appropriate written work and to vary writing for purpose and audience:</li> </ol>		

*understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

- a. Pre-write
  - i. Choose a topic
  - ii. Brainstorm
  - iii. Make lists
  - iv. Use simple graphic organizers: charts, webs, clusters, etc.
- b. Draft (First draft)
- c. Revise
  - i. Peer and/or teacher editing/conferencing
  - ii. Self editing
  - iii. Add detail(s)
  - iv. Find better words
  - v. Re-order sentences (cutting & pasting when using *Word*)
  - vi. Clarify ideas
- d. Edit: make corrections, improvement
- e. Publish: Write/share/present final draft
- 13. Write from a prompt
- 14. Use simple graphic organizers to order ideas (electronic/hard)
- 15. Write a sentence using rhyming words
- 16. Write letters/emails to friends
- 17. Write to pen pals, including online pen pals
- 18. Write simple directions in chronological order
- 19. Sequence events using beginning, middle, and end
- 20. Write a simple description



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|  |  | <ol style="list-style-type: none"><li>21. Write a simple recipe for a favorite snack</li><li>22. Write directions for a simple activity</li><li>23. Apply writing skills in a variety of forms (i.e. letters, poems, recipes, directions, email, etc.) allowing for choice as often as possible</li><li>24. Write and design invitations</li><li>25. Write spatial descriptions – describe space left to right or top to bottom</li><li>26. Write and illustrate simple metaphors or comparisons (i.e. The room was as dark as a cave.)</li><li>27. Apply simple comparisons or metaphors in descriptions</li><li>28. Write and illustrate a simple narrative with one or two characters in chronological order</li><li>29. Write simple prayers and petitions for use in classroom, school, and parish liturgies and prayer services</li></ol> |  |  |
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## WL Grade 1: Quarter 4

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Use a variety of strategies in written language to communicate effectively to different audiences for different reasons. (Standard 5)</p> <p>II. Apply age-appropriate knowledge of language structure, language conventions, media techniques, figurative language and genre to create print and non print text. (Standard 6)</p> <p>III. Use different writing processes appropriately to communicate. (Standard 5)</p> <p>IV. Write for their own purposes. (Standard 4)</p> <p>V. Write to participate in school and parish life. (Standard 13)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must</i></p>	Written Language	<p><b>A. To begin to experience and understand writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for writing</li> <li>2. Write creatively everyday</li> <li>3. Imitate teacher-modeled correct punctuation and capitalization in writing</li> <li>4. Write about an experience they have had using familiar language</li> <li>5. Use simple drawing technological tools such as circles, boxes, lines or pencil, brush, color, and stamps to create pictures to illustrate thoughts, ideas and stories</li> <li>6. Write simple thank you notes</li> <li>7. Keep a journal of books read and ideas for writing</li> <li>8. Write personal journal entries</li> <li>9. Write and record observations</li> <li>10. Imitate teacher-modeled correct punctuation and capitalization in writing</li> <li>11. Write a <i>complete</i> sentence with correct punctuation and capitalization</li> <li>12. Writ a complete sentence using nouns, verbs, adjectives, and pronouns</li> <li>13. Flexibly employ the <i>five-step writing process</i> to produce age/class/grade/level</li> </ol>		

*understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

appropriate written work and to vary writing for purpose and audience:

- a. Pre-write
  - i. Choose a topic
  - ii. Brainstorm
  - iii. Make lists
  - iv. Use simple graphic organizers: charts, webs, clusters, etc.
- b. Draft (First draft)
- c. Revise
  - i. Peer and/or teacher editing/conferencing
  - ii. Self editing
  - iii. Add detail(s)
  - iv. Find better words
  - v. Re-order sentences (cutting & pasting when using *Word*)
  - vi. Clarify ideas
- d. Edit: make corrections, improvement
- e. Publish: Write/share/present final draft

- 14. Write from a prompt
- 15. Use simple graphic organizers to order ideas (electronic/hard)
- 16. Write a sentence using rhyming words
- 17. Write letters/emails to friends
- 18. Write to pen pals, including

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|  |  | <p>online pen pals</p> <ol style="list-style-type: none"> <li>19. Write simple directions in chronological order</li> <li>20. Sequence events using beginning, middle, and end</li> <li>21. Write a simple description</li> <li>22. Write a simple recipe for a favorite snack</li> <li>23. Write directions for a simple activity</li> <li>24. Apply writing skills in a variety of forms (i.e. letters, poems, recipes, directions, email, etc.) allowing for choice as often as possible</li> <li>25. Write and design invitations</li> <li>26. Write spatial descriptions – describe space left to right or top to bottom</li> <li>27. Write and illustrate simple metaphors or comparisons</li> <li>28. Apply simple comparisons or metaphors in descriptions</li> <li>29. Write and illustrate a simple narrative with one or two characters in chronological order</li> <li>30. Write and design advertisements</li> <li>31. Write simple prayers and petitions for use in classroom, school, and parish liturgies and prayer services</li> </ol> |  |
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## **WRITTEN LANGUAGE: Suggested Teaching and Learning Strategies**

### **The teacher:**

- reads rhyming poetry and stories with and to students
- Notices good descriptive writing in read-alouds, text, and in student writing
- Uses picture cards or story strips to develop sequencing skills
- Emphasizes nonfiction reading and writing
- Begins book reports with students
- Directs students in the writing of class “books” related to classroom learning themes
- Works with student to create class prayers in keeping with the liturgical year

### **The students:**

- Work together to produce group book reports
- Edit one another’s work
- Complete free response sentences
- Write book reports (individual)
- Write petitions for class/school prayer services and liturgies
- Write email messages to school/parish “pen pals.”
- Use text synthesis to write stories  
(Speech text synthesis is a machine’s ability to interpret or translate spoken and written words.)

**GRAMMAR/MECHANICS/USAGE****GMU Grade 1: Quarter 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Demonstrate age-appropriate understanding and use of English language structure and conventions. (Standard 6)  II. Students whose first language is not English will use their first language to develop competency in English. (Standard 10)	<b>Grammar/ Mechanics/Usage</b>	<b>A. The student will use English language structure and conventions to communicate effectively.</b>  The students will: 1. Use capitalization appropriately: <ul style="list-style-type: none"><li>○ First word in sentences</li><li>○ proper nouns:<ul style="list-style-type: none"><li>a. names</li><li>b. months</li><li>c. days of the week</li></ul></li><li>○ <i>I</i></li><li>○ Titles</li><li>○ initials</li></ul> 2. Identify sentence types: <ul style="list-style-type: none"><li>○ Declarative</li><li>○ Interrogative</li></ul> 3. Use appropriate punctuation to close different types of sentences 4. Relate their first language to the above listed outcomes to increase competency in English (English Language Learners)		

**GMU Grade 1: Quarter 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. Demonstrate age-appropriate understanding and use of English language structure and conventions. (Standard 6)</p> <p>II. Students whose first language is not English will use their first language to develop competency in English. (Standard 10)</p>	<b>Grammar/ Mechanics/Usage</b>	<p>A. The student will use English language structure and conventions to communicate effectively.</p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Use capitalization appropriately:               <ol style="list-style-type: none"> <li>a. first word in sentences</li> <li>b. proper nouns:</li> <li>c. names</li> <li>d. months</li> <li>e. days of the week</li> <li>f. <i>I</i></li> <li>g. titles</li> <li>h. initials</li> </ol> </li> <li>2. Identify sentence types:               <ol style="list-style-type: none"> <li>a. Declarative</li> <li>b. Interrogative</li> </ol> </li> <li>3. Use appropriate punctuation to close different types of sentences</li> <li>4. Identify nouns and verbs</li> <li>5. Begin to form plurals of nouns</li> <li>6. Begin to identify verb tenses</li> <li>7. Name self last</li> <li>8. Use the forms of the verb <i>to be</i> correctly</li> <li>9. Relate their first language to the above listed outcomes to increase competency in English (English Language Learners)</li> </ol>		

<p>I. Demonstrate age-appropriate understanding and use of English language structure and conventions. (Standard 6)</p> <p>II. Students whose first language is not English will use their first language to develop competency in English. (Standard 10)</p>	<p><b>Grammar/ Mechanics/Usage</b></p>	<p><b>A. The student will use English language structure and conventions to communicate effectively.</b> The students will:</p> <ol style="list-style-type: none"> <li>1. Use capitalization appropriately:               <ol style="list-style-type: none"> <li>a. first word in sentences</li> <li>b. proper nouns:</li> <li>c. names</li> <li>d. months</li> <li>e. days of the week</li> <li>f. <i>I</i></li> <li>g. titles</li> <li>h. initials</li> </ol> </li> <li>2. Identify sentence types:               <ol style="list-style-type: none"> <li>a. Declarative</li> <li>b. Interrogative</li> <li>c. <b>Imperative</b></li> <li>d. <b>Exclamatory</b></li> </ol> </li> <li>3. Use appropriate punctuation to close different types of sentences</li> <li>4. Identify nouns and verbs</li> <li>5. Begin to form plurals of nouns</li> <li>6. Begin to identify verb tenses</li> <li>7. Name self last</li> <li>8. Use the forms of the verb <i>to be</i> correctly</li> <li>9. Relate their first language to the above listed outcomes to increase competency in English (English Language Learners)</li> </ol>		
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**Suggested Teaching and Learning Strategies: GRAMMAR/MECHANICS/USAGE**

**The teacher :**

- Notices and points out punctuation and capitalization when reading selections with students.
- Models Standard English
- Provides daily language practice and daily opportunities for writing across the curriculum

**The students:**

- Edit each others' work.
- Read books about punctuation and grammar like *Punctuation Takes a Vacation*
- Apply grammar, usage, and punctuation rules across the curriculum

## **SPELLING**

### **S Grade 1: Quarter 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMSNT FORMATIVE SUMMATIVE</b>
I. Understand the importance of correct spelling. (Standard 6)  II. Understand and apply the sound-symbol relationship. (Standard 6)  III. Correctly spell content-related vocabulary and sight words. (Standard 6)	<b>Spelling</b>	<b>A. To spell correctly in written work</b>  The students will: 1. Spell words based on spelling patterns (-at, -am, -ag, -op, -it, etc) 2. Memorize core words 3. Take risks in the spelling of unfamiliar words		

**S Grade 1: Quarter 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMSNT FORMATIVE SUMMATIVE</b>
<p>I. Understand the importance of correct spelling. (Standard 6)</p> <p>II. Understand and apply the sound-symbol relationship. (Standard 6)</p> <p>III. Correctly spell content-related vocabulary and sight words. (Standard 6)</p>	Spelling	<p>A. To spell correctly in written work</p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Spell words based on spelling patterns (-at, -am, -ag, -op, -it, etc)</li> <li>2. Memorize core words</li> <li>3. Take risks in the spelling of unfamiliar words</li> <li>4. Memorize the spelling of first grade high frequency words</li> <li>5. Apply knowledge of spelling patterns and sound-symbol relationships to new words</li> <li>6. Self-correct misspelled words</li> <li>7. Use new vocabulary in written and oral language</li> </ol>		

**S Grade 1: Quarter 3**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Understand the importance of correct spelling. (Standard 6)</p> <p>II. Understand and apply the sound-symbol relationship. (Standard 6)</p> <p>III. Correctly spell content-related vocabulary and sight words. (Standard 6)</p>	<b>Spelling</b>	<p><b>A. To spell correctly in written work</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Spell words based on spelling patterns (-at, -am, -ag, -op, -it, etc)</li> <li>2. Memorize core words</li> <li>3. Take risks in the spelling of unfamiliar words</li> <li>4. Memorize the spelling of first grade high frequency words</li> <li>5. Apply knowledge of spelling patterns and sound-symbol relationships to new words</li> <li>6. Self-correct misspelled words</li> <li>8. <b>Correctly spell content-related vocabulary and sight words</b></li> <li>7. <b>Use “spell-check” and other technologies to spell correctly</b></li> </ol>		

**S Grade 1: Quarter 4**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. Understand the importance of correct spelling. (Standard 6)</p> <p>II. Understand and apply the sound-symbol relationship. (Standard 6)</p> <p>III. Correctly spell content-related vocabulary and sight words. (Standard 6)</p>	<b>Spelling</b>	<p><b>A. To spell correctly in written work</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Spell words based on spelling patterns (-at, -am, -ag, -op, -it, etc)</li> <li>2. Memorize core words</li> <li>3. Take risks in the spelling of unfamiliar words</li> <li>4. Memorize the spelling of first grade high frequency words</li> <li>5. Apply knowledge of spelling patterns and sound-symbol relationships to new words</li> <li>6. Self-correct misspelled words</li> <li>9. Correctly spell content-related vocabulary and sight words</li> <li>7. Use “spell-check” and other technologies to spell correctly</li> </ol>		

## SPELLING

Suggested Teaching Strategies	Suggested Learning Strategies
<p><b>Teacher Directed</b></p> <p>The teacher:</p> <ul style="list-style-type: none"><li>• Makes spelling fun – games, contests, etc.</li><li>• Models checking spelling</li><li>• Uses spell check (text or electronic) when writing with class</li></ul> <p><b>Other:</b></p>	<p><b>Teacher Directed</b></p> <p>The teacher:</p> <ul style="list-style-type: none"><li>• Directs students to practice “look, picture, write and check” skills with students</li></ul> <p><b>Other:</b></p> <p><b>Cooperative</b></p> <p>The Students:</p> <ul style="list-style-type: none"><li>• Are involved in peer correction of spelling in writing across the curriculum</li></ul> <p><b>Other:</b></p> <p><b>Independent</b></p> <p>The Students:</p> <ul style="list-style-type: none"><li>• Practice application of spelling rules to written work across the curriculum</li><li>• Use text synthesis to practice spelling (Speech text synthesis is a machine’s ability to interpret or translate spoken and written words.)</li></ul> <p><b>Other:</b></p>

## LISTENING

### **L Grade 1: Quarter 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>Objective/Enabling Outcomes</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Set purposes for listening (enjoyment, gather information, solve problems). (Standards 11, 12)  II. Participate in learning activities using listening skills. (Standard 11)  III. Respect the rights of others in conversations. (Standard 13)  IV. Listen with reverence during prayer and liturgy. (Standard 14)	<b>Listening</b>	<b>A. To apply learning skills to learn, play, communicate and participate fully in family, classroom, community and parish life</b>  The students will:  1. Identify reasons for listening in a variety of situations 2. Demonstrate listening skills: <ul style="list-style-type: none"><li>○ focus on the speaker</li><li>○ make eye contact with the speaker</li></ul> 3. Listen to others in conversation without interrupting 4. Listen courteously in assembly and classroom situations 5. Respond to what is heard appropriately 6. Ask questions when information is not clear 7. Listen with reverence during Mass and other prayer services		

**L Grade 1: Quarter 2**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Set purposes for listening (enjoyment, gather information, solve problems). (Standards 11, 12)</p> <p>II. Participate in learning activities using listening skills. (Standard 11)</p> <p>III. Respect the rights of others in conversations. (Standard 13)</p> <p>IV. Listen with reverence during prayer and liturgy. (Standard 14)</p>	<p><b>Listening</b></p>	<p><b>A. To apply learning skills to learn, play, communicate and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for listening in a variety of situations</li> <li>2. Demonstrate listening skills:               <ol style="list-style-type: none"> <li>a. focus on the speaker</li> <li>b. make eye contact with the speaker</li> </ol> </li> <li>3. Listen to others in conversation without interrupting</li> <li>4. Listen courteously in assembly and classroom situations</li> <li>5. Respond to what is heard appropriately</li> <li>6. Ask questions when information is not clear</li> <li>7. <b>Listen to and follow multi-stepped directions</b></li> <li>8. <b>Listen to <i>specific</i> information or to answer comprehension questions</b></li> <li>9. Listen with reverence during Mass and other prayer services</li> </ol>		



**L Grade 1: Quarters 3 & 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Set purposes for listening (enjoyment, gather information, solve problems). (Standards 11, 12)</p> <p>II. Participate in learning activities using listening skills. (Standard 11)</p> <p>III. Respect the rights of others in conversations. (Standard 13)</p> <p>IV. Listen with reverence during prayer and liturgy. (Standard 14)</p>	<p><b>Listening</b></p>	<p><b>A. To apply learning skills to learn, play, communicate and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for listening in a variety of situations</li> <li>2. Demonstrate listening skills:               <ol style="list-style-type: none"> <li>a. focus on the speaker</li> <li>b. make eye contact with the speaker</li> </ol> </li> <li>3. Listen to others in conversation without interrupting</li> <li>4. Listen courteously in assembly and classroom situations</li> <li>5. Respond to what is heard appropriately</li> <li>6. Ask questions when information is not clear</li> <li>7. Listen to and follow multi-stepped directions</li> <li>8. Listen to <i>specific</i> information or to answer comprehension questions</li> <li>9. Listen with reverence during Mass and other prayer services</li> </ol>		

### **Suggested Teaching and Learning Strategies: LISTENING**

<p>The teacher:</p> <ul style="list-style-type: none"><li>• Demonstrates musical elements of language – rhymes, rhythm, onomatopoeia</li><li>• Reads to students across the curriculum every day</li><li>• Models listening with reverence during prayers and liturgy</li><li>• Students listen with reverence as classmates read from the Gospel (Children’s version)</li></ul>	<p>The students:</p> <ul style="list-style-type: none"><li>• Work together to add sound effects to a story</li><li>• Listen to tapes, CDs, computer-generated material, for specific information</li></ul>
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**ORAL LANGUAGE****OL Grade 1: Quarter 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. The student will communicate orally using Standard English. (Standard 4)  II. The student will begin to understand the importance of clear enunciation in effective oral communication. (Standard 4)  III. The student will express emotions using appropriate oral expression. (Standard 4)  IV. The student will pray orally as part of class, parish, and community worship. (Standard 14)	<b>Oral Language</b>	<b>A. To use oral language to learn, play, communicate and participate fully in family, classroom, community and parish life</b>  The students will: <ol style="list-style-type: none"><li>1. Identify reasons for oral communication</li><li>2. Speak clearly</li><li>3. Make eye contact when speaking</li><li>4. Contribute to class discussion</li><li>5. Speak in complete sentences</li><li>6. Participate with classmates in:<ul style="list-style-type: none"><li>○ retelling of stories</li><li>○ singing of songs</li><li>○ recitation of short poems</li><li>○ choral reading</li></ul></li><li>7. Participate in responses to prayers during liturgy</li><li>8. Pray with classmates during the school day</li></ol>		

**OL Grade 1: Quarter 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. The student will communicate orally using Standard English. (Standard 4)</p> <p>II. The student will begin to understand the importance of clear enunciation in effective oral communication. (Standard 4)</p> <p>III. The student will express emotions using appropriate oral expression. (Standard 4)</p> <p>IV. The student will pray orally as part of class, parish, and community worship. (Standard 14)</p>	<b>Oral Language</b>	<p><b>A. To use oral language to learn, play, communicate and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for oral communication</li> <li>2. Speak clearly</li> <li>3. Make eye contact when speaking</li> <li>4. Contribute to class discussion</li> <li>5. Speak in complete sentences</li> <li>6. Participate with classmates in:               <ol style="list-style-type: none"> <li>a. retelling of stories</li> <li>b. singing of songs</li> <li>c. recitation of short poems</li> <li>d. choral reading</li> </ol> </li> <li>7. Participate in responses to prayers during liturgy</li> <li>8. Pray with classmates during the school day</li> <li>9. Make informal presentations</li> <li>10. Connect own experiences with those of another orally</li> <li>11. Adjust oral language to audience</li> </ol>		

**OL Grade 1: Quarter 3 & 4**

**DIOCESAN STANDARDS/GOALS**

**TOPIC/NOTES**

**Objective/Enabling Outcomes**

**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**

**ASSESSMENT  
FORMATIVE  
SUMMATIVE**

<p>I. The student will communicate orally using Standard English. (Standard 4)</p> <p>II. The student will begin to understand the importance of clear enunciation in effective oral communication. (Standard 4)</p> <p>III. The student will express emotions using appropriate oral expression. (Standard 4)</p> <p>IV. The student will pray orally as part of class, parish, and community worship. (Standard 14)</p>	<p><b>Oral Language</b></p>	<p><b>A. To use oral language to learn, play, communicate and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify reasons for oral communication</li> <li>2. Speak clearly</li> <li>3. Make eye contact when speaking</li> <li>4. Contribute to class discussion</li> <li>5. Speak in complete sentences</li> <li>6. Participate with classmates in:               <ol style="list-style-type: none"> <li>a. retelling of stories</li> <li>b. singing of songs</li> <li>c. recitation of short poems</li> <li>d. choral reading</li> </ol> </li> <li>7. Participate in responses to prayers during liturgy</li> <li>8. Pray with classmates during the school day</li> <li>9. Make informal presentations</li> <li>10. Connect own experiences with those of another orally</li> <li>11. Adjust oral language to audience</li> </ol>		
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## Suggested Teaching and Learning Strategies: ORAL LANGUAGE

### The teacher:

- models good oral language
- reads aloud to students from a variety of sources every day
- notices and applauds the good ideas and speech of students, visitors, or people on videos and other media sources
- encourages student oral participation in the celebration of Mass and prayer services
- Provides ample opportunities for group and choral reading of poems and other forms of literature
- Encourages students to share journals, blogs (Online journals), or any early, creative writing and provide daily opportunities (like show and tell) for students to share experiences and ideas with one another.

### The students:

- Speak to one another in small groups – asking questions, expressing opinions and relating experiences clearly.
- Tell stories digitally (Tell stories using a video prompt.)
- Participate in games like “Telephone.”
- Practice using communication devices (Telephones, microphones, etc.)
- Imitate good oral language heard on electronic devices

**HANDWRITING****H Grade 1: Quarter 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Print to enable written communication. (Standard 4)  II. Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it. (Standard 6)	<b>Handwriting</b>	<b>A. To print legibly to enable effective, courteous written communication</b>  The students will:  1. Position paper and hold pencils correctly to create vertical letters and numbers  2. Use correct posture  3. Print first and last name independently		

**H Grade 1: Quarter 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Print to enable written communication. (Standard 4)  II. Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it. (Standard 6)	<b>Handwriting</b>	<b>A. To print legibly to enable effective, courteous written communication</b>  The students will: <ol style="list-style-type: none"><li>1. Position paper and hold pencils correctly to create vertical letters and numbers</li><li>2. Use correct posture</li><li>3. Print first and last name independently</li><li>4. Create consistently sized letters and numbers</li><li>5. Use correct spacing between letters and words</li><li>6. Form numbers 1-10 correctly</li><li>7. Form upper and lower case letters correctly</li><li>8. Form punctuation marks accurately (. ? , !)</li><li>9. Express him/herself legibly in written work</li></ol>		



**H Grade 1: Quarter 3**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. Print to enable written communication. (Standard 4)</p> <p>II. Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it. (Standard 6)</p>	<b>Handwriting</b>	<p><b>A. To print legibly to enable effective, courteous written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Position paper and hold pencils correctly to create vertical letters and numbers</li> <li>2. Use correct posture</li> <li>3. Print first and last name independently</li> <li>4. Create consistently sized letters and numbers</li> <li>5. Use correct spacing between letters and words</li> <li>6. Form numbers 1-10 correctly</li> <li>7. Form upper and lower case letters correctly</li> <li>8. Form punctuation marks accurately (. ? , !)</li> <li>9. Express him/herself legibly in written work</li> <li>10. Evaluate an self-correct written work</li> <li>11. Write from dictation</li> <li>12. Copy from classroom board, books, etc. with accuracy</li> </ol>		

## H Grade 1: Quarter 4

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Print to enable written communication. (Standard 4)</p> <p>II. Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it. (Standard 6)</p>	<b>Handwriting</b>	<p><b>A. To print legibly to enable effective, courteous written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Position paper and hold pencils correctly to create vertical letters and numbers</li> <li>2. Use correct posture</li> <li>3. Print first and last name independently</li> <li>4. Create consistently sized letters and numbers</li> <li>5. Use correct spacing between letters and words</li> <li>6. Form numbers 1-10 correctly</li> <li>7. Form upper and lower case letters correctly</li> <li>8. Form punctuation marks accurately (. ? , !)</li> <li>9. Express him/herself legibly in written work</li> <li>10. Evaluate an self-correct written work</li> <li>11. Write from dictation</li> <li>12. Copy from classroom board, books, etc. with accuracy</li> <li>13. Master directional skills and strokes:               <ol style="list-style-type: none"> <li>a. Top to bottom</li> <li>b. Left to right</li> <li>c. Backward circle</li> <li>d. Forward circle</li> <li>e. Slant left</li> <li>f. Slant right</li> </ol> </li> </ol>		

## Suggested Cross Curricular and Catholic Social Teaching Links

### Grade One

- ✚ Students will record observations of plant growth; first graders record their observations of plant growth and learn they should take of God's creation. (Science, Math, Religion, Written Language)
- ✚ First graders communicate with pen pals both near and far and understand that the world is one human family. (Social Studies, Religion, Written Language)
- ✚ Students will write poems and prayers about peace, first graders begin to work for a peaceful world. (Religion, Social Studies, Written Language)
- ✚ Students will read stories about children and/or characters in the community, students will learn about the rights of others and our obligation to love our neighbor. (Social Studies, Reading)
- ✚ Students will read nonfiction selections related to nature (*The Giving Tree*, *The Very Hungry Caterpillar*) and the care of and for resources, students understand their role as stewards of God's creation. (Science, Reading)

### Notes:

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purposeful reading. (Standards 1,7)

- a. Character
- b. Setting
- c. Beginning, middle, end
- d. Main idea
- 6. Analyze illustrations
- 7. Relate characters, events, settings in reading materials to personal life and experiences
- 8. Understand narrative elements
- 9. Use narrative elements to:
  - a. Retell stories
  - b. Make and verify predictions
  - c. Draw conclusions
  - d. Sequence
  - e. Summarize
- 10. Read with understanding
- 11. Distinguish between fact and opinion/fiction and nonfiction
- 12. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text before, during, and after reading:
  - a. Monitor own comprehension
  - b. Self-correct
  - c. Read ahead and reread
  - d. Make and confirm predictions
  - e. Ask questions
  - f. Activate and relate prior knowledge
  - g. Create mental pictures
  - h. Make connections between what is read and what has been read in other sources, what has been experienced, or to what is known about the world in

		<ul style="list-style-type: none"> <li>i. general Stop and summarize in own words</li> <li>j. Draw conclusions</li> </ul> <ul style="list-style-type: none"> <li>13. Use story maps and other graphic organizers (electronic and text) to aid understanding of information</li> <li>14. Find information in a book</li> <li>15. Identify title, author, illustrator, table of contents, index</li> <li>16. Find specific information in a book</li> <li>17. Find information online</li> <li>18. Access websites with teacher/parent direction</li> </ul>		
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purposeful reading. (Standards 1,7)

- c. Beginning, middle, end
- d. Main idea
- e. Problem, resolution
- f. Author's purpose
- 7. Analyze illustrations
- 8. Relate characters, events, settings in reading materials to personal life and experiences
- 9. Understand narrative elements
- 10. Use narrative elements to:
  - a. Retell stories
  - b. Make and verify predictions
  - c. Draw conclusions
  - d. Sequence
  - e. Summarize
  - f. Change endings
  - g. Make inferences
  - h. Compare and contrast
- 11. Read with understanding
- 12. Distinguish between fact and opinion/fiction and nonfiction
- 13. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text before, during, and after reading:
  - a. Monitor own comprehension
  - b. Self-correct
  - c. Read ahead and reread
  - d. Make and confirm predictions
  - e. Ask questions
  - f. Activate and relate prior knowledge
  - g. Create mental pictures
  - h. Make connections between what is read and what has been read in other sources, what has been experienced, or to what is known about the world in general



		<ul style="list-style-type: none"> <li>i. Stop and summarize in own words</li> <li>j. Draw conclusions</li> </ul> <ul style="list-style-type: none"> <li>14. Use story maps and other graphic organizers (electronic and text) to aid understanding of information</li> <li>15. Find information in a book</li> <li>16. Identify title, author, illustrator, table of contents, index</li> <li>17. Find specific information in a book               <ul style="list-style-type: none"> <li>a. Identify author, illustrator, table of contents, index</li> <li>b. Find specific information from a book</li> </ul> </li> <li>18. Find information online</li> <li>19. Access websites with teacher/parent direction</li> <li>20. Recognize difference among genres</li> <li>21. Read news articles (text and online)</li> <li>22. Follow written directions</li> <li>23. Read with oral accuracy, expression, and fluency</li> <li>24. Read Gospel stories and restate the message of Jesus</li> </ul>		
	Fluency			

## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

### ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES

**ASSESSMENT**  
**FORMATIVE**  
**SUMMATIVE**

<p>I. Read and comprehend a wide variety of print and non-print texts and genres to understand themselves and their world and to respond to the needs and demands of society. (Standard 1)</p> <p>II. Continue to develop the habit of reading for enjoyment. (Standard 1)</p> <p>III. Read a wide range of literature from many periods in many genres. (Standard 2)</p> <p>IV. Begin to develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures and geographic regions. (Standards 9, 15)</p> <p>V. Define and appropriately apply content-related vocabulary words, high frequency and sight words.</p>	<p>Vocabulary</p>	<p><b>A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Recognize basic vocabulary words from text by sight and meaning</li> <li>2. Recognize high frequency words automatically</li> <li>3. Appropriately use vocabulary in written and oral language</li> <li>4. Relate new vocabulary words to familiar words to continually extend scope of reading, writing, and speaking vocabulary</li> <li>5. Recognize that some words have multiple meanings</li> </ol>		
<p>VI. The student will read Gospel stories to understand the message of Jesus. (Standard 13)</p> <p>VII. The student will engage in purposeful reading. (Standards 1,7)</p>	<p>Comprehension</p>	<p><b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Define and appropriately apply content related vocabulary words, high frequency and sight words.</li> <li>2. Use strategies to evaluate visual images (Look at the whole, then at parts)</li> </ol>		

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|  |  | <ol style="list-style-type: none"> <li>3. Evaluate and interpret images in stories</li> <li>4. Create visual interpretations of stories</li> <li>5. Choose books and reading material for enjoyment</li> <li>6. Identify and discuss: <ol style="list-style-type: none"> <li>a. Character</li> <li>b. Setting</li> <li>c. Beginning, middle, end</li> <li>d. Main idea</li> <li>e. Problem, resolution</li> <li>f. Steps in a process</li> <li>g. Author's purpose</li> </ol> </li> <li>7. Analyze illustrations</li> <li>8. Relate characters, events, settings in reading materials to personal life and experiences</li> <li>9. Understand narrative elements</li> <li>10. Use narrative elements to: <ol style="list-style-type: none"> <li>a. Retell stories</li> <li>b. Make and verify predictions</li> <li>c. Draw conclusions</li> <li>d. Sequence</li> <li>e. Summarize</li> <li>f. Change endings</li> <li>g. Make inferences</li> <li>h. Compare and contrast</li> </ol> </li> <li>11. Read with understanding</li> <li>12. Distinguish between fact and opinion/fiction and nonfiction</li> <li>13. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text before, during, and after reading:</li> </ol> |  |
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|  |  | <ul style="list-style-type: none"> <li>a. Monitor own comprehension</li> <li>b. Self-correct</li> <li>c. Read ahead and reread</li> <li>d. Make and confirm predictions</li> <li>e. Ask questions</li> <li>f. Activate and relate prior knowledge</li> <li>g. Create mental pictures</li> <li>h. Make connections between what is read and what has been read in other sources, what has been experienced, or to what is known about the world in general</li> <li>i. Stop and summarize in own words</li> <li>j. Draw conclusions</li> <li>k. Determine importance of detail, events, characters</li> <li>l. Make inferences</li> </ul> <ul style="list-style-type: none"> <li>14. Use story maps and other graphic organizers (electronic and text) to aid understanding of information</li> <li>15. Find information in a book</li> <li>16. Identify title, author, illustrator, table of contents, index</li> <li>17. Find specific information in a book <ul style="list-style-type: none"> <li>a. Identify author, illustrator, table of contents, index</li> </ul> </li> </ul> |  |
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	Fluency	<p>b. Find specific information from a book</p> <p>18. Find information online</p> <p>19. Access websites with teacher/parent direction</p> <p>20. Recognize difference among genres</p> <p>21. Begin to identify author's craft</p> <p>22. Read news articles (text and online)</p> <p>23. Read Gospel stories and restate the message of Jesus</p> <p>24. Follow written directions</p> <p>25. Read with oral accuracy, expression, and fluency</p>		
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## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

## OBJECTIVES/ENABLING OUTCOMES

**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**

**ASSESSMENT**  
**FORMATIVE**  
**SUMMATIVE**

<p>I. Read and comprehend a wide variety of print and non-print texts and genres to understand themselves and their world and to respond to the needs and demands of society. (Standard 1)</p> <p>II. Continue to develop the habit of reading for enjoyment. (Standard 1)</p> <p>III. Read a wide range of literature from many periods in many genres. (Standard 2)</p> <p>IV. Begin to develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures and geographic regions. (Standards 9, 15)</p> <p>V. Define and appropriately apply content-related vocabulary words, high frequency and sight words.</p>	<p>Vocabulary</p>	<p><b>A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Recognize basic vocabulary words from text by sight and meaning</li> <li>2. Recognize high frequency words automatically</li> <li>3. Appropriately use vocabulary in written and oral language</li> <li>4. Relate new vocabulary words to familiar words to continually extend scope of reading, writing, and speaking vocabulary</li> <li>5. Recognize that some words have multiple meanings</li> </ol>		
<p>VI. The student will read Gospel stories to understand the message of Jesus. (Standard 13)</p> <p>VII. The student will engage in purposeful reading. (Standards 1,7)</p>	<p>Comprehension</p>	<p><b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Define and appropriately apply content related vocabulary words, high frequency and sight words.</li> <li>2. Use strategies to evaluate visual images (Look at the whole, then</li> </ol>		

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|  |  | <p>at parts)</p> <ol style="list-style-type: none"> <li>3. Evaluate and interpret images in stories</li> <li>4. Create visual interpretations of stories</li> <li>5. Choose books and reading material for enjoyment</li> <li>6. Identify and discuss:             <ol style="list-style-type: none"> <li>a. Character</li> <li>b. Setting</li> <li>c. Beginning, middle, end</li> <li>d. Main idea</li> <li>e. Problem, resolution</li> <li>f. Steps in a process</li> <li>g. Author's purpose</li> </ol> </li> <li>7. Analyze illustrations</li> <li>8. Relate characters, events, settings in reading materials to personal life and experiences</li> <li>9. Understand narrative elements</li> <li>10. Use narrative elements to:             <ol style="list-style-type: none"> <li>a. Retell stories</li> <li>b. Make and verify predictions</li> <li>c. Draw conclusions</li> <li>d. Sequence</li> <li>e. Summarize</li> <li>f. Change endings</li> <li>g. Make inferences</li> <li>h. Compare and contrast</li> </ol> </li> <li>11. Read with understanding</li> <li>12. Distinguish between fact and opinion/fiction and nonfiction</li> <li>13. Apply a wide range of strategies to comprehend, interpret, evaluate, and</li> </ol> |  |
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appreciate text before, during, and after reading:

- a. Monitor own comprehension
  - b. Self-correct
  - c. Read ahead and reread
  - d. Make and confirm predictions
  - e. Ask questions
  - f. Activate and relate prior knowledge
  - g. Create mental pictures
  - h. Make connections between what is read and what has been read in other sources, what has been experienced, or to what is known about the world in general
  - i. Stop and summarize in own words
  - j. Draw conclusions
  - k. Determine importance of detail, events, characters
  - l. Make inferences
14. Use story maps and other graphic organizers (electronic and text) to aid understanding of information
  15. Find information in a book
  16. Identify title, author, illustrator, table of contents, index
  17. Find specific information in a book
    - a. Identify author,



		<p>illustrator, table of contents, index</p> <p>b. Find specific information from a book</p> <p>18. Find information online</p> <p>19. Access websites with teacher/parent direction</p> <p>20. Recognize difference among genres</p> <p>21. Begin to identify author's craft</p> <p>22. Read news articles (text and online)</p> <p>23. Read Gospel stories and restate the message of Jesus</p> <p>24. Follow written directions</p> <p>25. Read with oral accuracy, expression, and fluency</p>		
	Fluency			

## READING GRADE 2

Suggested Teaching Strategies	Suggested Learning Strategies
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Reads a variety of literature across the curriculum to students every day</li><li>• Provides differentiated instruction</li><li>• Models reading for pleasure</li><li>• Provides a print-rich, stimulating classroom</li><li>• Reads Gospel and Bible selections with students</li><li>• Provides a variety of reading material for students with different interests and abilities</li></ul> <p><b>Other:</b></p>	<p>The student:</p> <ul style="list-style-type: none"><li>• Participate in “Reading Theater” and other presentations based on material read</li><li>• Discuss favorite books</li><li>• Participate in shared reading, choral reading, repeated and echo reading</li><li>• Read silently</li><li>• Keep reading journals</li><li>• Use text synthesis to read own stories (Speech text synthesis is a machine’s ability to interpret or translate spoken and written words.)</li></ul> <p><b>Other:</b></p>

## PHONICS

### PH Grade 2: Quarter 1

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Understand and apply phonics rules and strategies in the decoding and encoding of words.	WORD ANALYSIS  Correctly encode words and simple sentences from dictation incorporating familiar phonemes	<b>A. To apply phonics skills to the decoding and encoding of words</b>  The students will: <ol style="list-style-type: none"><li>1. Distinguish among and associate each of the consonants with the sound it stands for in all positions</li><li>2. Associate the vowels with and distinguish among long and short sounds</li><li>3. Apply the short and long vowel rules to decode</li><li>4. Identify and decode compound words</li><li>5. Recognize the hard and soft sounds of <i>c</i> and <i>g</i></li><li>6. Identify the sounds of consonant blends and digraphs including <i>th</i>, <i>sh</i>, <i>wh</i>, <i>ch</i>, <i>ck</i>, <i>ph</i>, <i>kn</i>, <i>wr</i>, <i>-le</i></li></ol>		

<p>I. Understand and apply phonics rules and strategies in the decoding and encoding of words.</p>	<p>WORD ANALYSIS</p> <p>Correctly encode words and simple sentences from dictation incorporating familiar phonemes</p>	<p><b>A. To apply phonics skills to the decoding and encoding of words</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Distinguish among and associate each of the consonants with the sound it stands for in all positions</li> <li>2. Associate the vowels with and distinguish among long and short sounds</li> <li>3. Apply the short and long vowel rules to decode</li> <li>4. Identify and decode compound words</li> <li>5. Recognize the hard and soft sounds of <i>c</i> and <i>g</i></li> <li>6. Identify the sounds of consonant blends and digraphs including <i>th</i>, <i>sh</i>, <i>wh</i>, <i>ch</i>, <i>ck</i>, <i>ph</i>, <i>kn</i>, <i>wr</i>, <i>-le</i></li> <li>7. Identify and decode two-syllable words</li> <li>8. Recognize the sounds of r-controlled vowels</li> <li>9. Identify and form contractions using <i>not</i>, <i>is</i>, <i>have</i>, <i>am</i>, <i>are</i>, <i>will</i></li> <li>10. Form plurals using <i>-s</i> and <i>-es</i> correctly</li> <li>11. Associate vowel digraphs with their sounds: <i>oo</i>, <i>ea</i>, <i>au</i>, <i>aw</i></li> <li>12. Identify and define synonyms and antonyms</li> <li>13. Correctly encode words from dictation incorporating familiar phonemes</li> </ol>		
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I. Understand and apply phonics rules and strategies in the decoding and encoding of words.

WORD ANALYSIS

Correctly encode words and simple sentences from dictation incorporating familiar phonemes

**A. To apply phonics skills to the decoding and encoding of words**

The students will:

1. Distinguish among and associate each of the consonants with the sound it stands for in all positions
2. Associate the vowels with and distinguish among long and short sounds
3. Apply the short and long vowel rules to decode
4. Identify and decode compound words
5. Identify and decode two-syllable words
6. Recognize the hard and soft sounds of *c* and *g*
7. Identify the sounds of consonant blends and digraphs including *th*, *sh*, *wh*, *ch*, *ck*, *ph*, *kn*, *wr*, *-le*
8. Recognize the sounds of r-controlled vowels
9. Identify and form contractions using *not*, *is*, *have*, *am*, *are*, *will*
10. Form plurals using *-s* and *-es* correctly
11. Add inflected ending with and without spelling changes to base

		<p>words: <i>-ing, -ed, -ly, -y, -ful, -less, -ness, -er, and -est</i></p> <p>12. Apply spelling rules to words and suffixes: y to i, drop the final e, double the final consonant</p> <p>13. Use structural clues to analyze words</p> <p>14. Define the terms “digraph” and “diphthong”</p> <p>15. Associate vowel digraphs with their sounds: <i>oo, ea, au, aw</i></p> <p>16. Associate vowel diphthongs with their sounds: <i>ou, ow oi, oy, ew</i></p> <p>17. Recognize and add prefixes to base words: <i>re-, un-, dis-</i></p> <p>18. Identify and define synonyms, antonyms, and homonyms (homophones)</p> <p>19. Correctly encode words from dictation incorporating familiar phonemes</p>	
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## PHONICS GRADE 2

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Provides multi-sensory experiences to assist student in hearing sounds.</li><li>• Maintains word and “chunk” (parts of words) walls</li><li>• Uses sign language in phonics instruction</li></ul> <p><b>Other:</b></p> <hr/>	<p><b>The student:</b></p> <ul style="list-style-type: none"><li>• Participate in word games</li><li>• Work in cooperative teams or groups</li><li>• Use flashcards</li></ul> <p><b>Other:</b></p>

**WRITTEN LANGUAGE****WL Grade 2: Quarter 1****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

<p>I. Write to record, discover and develop ideas, to influence and entertain, to understand self and others. (Standard 4)</p> <p>II. Apply age-appropriate knowledge of language structure and conventions, media techniques, figurative language and genre to create text. (Standard 6)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Write for own purposes. (Standard 4)</p> <p>V. Write to participate in school, parish and local civic community life. (Standards 11, 13)</p> <p>VI. Recognize that a paragraph is a group of sentences about a main idea. (Standard 4)</p> <p>VII. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p> <p>VIII. The student whose first language</p>	Written Language	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Decide on a purpose for writing</li> <li>2. Write at various times during the school day, <i>everyday</i>, to record events, take notes, etc. <ol style="list-style-type: none"> <li>a. Write a sentence using rhyming words</li> <li>b. Write based on literature; respond to literature</li> <li>c. Write factual pieces based on what was read; make personal connections</li> </ol> </li> <li>3. Imitate teacher-modeled correct punctuation and capitalization</li> <li>4. Write complete sentences with correct punctuation and capitalization</li> <li>5. Write from a variety of prompts or pictures</li> <li>6. Share writing wit others</li> <li>7. Write in a variety of genres: <ol style="list-style-type: none"> <li>a. Responses to questions in complete sentences that incorporate or repeat the main idea of the sentence</li> <li>b. *Personal response logs, journals, blogs (online journals must be parent</li> </ol> </li> </ol>		
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<p>is not English will use their first language to develop competency in English. (Standard 10)</p> <p><i>* Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>	<p>Grammar/ Mechanics/Usage</p>	<p>and teacher supervised), notes for comprehension</p> <ol style="list-style-type: none"> <li>c. Responses to literature that makes connections between stories and personal life/experiences</li> <li>d. Literature journals and book reports</li> <li>e. Prayers (classroom prayers, Prayers of Faithful for use at Mass</li> </ol> <ol style="list-style-type: none"> <li>8. Use input devices to write using technology (e.g. mouse, keyboard</li> <li>9. Access and navigate through technology programs (including word processing programs)</li> <li>10. Save work electronically</li> <li>11. Use graphic drawing tools to illustrate written work or prompt a written piece of work</li> <li>12. Write independently</li> </ol> <p><b>B. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Begin to use capitalization appropriately: <ul style="list-style-type: none"> <li>○ First word in sentences</li> <li>○ Proper nouns</li> <li>○ <i>I</i></li> <li>○ Titles</li> <li>○ Initials</li> <li>○ Names</li> <li>○ Months</li> <li>○ Days of the week</li> </ul> </li> <li>2. Identify sentence types (declarative, interrogative,</li> </ol>		
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|  |  | <p>imperative, exclamatory)</p> <ol style="list-style-type: none"> <li>3. Identify nouns, verbs, adjective, and adverbs</li> <li>4. Name self last</li> <li>5. Use the forms of the verb <i>to be</i> correctly</li> <li>6. Indent the first sentence of a paragraph</li> <li>7. Identify complete sentences</li> <li>8. Use punctuation in sentences:               <ul style="list-style-type: none"> <li>○ Periods at the end of a declarative or imperative sentence</li> <li>○ Question marks</li> <li>○ Exclamation point</li> </ul> </li> </ol> <p><b>C. Students for whom English is a second language: to make connections between the structures of their first language and English.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify capitalization and punctuation similarities and differences between their first language and English</li> </ol> |  |
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**WL Grade 2: Quarter 2**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to record, discover and develop ideas, to influence and entertain, to understand self and others. (Standard 4)</p> <p>II. Apply age-appropriate knowledge of language structure and conventions, media techniques, figurative language and genre to create text. (Standard 6)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Write for own purposes. (Standard 4)</p> <p>V. Write to participate in school, parish and local civic community life. (Standards 11, 13)</p> <p>VI. Recognize that a paragraph is a group of sentences about a main idea. (Standard 4)</p> <p>VII. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p> <p>VIII. The student whose first language is not English will use their first</p>	Written Language	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Decide on a purpose for writing</li> <li>2. Write at various times during the school day, <i>every day</i>, to record events, take notes, etc.               <ol style="list-style-type: none"> <li>a. Write a sentence using rhyming words</li> <li>b. Write based on literature; respond to literature</li> <li>c. Write factual pieces based on what was read; make personal connections</li> <li>d. Write ideas, jokes, reflections in *journals or blogs (online journals must be parent and teacher supervised)</li> </ol> </li> <li>3. Imitate teacher-modeled correct punctuation and capitalization</li> <li>4. Write complete sentences with correct punctuation and capitalization</li> <li>5. Write complete sentences emphasizing correct use of nouns, verbs, adjectives, and pronouns</li> <li>6. Write from a variety of prompts</li> </ol>		

<p>language to develop competency in English. (Standard 10)</p> <p><i>* Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<p>or pictures</p> <ol style="list-style-type: none"> <li>7. Share writing with others</li> <li>8. Write in a variety of genres: <ol style="list-style-type: none"> <li>a. Responses to questions in complete sentences that incorporate or repeat the main idea of the sentence</li> <li>b. *Personal response logs, journals, blogs (online journals must be parent and teacher supervised), notes for comprehension</li> <li>c. Responses to literature that makes connections between stories and personal life/experiences</li> <li>d. Literature journals and book reports</li> <li>e. Prayers (classroom prayers, Prayers of Faithful for use at Mass</li> <li>f. Narrative stories that include characters, setting, and sequential events</li> <li>g. Expository/Informational paragraphs that include topic sentence, main idea, supporting details, and a concluding sentence</li> <li>h. Personal communications including letters, understanding and</li> </ol> </li> </ol>		
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	Grammar/ Mechanics/Usage	<p>using the five parts of a friendly letter, email messages appropriate to the person receiving them</p> <ul style="list-style-type: none"> <li>i. Poetry and short rhymes</li> <li>j. Summaries of events, ideas, and stories</li> </ul> <p>9. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience:</p> <ul style="list-style-type: none"> <li>a. Pre-write (brainstorm, make lists, etc.)</li> <li>b. Draft (First draft)</li> <li>c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, reordering sentences, clarifying ideas, etc.)</li> <li>d. Publish (Final Draft)</li> </ul> <p>10. Define and identify main idea and details in personal writing</p> <p>11. Select graphic organizers appropriate to purpose to help synthesize thoughts and ideas (<i>Excellent software available for this</i>)</p> <p>12. Use input devices to write using technology (e.g. mouse, keyboard)</p> <p>13. Access and navigate through technology programs (including</p>		
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- word processing programs)
- 14. Save work electronically
- 15. Use graphic drawing tools to illustrate written work or prompt a written piece of work
- 16. Write independently

**B. To use English language structures and conventions to communicate effectively**

The students will:

1. Begin to use capitalization appropriately:
  - a. First word in sentences
  - b. Proper nouns
  - c. *I*
  - d. Titles
  - e. Initials
  - f. Names
  - g. Months
  - h. Days of the week
2. Identify sentence types (declarative, interrogative, imperative, exclamatory)
3. Identify nouns, verbs, adjective, and adverbs
4. Name self last
5. Use the forms of the verb *to be* correctly
6. Indent the first sentence of a paragraph
7. Identify complete sentences
8. Use punctuation in sentences:
  - a. Periods at the end of a
  - b. Declarative or imperative sentence
  - c. Question marks

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|  |  | <p>d. Exclamation point</p> <p>9. Make subjects and verbs agree in sentences</p> <p><b>C. Students for whom English is a second language: to make connections between the structures of their first language and English.</b></p> <p>The students will:</p> <p>1. Identify capitalization and punctuation similarities and differences between their first language and English</p> |  |  |
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**WL Grade 2: Quarter 3**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to record, discover and develop ideas, to influence and entertain, to understand self and others. (Standard 4)</p> <p>II. Apply age-appropriate knowledge of language structure and conventions, media techniques, figurative language and genre to create text. (Standard 6)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Write for own purposes. (Standard 4)</p> <p>V. Write to participate in school, parish and local civic community life. (Standards 11, 13)</p> <p>VI. Recognize that a paragraph is a group of sentences about a main idea. (Standard 4)</p>	<p>Written Language</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Decide on a purpose for writing</li> <li>2. Write at various times during the school day, <i>everyday</i>, to record events, take notes, etc.               <ol style="list-style-type: none"> <li>a. Write a sentence using rhyming words</li> <li>b. Write based on literature; respond to literature</li> <li>c. Write factual pieces based on what was read; make personal connections</li> <li>d. Write ideas, jokes, reflections in *journals or blogs (online journals must be parent and teacher supervised)</li> <li>e. Write questions about content area subjects</li> </ol> </li> <li>3. Imitate teacher-modeled correct punctuation and capitalization</li> <li>4. Write complete sentences with correct punctuation and capitalization</li> <li>5. Write complete sentences emphasizing correct use of nouns, verbs, adjectives, and pronouns</li> </ol>		





	Grammar/ Mechanics/Usage	<p>understanding and using the five parts of a friendly letter, email messages appropriate to the person receiving them</p> <ul style="list-style-type: none"> <li>i. Poetry and short rhymes</li> <li>j. Summaries of events, ideas, and stories</li> <li>k. Descriptions that include imagery</li> </ul> <p>9. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience:</p> <ul style="list-style-type: none"> <li>a. Pre-write (brainstorm, make lists, etc.)</li> <li>b. Draft (First draft)</li> <li>c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, reordering sentences, clarifying ideas, etc.)</li> <li>d. Edit (Make corrections, improvements)</li> <li>e. Publish</li> </ul> <p>10. Define and identify main idea and details in personal writing</p> <p>11. Select graphic organizers appropriate to purpose to help synthesize thoughts and ideas <i>(Excellent software available for this)</i></p>		
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12. Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
13. Use input devices to write using technology (e.g. mouse, keyboard)
14. Access and navigate through technology programs (including word processing programs)
15. Save work electronically
16. Use graphic drawing tools to illustrate written work or prompt a written piece of work
17. Use word processing and other media tools to produce documents
18. Adapt content of written work to respond to assignments and audience
19. Create and revise questions for inquiry across the curriculum
20. Write independently

**B. To use English language structures and conventions to communicate effectively**

The students will:

1. Begin to use capitalization appropriately:
  - a. First word in sentences
  - b. Proper nouns
  - c. I
  - d. Titles

- e. Initials
- f. Names
- g. Months
- h. Days of the week
- 2. Identify sentence types (declarative, interrogative, imperative, exclamatory)
- 3. Identify nouns, verbs, adjective, and adverbs
- 4. Name self last
- 5. Use the forms of the verb *to be* correctly
- 6. Indent the first sentence of a paragraph
- 7. Identify complete sentences
- 8. Use punctuation in sentences:
  - a. Periods at the end of a
  - b. Declarative or imperative sentence
  - c. Question marks
  - d. Exclamation point
  - e. Commas in dates, after greeting and closing of a friendly letter, in series
  - f. Apostrophes in contractions and for possessives
- 9. Make subjects and verbs agree in sentences
- 10. Identify, use, and maintain verb tenses appropriately (present, past, future)
- 11. Use irregular verb correctly

**C. Students for whom English is a second language: to make connections between the structures of**

		<b>their first language and English.</b>		
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The students will:

1. Identify capitalization and punctuation similarities and differences between their first language and English

**WL Grade 2: Quarter 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to record, discover and develop ideas, to influence and entertain, to understand self and others. (Standard 4)</p> <p>II. Apply age-appropriate knowledge of language structure and conventions, media techniques, figurative language and genre to create text. (Standard 6)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Write for own purposes. (Standard 4)</p> <p>V. Write to participate in school, parish and local civic community life. (Standards 11, 13)</p> <p>VI. Recognize that a paragraph is a group of sentences about a main idea. (Standard 4)</p> <p>VII. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p>	Written Language	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b>  The students will:</p> <ol style="list-style-type: none"> <li>1. Decide on a purpose for writing</li> <li>2. Write at various times during the school day, <b>everyday</b>, to record events, take notes, etc. <ol style="list-style-type: none"> <li>a. Write a sentence using rhyming words</li> <li>b. Write based on literature; respond to literature</li> <li>c. Write factual pieces based on what was read; make personal connections</li> <li>d. Write ideas, jokes, reflections in *journals or blogs (online journals must be parent and teacher supervised)</li> <li>e. Write questions about content area subjects</li> </ol> </li> <li>3. Imitate teacher-modeled correct punctuation and capitalization</li> <li>4. Write complete sentences with correct punctuation and capitalization</li> <li>5. Write complete sentences emphasizing correct use of nouns, verbs, adjectives, and pronouns</li> <li>6. Write from a variety of prompts or pictures</li> <li>7. Share writing with others</li> </ol>		

<p>VIII. The student whose first language is not English will use their first language to develop competency in English. (Standard 10)</p> <p><i>* Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<p>8. Write in a variety of genres:</p> <ol style="list-style-type: none"> <li>Responses to questions in complete sentences that incorporate or repeat the main idea of the sentence</li> <li>*Personal response logs, journals, blogs (online journals must be parent and teacher supervised), notes for comprehension</li> <li>Responses to literature that makes connections between stories and personal life/experiences</li> <li>Literature journals and book reports</li> <li>Prayers (classroom prayers, Prayers of Faithful for use at Mass)</li> <li>Narrative stories that include characters, setting, and sequential events</li> <li>Expository/Informational paragraphs that include topic sentence, main idea, supporting details, and a concluding sentence</li> <li>Personal communications including letters, understanding and using the five parts of a friendly letter, email messages appropriate to the person receiving them</li> <li>Poetry and short rhymes</li> </ol>		
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Grammar/  
Mechanics/Usage

- j. Summaries of events, ideas, and stories
  - k. Descriptions that include imagery
- 9. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience:
  - a. Pre-write (brainstorm, make lists, etc.)
  - b. Draft (First draft)
  - c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, reordering sentences, clarifying ideas, etc.)
  - d. Edit (Make corrections, improvements)
  - e. Publish
- 10. Define and identify main idea and details in personal writing
- 11. Select graphic organizers appropriate to purpose to help synthesize thoughts and ideas (*Excellent software available for this*)
- 12. Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
- 13. Use input devices to write using technology (e.g. mouse, keyboard)
- 14. Use word processing and other media tools to produce documents
- 15. Access and navigate through technology programs (including



- word processing programs)
- 16. Save work electronically
- 17. Use graphic drawing tools to illustrate written work or prompt a written piece of work
- 18. Adapt content of written work to respond to assignments and audience
- 19. Create and revise questions for inquiry across the curriculum
- 20. Write independently

**B. To use English language structures and conventions to communicate effectively**

The students will:

- 1. Begin to use capitalization appropriately:
  - a. First word in sentences
  - b. Proper nouns
  - c. *I*
  - d. Titles
  - e. Initials
  - f. Names
  - g. Months
  - h. Days of the week
- 2. Identify sentence types (declarative, interrogative, imperative, exclamatory)
- 3. Identify nouns, verbs, adjective, and adverbs
- 4. Name self last
- 5. Use the forms of the verb *to be* correctly
- 6. Indent the first sentence of a paragraph
- 7. Identify complete sentences
- 8. Use punctuation in sentences:
  - a. Periods at the end of a Declarative or imperative sentence
  - b. Question marks

		<ul style="list-style-type: none"> <li>c. Exclamation point</li> <li>d. Commas in dates, after greeting and closing of a friendly letter, in series</li> <li>e. Apostrophes in contractions and for possessives</li> </ul> <ul style="list-style-type: none"> <li>9. Make subjects and verbs agree in sentences</li> <li>10. Identify, use, and maintain verb tenses appropriately (present, past, future)</li> <li>11. Use irregular verb correctly</li> </ul> <p><b>C. Students for whom English is a second language: to make connections between the structures of their first language and English.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Identify capitalization and punctuation similarities and differences between their first language and English</li> </ul>		
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**Strategies for Teaching and Learning: WRITTEN LANGUAGE GRADE 2**

Suggested Teaching Strategies	Suggested Learning Strategies
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Models each part of the writing process step by step, demonstrating changes in purpose and audience.</li><li>• Provides opportunities for writing across the curriculum daily</li><li>• Uses writing exercises to prepare for group discussions such as book talks, roles in literacy circles</li><li>• Provides rubrics for the correction of all written material</li><li>• Provides a variety of writing material as models for students</li><li>• Provides a classroom writing center complete with pictures, prompts, story starters, etc</li><li>• Provides authentic reasons for writing</li><li>• Establishes a routine of peer coaching</li></ul> <p><b>Other:</b></p>	<p>The student:</p> <ul style="list-style-type: none"><li>• Publish a classroom literary magazine</li><li>• Work with writing pals or partners</li><li>• Share writing in small and large groups</li><li>• Use electronic devices in writing at all stages</li><li>• Write short reports and observations for science/social studies/math/religion</li></ul> <p><b>Other:</b></p>

**SPELLING****GRADE 2****S GRADE 2: QUARTER 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Understand the importance of correct spelling. (Standard 6)	Spelling  Correctly encode words and simple sentences from dictation incorporating previously learned spelling words	<b>A. To spell correctly in written work</b>  The students will:  <ol style="list-style-type: none"><li>1. Use common and more complex spelling rules and patterns to discover the spelling of new words</li><li>2. Apply the sound-symbol relationship to the spelling of new words</li><li>3. Self-correct misspelled words</li><li>4. Take logical risks in the spelling of new words</li><li>5. Correctly spell words and simple sentences from dictation</li></ol>		

**S GRADE 2: QUARTER 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Understand the importance of correct spelling. (Standard 6)	Spelling  Correctly encode words and simple sentences from dictation incorporating previously learned spelling words	<b>A. To spell correctly in written work</b>  The students will: <ol style="list-style-type: none"><li>1. Use common and more complex spelling rules and patterns to discover the spelling of new words</li><li>2. Apply the sound-symbol relationship to the spelling of new words</li><li>3. Apply strategies to spell words independently</li><li>4. Memorize and use the correct spelling of high frequency words recommended for second grade</li><li>5. Self-correct misspelled words</li><li>6. Take logical risks in the spelling of new words</li><li>7. Use “Spell Check” and other technologies to spell correctly</li><li>8. Correctly spell words and simple sentences from dictation</li></ol>		

## S GRADE 2: QUARTERS 3 & 4

### DIOCESAN STANDARDS/GOALS

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Understand the importance of correct spelling. (Standard 6)	Spelling  Correctly encode words and simple sentences from dictation incorporating previously learned spelling words	<b>A. To spell correctly in written work</b>  The students will: <ol style="list-style-type: none"> <li>1. Use common and more complex spelling rules and patterns to discover the spelling of new words</li> <li>2. Apply the sound-symbol relationship to the spelling of new words</li> <li>3. Apply strategies to spell words independently</li> <li>4. Memorize and use the correct spelling of high frequency words recommended for second grade</li> <li>5. Self-correct misspelled words</li> <li>6. Take logical risks in the spelling of new words</li> <li>7. Use “Spell Check” and other technologies to spell correctly</li> <li>8. Correctly spell words and simple sentences from dictation</li> </ol>		

**Strategies for Teaching and Learning: SPELLING GRADE 2**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Models good spelling habits – checking to see if a word looks right, checking spelling (or having students check) in a dictionary.</li><li>• Encourages students to form the habit of looking at words, picturing them, writing them and checking – examining a word to see if it looks right.</li></ul> <p><b>Other:</b></p>	<p>The students:</p> <ul style="list-style-type: none"><li>• Work in cooperative pairs and small groups to improve spelling.</li><li>• Maintain personal journals of frequently misspelled words</li><li>• Find patterns between and among words that assist in spelling</li></ul> <p><b>Other:</b></p>

## OL GRADE 2: QUARTER 1

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Communicate orally using Standard English.  II. Build understanding of the importance of clear enunciation ineffective oral communication.  III. Grow in their ability to interpret emotions using appropriate expression.  IV. Pray orally as part of class, school, parish and community prayer.  V. Set purposes for listening (enjoyment, gather information, solve problems)	Oral Language	<b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b>  The students will: <ol style="list-style-type: none"> <li>1. Speak clearly in all classroom situations</li> <li>2. Make eye contact when speaking</li> <li>3. Contribute to class discussion regularly</li> <li>4. Speak in complete sentences</li> <li>5. Describe characters in books and videos</li> <li>6. Ask/answer questions</li> <li>7. Discuss impact of illustration in stories</li> </ol>		
VI. Apply comprehension strategies to listening  VII. Respect the dignity of others in conversation  VIII. Listen with reverence during liturgy and prayer	Listening Skills	<b>B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b>  The students will: <ol style="list-style-type: none"> <li>1. Employ listening skills: focus on the speaker, make eye contact with speaker</li> <li>2. Follow oral directions</li> <li>3. Listen without interrupting</li> <li>4. Listen to informal presentations and share written work</li> <li>5. Connect own experiences with those of another</li> <li>6. Listen for and identify main idea</li> </ol>		



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|--|--|---|--|--|
|  |  | <p>and details in a story</p> <ol style="list-style-type: none"><li>7. Listen for and identify sequence of events in a story</li><li>8. Listen with reverence during Mass and prayer services</li></ol> |  |  |
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**OL GRADE 2: QUARTER 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVES/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Communicate orally using Standard English.  II. Build understanding of the importance of clear enunciation ineffective oral communication.  III. Grow in their ability to interpret emotions using appropriate expression.  IV. Pray orally as part of class, school, parish and community prayer.  V. Set purposes for listening (enjoyment, gather information, solve problems)  VI. Apply comprehension strategies to listening  VII. Respect the dignity of others in conversation  VIII. Listen with reverence during liturgy and prayer	Oral Language	<b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b>  The students will: <ol style="list-style-type: none"> <li>1. Speak clearly in all classroom situations</li> <li>2. Make eye contact when speaking</li> <li>3. Contribute to class discussion regularly</li> <li>4. Speak in complete sentences</li> <li>5. Describe characters in books and videos</li> <li>6. Ask/answer questions</li> <li>7. Discuss impact of illustration in stories</li> <li>8. Identify reasons for oral communication</li> <li>9. Describe problems/provide solutions</li> <li>10. Role-play to interpret people or events</li> <li>11. Participate in Readers Theater</li> <li>12. Create and tell original stories</li> <li>13. Retell stories</li> <li>14. Recite short memorized poems</li> <li>15. Participate in choral reading and singing of songs and hymns</li> <li>16. Make informal presentations and share written work</li> </ol>		

Listening Skills

**B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, school, community and parish life**

The students will:

1. Employ listening skills:
  - a. Focus on the speaker
  - b. Make eye contact with speaker
2. Follow oral directions
3. Listen without interrupting
4. Listen to informal presentations and share written work
5. Connect own experiences with those of another
6. Listen for and identify main idea and details in a story
7. Listen for and identify sequence of events in a story
8. Listen with reverence during Mass and prayer services

**OL GRADE 2: QUARTERS 3 & 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Communicate orally using Standard English.  II. Build understanding of the importance of clear enunciation ineffective oral communication.  III. Grow in their ability to interpret emotions using appropriate expression.  IV. Pray orally as part of class, school, parish and community prayer.  V. Set purposes for listening (enjoyment, gather information, solve problems)  VI. Apply comprehension strategies to listening  VII. Respect the dignity of others in conversation  VIII. Listen with reverence during liturgy and prayer	Oral Language	<b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b>  The students will: <ol style="list-style-type: none"> <li>1. Speak clearly in all classroom situations</li> <li>2. Make eye contact when speaking</li> <li>3. Contribute to class discussion regularly</li> <li>4. Speak in complete sentences</li> <li>5. Describe characters in books and videos</li> <li>6. Ask/answer questions</li> <li>7. Discuss impact of illustration in stories</li> <li>8. Identify reasons for oral communication</li> <li>9. Describe problems/provide solutions</li> <li>10. Role-play to interpret people or events</li> <li>11. Participate in Readers Theater</li> <li>12. Create and tell original stories</li> <li>13. Retell stories</li> <li>14. Recite short memorized poems</li> <li>15. Participate in choral reading and singing of songs and hymns</li> <li>16. Make informal presentations and share written work</li> <li>17. Apply composition strategies</li> </ol>		

	Listening Skills	<p>to oral presentations of stories (beginning, middle, end)</p> <p><b>B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Employ listening skills: <ol style="list-style-type: none"> <li>a. Focus on the speaker</li> <li>b. Make eye contact with speaker</li> </ol> </li> <li>2. Follow oral directions</li> <li>3. Listen without interrupting</li> <li>4. Listen to informal presentations and share written work</li> <li>5. Connect own experiences with those of another</li> <li>6. Listen for and identify main idea and details in a story</li> <li>7. Listen for and identify sequence of events in a story</li> <li>8. Take notes</li> <li>9. Listen with reverence during Mass and prayer services</li> </ol>		
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## Strategies for Teaching and Learning: ORAL LANGUAGE GRADE 2

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Reads aloud to students from a variety of sources every day</li><li>• Models good speaking habits and points out the correct speech of students, visitors, or people on videos and other media sources</li><li>• Provides ample opportunities for group and choral reading of poems and other forms of literature</li><li>• Encourages students to share journals, blogs (Online journals), or any early, creative writing and provide daily opportunities (like show and tell) for students to share experiences and ideas with one another</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• Speak to one another in small groups – asking questions, expressing opinions and relating experiences clearly.</li><li>• Tell stories digitally (Tell stories using a video prompt)</li><li>• Practice using communication devices (Telephones, microphones, etc.)</li><li>• Imitate good oral language heard on electronic devices</li></ul>

**HANDWRITING****H GRADE 2: QUARTER 1****DIOCESAN STANDARDS/GOALS****TOPIC/NOTE  
S****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I. Understand that legible handwriting is a tool of communication.	Handwriting	<b>A. To use manuscript and cursive lettering to enable effective, courteous written communication</b>		
II. Understand that legible writing is a matter of courtesy to the one who is expected to read it.		The students will:		
III. Achieve proficiency in manuscript writing to enable written communication.		1. Present written work in manuscript		
IV. Begin to use cursive lettering.		2. Use correct positioning, posture, spacing, etc.		
		3. Use capital and lower case letter appropriately		
		4. Copy from board, book, etc. with accuracy		

**H GRADE 2: QUARTER 2**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. Understand that legible handwriting is a tool of communication.</p> <p>II. Understand that legible writing is a matter of courtesy to the one who is expected to read it.</p> <p>III. Achieve proficiency in manuscript writing to enable written communication.</p> <p>IV. Begin to use cursive lettering.</p>	Handwriting	<p><b>A. To use manuscript and cursive lettering to enable effective, courteous written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Present written work in manuscript</li> <li>2. Use correct positioning, posture, spacing, etc.</li> <li>3. Use capital and lower case letter appropriately</li> <li>4. Copy from board, book, etc. with accuracy</li> <li>5. Evaluate and self-correct written work</li> <li>6. Write from dictation</li> </ol>		



**H GRADE 2: QUARTER 3****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**





<p>I. Understand that legible handwriting is a tool of communication.</p> <p>II. Understand that legible writing is a matter of courtesy to the one who is expected to read it.</p> <p>III. Achieve proficiency in manuscript writing to enable written communication.</p> <p>IV. Begin to use cursive lettering.</p>	Handwriting	<p><b>A. To use manuscript and cursive lettering to enable effective, courteous written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Present written work in manuscript</li> <li>2. Use correct positioning, posture, spacing, etc.</li> <li>3. Use capital and lower case letter appropriately</li> <li>4. Copy from board, book, etc. with accuracy</li> <li>5. Evaluate and self-correct written work</li> <li>6. Write from dictation</li> <li>7. <b>Begin to form cursive letters using proper pen, paper, and body posture and position</b></li> </ol>		
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**H GRADE 2: QUARTER 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Understand that legible handwriting is a tool of communication.</p> <p>II. Understand that legible writing is a matter of courtesy to the one who is expected to read it.</p> <p>III. Achieve proficiency in manuscript writing to enable written communication.</p> <p>IV. Begin to use cursive lettering.</p>	Handwriting	<p><b>A. To use manuscript and cursive lettering to enable effective, courteous written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Present written work in manuscript</li> <li>2. Use correct positioning, posture, spacing, etc.</li> <li>3. Use capital and lower case letter appropriately</li> <li>4. Copy from board, book, etc. with accuracy</li> <li>5. Evaluate and self-correct written work</li> <li>6. Write from dictation</li> <li>7. Begin to form cursive letters using proper pen, paper, and body posture and position</li> <li>8. Correctly form all letters and numbers without a model</li> <li>9. Correctly space letters and words in written work</li> <li>10. Correctly form punctuation marks (. ? : ; , ! ' “ )</li> <li>11. Continue to use correct formation of numbers in all writing</li> <li>12. Produce neat, legible work across the curriculum</li> </ol>		

## Suggested Cross Curricular and Catholic Social Teaching Links

### Grade Two

-  Students read about and write observations of extinct animals and plants (*The Kapok Tree*) and begin to understand that they are caretakers of creation. (Social Studies, Science, Religion, Reading, Written Language)
-  Students read and write about what local government does and they begin to develop an understanding that the function of government is to protect the rights of all and to work for the common good. (Social Studies, Written Language, Reading)
-  Students write about characters in literature (*Make Way for Ducklings*) who celebrate God's creation. (Religion, Reading)
-  Students design ways to resolve conflicts and begin to function as peacemakers. (Social Studies, Written and Oral Language)

### Notes:

## READING

## READING

## R GRADE 3: QUARTER 1

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment and enjoyment.	VOCABULARY	<p><b>A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase vocabulary:               <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize high frequency sight words</li> <li>c. Read, write, listen, and speak to increase vocabulary</li> </ol> </li> <li>2. Use word reference materials (e.g., dictionary, thesaurus, glossary) to determine the meaning, pronunciation, and derivations of unknown words</li> </ol>		
II. Use a variety of strategies to comprehend, interpret and evaluate text.				
III. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.	COMPREHENSION	<p><b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of curriculum</li> <li>2. Understand narrative elements:               <ol style="list-style-type: none"> <li>a. Character</li> <li>b. Setting</li> <li>c. Plot</li> </ol> </li> <li>3. Use content, text features, and</li> </ol>		
IV. Use a variety of technological and informational resources to gather information.				
V. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups,				

<p>geographic regions, and social roles.</p> <p>VIII. Define and appropriately apply content-related vocabulary words, high frequency and sight words.</p> <p>VI. Participate actively in a variety of literacy communities (home, community, school, church, etc.)</p> <p>VII. Read a variety of materials to learn more about their faith.</p>		<p>narrative elements to:</p> <ol style="list-style-type: none"> <li>Recall details</li> <li>Collect data, facts, and ideas from a variety of print and electronic texts</li> <li>Locate information to solve problems</li> </ol> <ol style="list-style-type: none"> <li>Evaluate and interpret visual images</li> <li>Identify characters, setting, beginning, middle, end, main idea, resolution</li> <li>Identify steps in a process</li> <li>Follow written directions</li> <li>Apply a wide range of COMPREHENSION strategies before, during, and after reading to comprehend, interpret, evaluate, and appreciate texts: <ol style="list-style-type: none"> <li>Monitor own comprehension</li> <li>Read ahead and reread</li> <li>Make and confirm predictions</li> <li>Activate prior knowledge</li> <li>Create mental pictures</li> <li>Apply decoding skills</li> <li>Examine pictures and other cues to assist in comprehension</li> <li>Use narrative elements to retell stories, make and confirm predictions and inferences</li> <li>Make connections between text and personal experience, different text, and the world at large</li> </ol> </li> </ol>		
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FLUENCY

9. Read and identify different genres (text and electronic) including:

- a. Reality/fantasy
- b. Poetry

10. Understand point of view in literary works (1<sup>st</sup> and 3<sup>rd</sup> person)

11. Read with oral accuracy, expression and speech-like pace:

- a. Use punctuation to make sense of what is read (period, question mark, exclamation point)

## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

### ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES

**ASSESSMENT**  
**FORMATIVE**  
**SUMMATIVE**

<p>I. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment and enjoyment.</p>	<p>VOCAULARY</p>	<p>A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading</p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase vocabulary:             <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize high frequency sight words</li> <li>c. Read, write, listen, and speak to increase vocabulary</li> </ol> </li> <li>2. Use word reference materials (e.g., dictionary, thesaurus, glossary) to determine the meaning, pronunciation, and derivations of unknown words</li> </ol>		
<p>II. Use a variety of strategies to comprehend, interpret and evaluate text.</p> <p>III. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.</p>	<p>COMPREHENSION</p>	<p>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of curriculum</li> <li>2. Understand narrative elements:             <ol style="list-style-type: none"> <li>a. Character</li> <li>b. Setting</li> <li>c. Plot</li> </ol> </li> <li>3. Use content, text features, and narrative elements to:</li> </ol>		
<p>IV. Use a variety of technological and informational resources to gather information.</p>				
<p>V. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>				

VI.	Define and appropriately apply content-related vocabulary words, high frequency and sight words.		<ul style="list-style-type: none"> <li>a. Recall details</li> <li>b. Collect data, facts, and ideas from a variety of print and electronic texts</li> <li>c. Locate information to solve problems</li> <li>d. Compare and contrast information on one topic from two different sources</li> </ul>		
VII.	Participate actively in a variety of literacy communities (home, community, school, church, etc.)				
VIII.	Read a variety of materials to learn more about their faith.		<ul style="list-style-type: none"> <li>4. Evaluate and interpret visual images</li> <li>5. Identify characters, setting, beginning, middle, end, main idea, resolution</li> <li>6. Identify: <ul style="list-style-type: none"> <li>a. steps in a process</li> <li>b. problems/conflict</li> <li>c. cause/effect</li> </ul> </li> <li>7. Follow written directions</li> <li>8. Apply a wide range of comprehension strategies before, during, and after reading to comprehend, interpret, evaluate, and appreciate texts: <ul style="list-style-type: none"> <li>a. Monitor own comprehension</li> <li>b. Read ahead and reread</li> <li>c. Make and confirm or revise predictions</li> <li>d. Activate prior knowledge</li> <li>e. Create mental pictures</li> <li>f. Apply decoding skills</li> <li>g. Examine pictures and other cues to assist in comprehension</li> <li>h. Use narrative elements to retell stories, draw</li> </ul> </li> </ul>		



		<p>conclusions, compare and contrast, sequence events</p> <ul style="list-style-type: none"> <li>i. Make connections between text and personal experience, different text, and the world at large</li> <li>j. Stop and summarize in own words</li> <li>k. Understand inferred themes in literary works</li> <li>l. Adjust reading rate</li> </ul> <p>9. Read and identify different genres (text and electronic) including:</p> <ul style="list-style-type: none"> <li>a. Reality/fantasy</li> <li>b. Poetry</li> <li>c. Description</li> <li>d. Repetition, rhythm, rhyme</li> <li>e. Letter (friendly, business)</li> <li>f. Understand point of view in literary works (1<sup>st</sup> and 3<sup>rd</sup> person)</li> </ul> <p>10. Read with oral accuracy, expression and speech-like pace:</p> <ul style="list-style-type: none"> <li>a. Use punctuation to make sense of what is read (period, question mark, exclamation point)</li> </ul>		
	FLUENCY			

## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

**A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading**

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- I. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment and enjoyment.
- II. Use a variety of strategies to comprehend, interpret and evaluate text.
- III. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
- IV. Use a variety of technological and informational resources to gather information.
- V. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.

## VOCAULARY

## COMPREHENSION

- The students will:
1. Increase vocabulary:
    - a. Recognize basic vocabulary words by sight and meaning
    - b. Recognize high frequency sight words
    - c. Read, write, listen, and speak to increase vocabulary
  2. Use word reference materials (e.g., dictionary, thesaurus, glossary) to determine the meaning, pronunciation, and derivations of unknown words

**B. To increase and deepen their ability to read a variety of texts for a broad range of purposes**

- The students will:
1. Read in all areas of curriculum
  2. Understand narrative elements:
    - a. Character
    - b. Setting
    - c. Plot and plot structure
  3. Use content, text features, and narrative elements to:
    - a. Recall details
    - b. Collect data, facts, and

VI.	Define and appropriately apply content-related vocabulary words, high frequency and sight words.		ideas from a variety of print and electronic texts		
VII.	Participate actively in a variety of literacy communities (home, community, school, church, etc.)		<ul style="list-style-type: none"> <li>c. Locate information to solve problems</li> <li>d. Compare and contrast information on one topic from two different sources</li> </ul>		
VIII.	Read a variety of materials to learn more about their faith.		<ul style="list-style-type: none"> <li>4. Evaluate and interpret visual images</li> <li>5. Identify characters, setting, beginning, middle, end, main idea, resolution</li> <li>6. Identify: <ul style="list-style-type: none"> <li>a. steps in a process</li> <li>b. problems/conflict</li> <li>c. cause/effect</li> </ul> </li> <li>7. Follow written directions</li> <li>8. Apply a wide range of comprehension strategies before, during, and after reading to comprehend, interpret, evaluate, and appreciate texts: <ul style="list-style-type: none"> <li>a. Monitor own comprehension</li> <li>b. Read ahead and reread</li> <li>c. Make and confirm or revise predictions</li> <li>d. Activate prior knowledge</li> <li>e. Create mental pictures</li> <li>f. Apply decoding skills</li> <li>g. Examine pictures and other cues to assist in comprehension</li> <li>h. Use narrative elements to retell stories, draw conclusions, compare and contrast, sequence events</li> <li>i. Make connections between text and personal experience, different text, and the world at large</li> <li>j. Stop and summarize in</li> </ul> </li> </ul>		

FLUENCY

- own words; paraphrase
  - k. Understand inferred themes in literary works
  - l. Adjust reading rate
- 9. Read and identify different genres (text and electronic) including:
  - a. Reality/fantasy
  - b. Poetry
  - c. Description
  - d. Repetition, rhythm, rhyme
  - e. Letter (friendly, business)
  - f. Dialogue
  - g. Humor, exaggeration
- 10. Understand point of view in literary works:
  - a. 1<sup>st</sup> and 3<sup>rd</sup> person
  - b. Limited and omniscient
- 11. Read with oral accuracy, expression and speech-like pace:
  - a. Uses punctuation to make sense of what is read in connected text (period, question mark, exclamation point)
  - b. Demonstrate fluency during oral reading by showing expression, intonation, and acknowledging punctuation and proper phrasing

## R GRADE 3: QUARTER 4

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment and enjoyment.</p> <p>II. Use a variety of strategies to comprehend, interpret and evaluate text.</p> <p>III. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.</p> <p>IV. Use a variety of technological and informational resources to gather information.</p> <p>V. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>	<p>VOCAULARY</p> <p>COMPREHENSION</p>	<p><b>A. To correctly identify and apply new vocabulary words to enrich comprehension, communication, and promote greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase vocabulary: <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize high frequency sight words</li> <li>c. Read, write, listen, and speak to increase vocabulary</li> </ol> </li> <li>2. Use word reference materials (e.g., dictionary, thesaurus, glossary) to determine the meaning, pronunciation, and derivations of unknown words</li> </ol> <p><b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of curriculum</li> <li>2. Understand narrative elements: <ol style="list-style-type: none"> <li>a. Character</li> <li>b. Setting</li> <li>c. Plot and plot structure</li> </ol> </li> </ol>		

<p>VI. Define and appropriately apply content-related vocabulary words, high frequency and sight words.</p> <p>VII. Participate actively in a variety of literacy communities (home, community, school, church, etc.)</p> <p>VIII. Read a variety of materials to learn more about their faith.</p>		<ol style="list-style-type: none"> <li>3. Use content, text features, and narrative elements to:               <ol style="list-style-type: none"> <li>a. Recall details</li> <li>b. Collect data, facts, and ideas from a variety of print and electronic texts</li> <li>c. Locate information to solve problems</li> <li>d. Compare and contrast information on one topic from two different sources</li> </ol> </li> <li>4. Evaluate and interpret visual images</li> <li>5. Identify characters, setting, beginning, middle, end, main idea, resolution</li> <li>6. Identify:               <ol style="list-style-type: none"> <li>a. steps in a process</li> <li>b. problems/conflict</li> <li>c. cause/effect</li> </ol> </li> <li>7. Follow written directions</li> <li>8. Apply a wide range of comprehension strategies before, during, and after reading to comprehend, interpret, evaluate, and appreciate texts:               <ol style="list-style-type: none"> <li>a. Monitor own comprehension</li> <li>b. Read ahead and reread</li> <li>c. Make and confirm or revise predictions</li> <li>d. Activate prior knowledge</li> <li>e. Create mental pictures</li> <li>f. Apply decoding skills</li> <li>g. Examine pictures and other cues to assist in comprehension</li> </ol> </li> </ol>		
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FLUENCY

- h. Use narrative elements to retell stories, draw conclusions, compare and contrast, sequence events
  - i. Make connections between text and personal experience, different text, and the world at large
  - j. Stop and summarize in own words; paraphrase
  - k. Understand inferred themes in literary works
  - l. Adjust reading rate
9. Read and identify different genres (text and electronic) including:
- a. Reality/fantasy
  - b. Poetry
  - c. Description
  - d. Repetition, rhythm, rhyme
  - e. Letter (friendly, business)
  - f. Dialogue
  - g. Humor, exaggeration
10. Understand point of view in literary works:
- a. 1<sup>st</sup> and 3<sup>rd</sup> person
  - b. Limited and omniscient
12. Read with oral accuracy, expression and speech-like pace in connected text:
- a. Use punctuation to make sense of what is read (period, question mark, exclamation point)
  - b. Demonstrate fluency during oral reading by

		showing expression, intonation, and acknowledging punctuation and proper phrasing		
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**Strategies for Teaching and Learning: READING GRADE 3**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Reads a variety of literature across the curriculum to students every day</li><li>• Provide differentiated instruction</li><li>• Provides a variety of reading material for students with different interests as well as abilities</li></ul> <p>Other:</p>	<p>The student:</p> <ul style="list-style-type: none"><li>• Participate in Reading Theater and other presentations based on material read</li><li>• Participate in shared reading, choral reading, repeated and echo reading</li><li>• Participate in literature groups both in the classroom or school and beyond</li><li>• Read silently</li><li>• Keep literature journals</li><li>• Choose reading materials based on personal preference</li><li>• Use text synthesis to read/write own stories (Speech text synthesis is a machine’s ability to interpret or translate spoken and written words.)</li></ul> <p>Other:</p>

**PHONICS****PH GRADE 3: QUARTER 1****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

- I. Understand and apply phonics rules and strategies to decode and encode words.

Word Analysis

Correctly encode words and simple sentences from dictation incorporating familiar phonemes

**A. To apply phonics skills to the decoding and encoding of words**

The students will:

1. Distinguish between hard and soft *c* and *g*
2. Identify silent letters
3. Identify long and short vowels, *y* as a vowel (long *e* and long *i*)
4. Define consonant blends and identify sounds by blends
5. Define and identify consonant digraph; read and write words with consonant digraphs – beginning, medial, or ending positions (*ch, ph, sh, th, gh, wh, etc*)
6. Write words with: *y* as vowel and a consonant; r-controlled vowels
7. Identify contractions and words they contract
8. Use contractions in writing
9. Correctly encode words from dictation incorporating familiar phonemes

**PH GRADE 3: QUARTER 2**

**DIOCESAN STANDARDS/GOALS**

**TOPIC/NOTES**

**OBJECTIVE/ENABLING  
OUTCOMES**

**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**

**ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I. Understand and apply phonics rules and strategies to decode and encode words.

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The students will:

1. Distinguish between hard and soft *c* and *g*
2. Identify silent letters
3. Identify long and short vowels, *y* as a vowel (long *e* and long *i*)
4. Define consonant blends and identify sounds by blends
5. Define and identify consonant digraph; read and write words with consonant digraphs – beginning, medial, or ending positions (*ch, ph, sh, th, gh, wh, etc*)
6. Write words with: *y* as vowel and a consonant; *r*-controlled vowels
7. Identify contractions and words they contract
8. Use contractions in writing
9. Identify consonant digraphs and combinations including but not limited to (*tch, ng, ph, gh*)
10. Identify two words in a compound word and use these to define the word; identify long and short vowels within compound words
11. Identify the number of syllables in a words; identify the number of vowel sounds in words to correlate to number of syllables
12. Understand and use appropriately the rules for forming plurals of

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|  |  | <p>words that end in <i>-s, --es, --f, --fe</i></p> <ol style="list-style-type: none"><li>13. Identify base words, suffixes, and prefixes</li><li>14. Apply spelling rules to adding suffixes to base words</li><li>15. Correctly encode words from dictation incorporating familiar phonemes</li></ol> |  |  |
|--|--|---|--|--|

<p>I. Understand and apply phonics rules and strategies to decode and encode words.</p>	<p>Word Analysis</p> <p>Correctly encode words and simple sentences from dictation incorporating familiar phonemes</p>	<p>A. To apply phonics skills to the decoding and encoding of words</p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Distinguish between hard and soft <i>c</i> and <i>g</i></li> <li>2. Identify silent letters</li> <li>3. Identify long and short vowels, <i>y</i> as a vowel (long <i>e</i> and long <i>i</i>)</li> <li>4. Define consonant blends and identify sounds by blends</li> <li>5. Define and identify consonant digraph; read and write words with consonant digraphs – beginning, medial, or ending positions (<i>ch, ph, sh, th, gh, wh, etc</i>)</li> <li>6. Write words with: <i>y</i> as vowel and a consonant; <i>r</i>-controlled vowels</li> <li>7. Identify contractions and words they contract</li> <li>8. Use contractions in writing</li> <li>9. Identify consonant digraphs and combinations including but not limited to (<i>tch, ng, ph, gh</i>)</li> <li>10. Identify two words in a compound word and use these to define the word; identify long and short vowels within compound words</li> <li>11. Identify the number of syllables in a words; identify the number of vowel sounds in words to correlate to number of syllables</li> <li>12. Understand and use appropriately the rules for forming plurals of</li> </ol>		
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|  |  | <p>words that end in <i>-s, -es, -f, -fe</i></p> <ol style="list-style-type: none"><li>13. Identify base words, suffixes, and prefixes</li><li>16. Apply spelling rules to adding suffixes to base words</li><li>17. Identify diphthongs: <i>oo, ou, oi, oy, ow, au, aw, ew</i></li><li>18. Use multi-syllabic words in sentences</li><li>19. Use suffixes to create new words</li><li>20. Change the meaning of words by adding prefixes</li></ol> |  |  |
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### PHONICS GRADE 3

Suggested Teaching Strategies	Suggested Learning Strategies
<p><b>Teacher Directed</b></p> <p><b>Other:</b></p> <hr/> <hr/> <hr/> <hr/>	<p><b>Teacher Directed</b> The teacher:</p> <ul style="list-style-type: none"> <li>• Maintains word and “chunk” (parts of words) walls.</li> </ul> <p><b>Other:</b></p> <p><b>Cooperative</b> Students:</p> <ul style="list-style-type: none"> <li>• Participate in word games</li> <li>• Work in cooperative teams or groups</li> <li>• Use flashcards</li> </ul> <p><b>Other:</b></p> <p><b>Independent</b></p> <p><b>Other:</b></p>

**WRITTEN LANGUAGE**  
**WL GRADE 3: QUARTER 1**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Employ a variety of strategies as they express themselves in written language. (Standard 4)</p> <p>II. Use different writing process elements appropriately for a variety of purposes. (Standards 4, 12)</p> <p>III. Understand and use grammar and usage conventions in written language. (Standard 6)</p> <p>IV. Recognize that a paragraph is a group of sentences about a main idea. (Standard 6)</p> <p>V. Use a variety of technological and informational resources to gather and synthesize information and to communicate knowledge. (Standard 8)</p> <p>VI. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p> <p>VII. Apply knowledge of language structure, language conventions,</p>	<p>Written Language</p> <p><i>At this level, students build on the writing skills introduced in the early primary years.</i></p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Flexibly use the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience <ul style="list-style-type: none"> <li>○ Pre-write (Brainstorm, make lists, etc)</li> <li>○ Draft (First draft)</li> <li>○ Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, re-ordering sentences [cutting and pasting], clarifying ideas)</li> <li>○ Edit (Make corrections, improvements)</li> <li>○ Publish (Final draft)</li> </ul> </li> <li>2. Adhere to the topic in a story or write a paragraph around one main idea</li> <li>3. Create a description of an event or a place</li> </ol>		



<p>media techniques, figurative language to create and share information and ideas. (Standards 6,9)</p> <p>VIII. Use written language to accomplish their goals (learning, enjoyment, etc.) (Standard 12)</p> <p>IX. Students whose first language is not English will use their first language to develop competency in English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<ol style="list-style-type: none"> <li>4. Express a personal point of view in writing</li> <li>5. Use details to predict or explain relationships between information and events</li> <li>6. Edit own work</li> <li>7. Express written opinions</li> <li>8. Record reactions to material read</li> <li>9. Support interpretations and explain with evidence from text</li> <li>10. Write stories from a prompt (oral or visual)</li> <li>11. Create original written poems and prayers</li> <li>12. Share writing</li> <li>13. Use input devices to write using technology (e.g., mouse, keyboard)</li> <li>14. Access and navigate through technology programs (including word processing programs )</li> <li>15. Save written work electronically</li> <li>16. Enter and edit text in electronic documents</li> <li>17. Work cooperatively in written work using technology</li> <li>18. Use graphic drawing tools</li> <li>19. Practice responsible use of technology</li> <li>20. Write across the curriculum</li> </ol> <p><b>B. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Write interesting extended sentences</li> <li>2. Unscramble words to form</li> </ol>		
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Grammar/  
Mechanics/Usage

- sentences
3. Indent the first sentence of a paragraph
  4. Recognize and use declarative, interrogative, imperative, and exclamatory sentences
  5. Recognize and use parts of speech appropriately in sentences: nouns, verbs, adjectives, adverbs
  6. Identify and use appropriately present, past and future tenses of verbs
  7. Make subjects and verbs agree in sentences
  8. Identify and use appropriately proper and common nouns, singular and plural forms of nouns, object and subject pronouns
  9. Use capitalization appropriately: First word in sentences, proper nouns, *I*, titles, initials, titles of books and poems, initials
  10. Use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives

**WL GRADE 3: QUARTER 2**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Employ a variety of strategies as they express themselves in written language. (Standard 4)</p> <p>II. Use different writing process elements appropriately for a variety of purposes. (Standards 4, 12)</p> <p>III. Understand and use grammar and usage conventions in written language. (Standard 6)</p> <p>IV. Recognize that a paragraph is a group of sentences about a main idea. (Standard 6)</p> <p>V. Use a variety of technological and informational resources to gather and synthesize information and to communicate knowledge. (Standard 8)</p> <p>VI. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create and share information and ideas.</p>	<p>Written Language</p> <p><i>At this level, students build on the writing skills introduced in the early primary years.</i></p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Flexibly use the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience               <ol style="list-style-type: none"> <li>a. Pre-write (Brainstorm, make lists, etc)</li> <li>b. Draft (First draft)</li> <li>c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, re-ordering sentences [cutting and pasting], clarifying ideas)</li> <li>d. Edit (Make corrections, improvements)</li> <li>e. Publish (Final draft)</li> </ol> </li> <li>2. Adhere to the topic in a story or write a paragraph around one main idea</li> <li>3. Create a description of an event or a place</li> <li>4. Express a personal point of view in writing</li> <li>5. Use details to predict or explain relationships between information and events</li> </ol>		

<p>(Standards 6,9)</p> <p>VIII. Use written language to accomplish their goals (learning, enjoyment, etc.) (Standard 12)</p> <p>IX. Students whose first language is not English will use their first language to develop competency in English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<ol style="list-style-type: none"> <li>6. Express written opinions</li> <li>7. Record reactions to material read</li> <li>8. Support interpretations and explain with evidence from text</li> <li>9. Write stories from a prompt (oral or visual)</li> <li>10. Create original written poems and prayers</li> <li>11. Share writing</li> <li>12. Recognize and write titles for stories</li> <li>13. Write a summary of a story or book</li> <li>14. Write a story in sequential order</li> <li>15. Select, organize, and produce visuals to complement and extend meaning in written work (i.e., graphics, charts, simple spreadsheets, models, illustrations, etc.)</li> <li>16. Use input devices to write using technology (e.g., mouse, keyboard)</li> <li>17. Access and navigate through technology programs (including word processing programs )</li> <li>18. Save written work electronically</li> <li>19. Enter and edit text in electronic documents</li> <li>20. Work cooperatively in written work using technology</li> <li>21. Use graphic drawing tools</li> <li>22. Practice responsible use of technology</li> <li>23. Write across the curriculum</li> </ol>		
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	Grammar/ Mechanics/Usage	<p><b>B. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Write interesting extended sentences</li> <li>2. Unscramble words to form sentences</li> <li>3. Indent the first sentence of a paragraph</li> <li>4. Recognize and use declarative, interrogative, imperative, and exclamatory sentences</li> <li>5. Recognize and use parts of speech appropriately in sentences: nouns, verbs, adjectives, adverbs</li> <li>6. Identify and use appropriately present, past and future tenses of verbs</li> <li>7. Make subjects and verbs agree in sentences</li> <li>8. Identify and use appropriately proper and common nouns, singular and plural forms of nouns, object and subject pronouns</li> <li>9. Use capitalization appropriately: First word in sentences, proper nouns, <i>I</i>, titles, initials, titles of books and poems, initials</li> <li>10. Use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives</li> </ol>		
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|  |  | <ol style="list-style-type: none"><li>11. Identify the subject and predicate of a sentence</li><li>12. Form regular and irregular plurals of nouns</li><li>13. Use quotation marks in sentences</li><li>14. Use apostrophes in contractions and to show possession</li><li>15. Use abbreviations for months, titles, states, streets, days</li><li>16. Name self last</li><li>17. Use <i>a</i> and <i>an</i> correctly</li><li>18. Use electronic devices to organize ideas, information, create text, edit text</li></ol> |  |  |
|--|--|--|--|--|

**C. Students for whom English is a second language: to make connections between structures of their first language and English**

The students will:

1. Identify capitalization and punctuation similarities and differences between their first language and English

**WL GRADE 3: QUARTER 3**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Employ a variety of strategies as they express themselves in written language. (Standard 4)</p> <p>II. Use different writing process elements appropriately for a variety of purposes. (Standards 4, 12)</p> <p>III. Understand and use grammar and usage conventions in written language. (Standard 6)</p> <p>IV. Recognize that a paragraph is a group of sentences about a main idea. (Standard 6)</p> <p>V. Use a variety of technological and informational resources to gather and synthesize information and to communicate knowledge. (Standard 8)</p> <p>VI. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create and share information and ideas. (Standards 6,9)</p>	<p>Written Language</p> <p><i>At this level, students build on the writing skills introduced in the early primary years.</i></p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Flexibly use the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience               <ol style="list-style-type: none"> <li>a. Pre-write (Brainstorm, make lists, etc)</li> <li>b. Draft (First draft)</li> <li>c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, re-ordering sentences [cutting and pasting], clarifying ideas)</li> <li>d. Edit (Make corrections, improvements)</li> <li>e. Publish (Final draft)</li> </ol> </li> <li>2. Adhere to the topic in a story or write a paragraph around one main idea</li> <li>3. Create a description of an event or a place</li> <li>4. Express a personal point of view in writing</li> <li>5. Use details to predict or explain relationships between information and events</li> <li>6. Express written opinions</li> <li>7. Record reactions to material read</li> <li>8. Support interpretations and explain with evidence from text</li> </ol>		

<p>VIII. Use written language to accomplish their goals (learning, enjoyment, etc.) (Standard 12)</p> <p>IX. Students whose first language is not English will use their first language to develop competency in English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<ol style="list-style-type: none"> <li>9. Write stories from a prompt (oral or visual)</li> <li>10. Create original written poems and prayers</li> <li>11. Share writing</li> <li>12. Recognize and write titles for stories</li> <li>13. Write a summary of a story or book</li> <li>14. Write a story in sequential order with beginning, middle, and end</li> <li>15. Select, organize, and produce visuals to complement and extend meaning in written work (i.e., graphics, charts, simple spreadsheets, models, illustrations, etc.)</li> <li>16. Use effective adjectives and adverbs to extend meaning and detail in writing</li> <li>17. Use strong verbs</li> <li>18. Write paragraphs that compare and contrast ideas or opinions</li> <li>19. Adjust writing to audience and purpose</li> <li>20. Use input devices to write using technology (e.g., mouse, keyboard)</li> <li>21. Access and navigate through technology programs (including word processing programs )</li> <li>22. Save written work electronically</li> <li>23. Enter and edit text in electronic documents</li> <li>24. Work cooperatively in written work using technology</li> <li>25. Use graphic drawing tools</li> <li>26. Practice responsible use of technology</li> <li>27. Write across the curriculum</li> </ol>		
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	Grammar/ Mechanics/Usage	<p><b>B. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Write interesting extended sentences</li> <li>2. Unscramble words to form sentences</li> <li>3. Indent the first sentence of a paragraph</li> <li>4. Recognize and use declarative, interrogative, imperative, and exclamatory sentences</li> <li>5. Recognize and use parts of speech appropriately in sentences: nouns, verbs, adjectives, adverbs</li> <li>6. Identify and use appropriately present, past and future tenses of verbs</li> <li>7. Make subjects and verbs agree in sentences</li> <li>8. Identify and use appropriately proper and common nouns, singular and plural forms of nouns, object and subject pronouns</li> <li>9. Use capitalization appropriately: First word in sentences, proper nouns, <i>I</i>, titles, initials, titles of books and poems, initials</li> <li>10. Use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives</li> <li>11. Identify the subject and predicate of a sentence</li> <li>12. Form regular and irregular plurals of nouns</li> </ol>		
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13. Use quotation marks in sentences
14. Use apostrophes in contractions and to show possession
15. Use abbreviations for months, titles, states, streets, days
16. Name self last
17. Use *a* and *an* correctly
18. Use electronic devices to organize ideas, information, create text, edit text
19. Identify action and helping verbs
20. Recognize and use possessive nouns and pronouns

**C. Students for whom English is a second language: to make connections between structures of their first language and English**

The students will:

1. Identify capitalization and punctuation similarities and differences between their first language and English

**WL GRADE 3: QUARTER 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Employ a variety of strategies as they express themselves in written language. (Standard 4)</p> <p>II. Use different writing process elements appropriately for a variety of purposes. (Standards 4, 12)</p> <p>III. Understand and use grammar and usage conventions in written language. (Standard 6)</p> <p>IV. Recognize that a paragraph is a group of sentences about a main idea. (Standard 6)</p> <p>V. Use a variety of technological and informational resources to gather and synthesize information and to communicate knowledge. (Standard 8)</p> <p>VI. Demonstrate age-appropriate understanding of English language structure and conventions. (Standard 6)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create and share information and ideas. (Standards 6,9)</p>	<p>Written Language</p> <p><i>At this level, students build on the writing skills introduced in the early primary years.</i></p> <p>Provide multiple opportunities for various forms of nonfiction writing and writing across the content areas.</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Flexibly use the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience               <ol style="list-style-type: none"> <li>a. Pre-write (Brainstorm, make lists, etc)</li> <li>b. Draft (First draft)</li> <li>c. Revise (Peer and/or teacher editing/conferencing to improve work by finding better words, re-ordering sentences [cutting and pasting], clarifying ideas)</li> <li>d. Edit (Make corrections, improvements)</li> <li>e. Publish (Final draft)</li> </ol> </li> <li>2. Adhere to the topic in a story or write a paragraph around one main idea</li> <li>3. Create a description of an event or a place</li> <li>4. Express a personal point of view in writing</li> <li>5. Use details to predict or explain relationships between information and events</li> </ol>		

<p>VIII. Use written language to accomplish their goals (learning, enjoyment, etc.) (Standard 12)</p> <p>IX. Students whose first language is not English will use their first language to develop competency in English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<ol style="list-style-type: none"> <li>6. Express written opinions</li> <li>7. Record reactions to material read</li> <li>8. Support interpretations and explain with evidence from text</li> <li>9. Write stories from a prompt (oral or visual)</li> <li>10. Create original written poems and prayers</li> <li>11. Share writing</li> <li>12. Recognize and write titles for stories</li> <li>13. Write a summary of a story or book</li> <li>14. Write a story in sequential order with beginning, middle, and end</li> <li>15. Select, organize, and produce visuals to complement and extend meaning in written work (i.e., graphics, charts, simple spreadsheets, models, illustrations, etc.)</li> <li>16. Use effective adjectives and adverbs to extend meaning and detail in writing</li> <li>17. Use strong verbs</li> <li>18. Write paragraphs that compare and contrast ideas or opinions</li> <li>19. Adjust writing to audience and purpose</li> <li>20. Create an original two-paragraph story or essay using grade and/or level-appropriate Standard English</li> <li>21. Develop nonfiction paragraphs that tell about an event or tell a story that includes the following information: <ol style="list-style-type: none"> <li>a. Introduction</li> </ol> </li> </ol>		
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		<ul style="list-style-type: none"> <li>b. Main Idea (Topic Sentence)</li> <li>c. Sufficient detail</li> <li>d. Logical sequence</li> <li>e. Character development</li> <li>f. Dialogue</li> <li>g. Conclusion</li> </ul> <ul style="list-style-type: none"> <li>22. Use input devices to write using technology (e.g., mouse, keyboard)</li> <li>23. Access and navigate through technology programs (including word processing programs )</li> <li>24. Save written work electronically</li> <li>25. Enter and edit text in electronic documents</li> <li>26. Work cooperatively in written work using technology</li> <li>27. Use graphic drawing tools</li> <li>28. Practice responsible use of technology</li> <li>29. Write across the curriculum</li> </ul> <p><b>B. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Write interesting extended sentences</li> <li>2. Unscramble words to form sentences</li> <li>3. Indent the first sentence of a paragraph</li> <li>4. Recognize and use declarative, interrogative, imperative, and</li> </ul>		
	Grammar/ Mechanics/Usage			

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|  |  | <p>exclamatory sentences</p> <ol style="list-style-type: none"> <li>5. Recognize and use parts of speech appropriately in sentences: nouns, verbs, adjectives, adverbs</li> <li>6. Identify and use appropriately present, past and future tenses of verbs</li> <li>7. Make subjects and verbs agree in sentences</li> <li>8. Identify and use appropriately proper and common nouns, singular and plural forms of nouns, object and subject pronouns</li> <li>9. Use capitalization appropriately: First word in sentences, proper nouns, <i>I</i>, titles, initials, titles of books and poems, initials</li> <li>10. Use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives</li> <li>11. Identify the subject and predicate of a sentence</li> <li>12. Form regular and irregular plurals of nouns</li> <li>13. Use quotation marks in sentences</li> <li>14. Use apostrophes in contractions and to show possession</li> <li>15. Use abbreviations for months, titles, states, streets, days</li> <li>16. Name self last</li> <li>17. Use <i>a</i> and <i>an</i> correctly</li> <li>18. Use electronic devices to organize</li> </ol> |  |
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		<p>ideas, information, create text, edit text</p> <p>19. Identify action and helping verbs</p> <p>20. Recognize and use possessive nouns and pronouns</p> <p>21. Use irregular verbs correctly</p> <p><b>C. Students for whom English is a second language: to make connections between structures of their first language and English</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify capitalization and punctuation similarities and differences between their first language and English</li> </ol>		
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**Strategies for Teaching and Learning: WRITTEN LANGUAGE GRADE 3**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Models each part of the writing process step by step</li><li>• Demonstrates changes in purpose and audience</li><li>• Provides opportunities for writing across the curriculum daily.</li><li>• Provides a variety of writing material as models for students</li><li>• Provides a classroom writing center complete with pictures, prompts, story starters, etc</li><li>• Provides authentic reasons for writing</li><li>• Establishes a routine of peer coaching</li><li>• Has students “re-cycle” question into written responses.</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• Publish a classroom literary magazine</li><li>• Work with writing pals or partners</li><li>• Use electronic devices in writing at all stages</li><li>• Use text synthesis to read/write own stories (Speech text synthesis is a machine’s ability to interpret or translate spoken and written words.)</li></ul> <p><b>Other:</b></p>



**SPELLING****S GRADE 3: QUARTER 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Understand how spelling is related to meaning and word derivation. (Standard 6)  II. Understand patterns and rules of spelling in the English language. (Standard 6)	SPELLING  Correctly encode words from dictation incorporating previously learned spelling words.	<b>A. To use correct spelling in written word and communication</b>  The students will:  <ol style="list-style-type: none"><li>1. Use phonics to assist in spelling</li><li>2. Identify word spelling patterns</li><li>3. Identify spelling patterns for long and short vowel sounds</li><li>4. Use word study strategies in spelling</li><li>5. Proofread for spelling</li><li>6. Correctly form plurals and possessives</li><li>7. Correctly spell everyday vocabulary and sight words</li><li>8. Correctly spell list words in all areas of the curriculum as appropriate</li></ol>		

**S GRADE 3: QUARTER 2****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I. Understand how spelling is related to meaning and word derivation. (Standard 6)

II. Understand patterns and rules of spelling in the English language. (Standard 6)

**SPELLING**

Correctly encode words from dictation incorporating previously learned spelling words

**A. To use correct spelling in written word and communication**

The students will:

1. Use phonics to assist in spelling
2. Identify word spelling patterns
3. Identify spelling patterns for long and short vowel sounds
4. Use word study strategies in spelling
5. Proofread for spelling
6. Correctly form plurals and possessives
7. Correctly spell everyday vocabulary and sight words
8. Correctly spell list words in all areas of the curriculum as appropriate
9. Apply spelling rules to words (i.e., when to double a consonant, “I before e except after c” etc.) with increasing skill
10. Spell words with double consonants and silent consonants correctly
11. Identify spelling patterns for other vowel diphthongs
12. Identify and spell word parts: base-words and inflections
13. Correctly spell words in present and past tenses

**S GRADE 3: QUARTER 3**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE</b>
<p>I. Understand how spelling is related to meaning and word derivation. (Standard 6)</p> <p>II. Understand patterns and rules of spelling in the English language. (Standard 6)</p>	<p><b>SPELLING</b></p> <p>Correctly encode words from dictation incorporating previously learned spelling words</p>	<p><b>A. To use correct spelling in written word and communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Use phonics to assist in spelling</li> <li>2. Identify word spelling patterns</li> <li>3. Identify spelling patterns for long and short vowel sounds</li> <li>4. Use word study strategies in spelling</li> <li>5. Proofread for spelling</li> <li>6. Correctly form plurals and possessives</li> <li>7. Correctly spell everyday vocabulary and sight words</li> <li>8. Correctly spell list words in all areas of the curriculum as appropriate</li> <li>9. Apply spelling rules to words (i.e., when to double a consonant, “I before e except after c” etc.) with increasing skill</li> <li>10. Spell words with double consonants and silent consonants correctly</li> <li>11. Identify spelling patterns for other vowel diphthongs</li> <li>12. Identify and spell word parts: base-words and inflections</li> <li>13. Correctly spell words in present and past tenses</li> <li>14. Look up unknown words in reference materials i.e. dictionary, glossary</li> </ol>		

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|  |  | <ol style="list-style-type: none"><li>15. Identify and correctly spell compound words and contractions</li><li>16. Use a thesaurus or thesaurus software to build vocabulary</li><li><b>17.</b> Use technology to check and correct spelling as appropriate</li></ol> |  |  |
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# S GRADE 3: QUARTER 4

## DIOCESAN STANDARDS/GOALS

## TOPIC/NOTES

## OBJECTIVE/ENABLING OUTCOMES

## ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES

## ASSESSMENT FORMATIVE SUMMATIVE

I. Understand how spelling is related to meaning and word derivation. (Standard 6)

II. Understand patterns and rules of spelling in the English language. (Standard 6)

### SPELLING

Correctly encode words from dictation incorporating previously learned spelling words

### A. To use correct spelling in written word and communication

The students will:

1. Use phonics to assist in spelling
2. Identify word spelling patterns
3. Identify spelling patterns for long and short vowel sounds
4. Use word study strategies in spelling
5. Proofread for spelling
6. Correctly form plurals and possessives
7. Correctly spell everyday vocabulary and sight words
8. Correctly spell list words in all areas of the curriculum as appropriate
9. Apply spelling rules to words (i.e., when to double a consonant, “I before e except after c” etc.) with increasing skill
10. Spell words with double consonants and silent consonants correctly
11. Identify spelling patterns for other vowel diphthongs
12. Identify and spell word parts: base-words and inflections
13. Correctly spell words in present and past tenses
14. Look up unknown words in reference materials i.e. dictionary, glossary

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|  |  | <ol style="list-style-type: none"><li>15. Identify and correctly spell compound words and contractions</li><li>16. Use a thesaurus or thesaurus software to build vocabulary</li><li>17. Use technology to check and correct spelling as appropriate</li><li>18. Identify and use correctly homophones, synonyms, and antonyms</li></ol> |  |  |
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**Strategies for Teaching and Learning: SPELLING GRADE 3**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Makes students aware of errors in newspapers and magazines</li><li>• Models checking own spelling and analyzing new words.</li><li>• Administers pre-tests</li><li>• Encourages student to arrange lists of words in groups of their own creation (Make connections between words, see patterns among words.)</li></ul>	<p><b>The student::</b></p> <ul style="list-style-type: none"><li>• Work in small groups or peers to correct each other's spelling</li><li>• Participate in spelling games and contests with one another</li><li>• Create and use their own list of misspelled words (personal spelling journals)</li><li>• Form the habit of using spell-check to correct spelling</li></ul> <p><b>Other:</b></p>

**ORAL LANGUAGE****OL GRADE 3: QUARTER 1**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Communicate orally using Standard English. (Standard 6)  II. Communicate appropriately in everyday situations. (Standard 4)  III. Understand the importance of clear enunciation and volume. (Standard 4)  IV. Participate actively in liturgies and prayer services. (Standards 13,14)  V. Set purposes for listening (enjoyment, get information, solve problems). (Standards 3, 4,)  VI. Develop active listening skills. (Standards 3,4,7,11)  VII. Develop critical listening skills. (Standards 3,4,7,11)  VIII. C Construct meaning from auditory experiences. (Standards 3,4,7,11)  IX. Listen with courtesy and reverence during liturgy and prayer services. (Standards 3,11, 13)	ORAL LANGUAGE	<b>A. To use oral language to learn, play, communicate, and participate fully in school, community, and parish life</b>  The students will: <ol style="list-style-type: none"> <li>1. Ask and answer relevant questions</li> <li>2. Participate in discussions about problems and offer solutions</li> <li>3. Explain a character's actions</li> <li>4. Express opinions about characters, plot, or setting of a story they have read</li> <li>5. Clarify and support ideas with objects, elaboration, and examples</li> <li>6. Express personal feelings and opinions</li> <li>7. Use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others</li> <li>8. Participate in discussions, small group activities, peer and teacher-student conferences</li> <li>9. Present formal and informal oral reports (<i>book, science, social studies, integrate with other content areas</i>) using visuals</li> <li>10. Summarize or clarify a message (i.e. repeat directions, etc.)</li> <li>11. Read orally with expression and fluency</li> </ol>		



	LISTENING SKILLS	<ol style="list-style-type: none"> <li>12. Adjust volume, pitch, tone, rate, fluency, and phrasing of speech to fit audience</li> <li>13. Increase control of grammar in speech</li> <li>14. Participate in group classroom prayers with thoughtfulness and reverence</li> <li>15. Participate in responses during Mass</li> </ol> <p><b>B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate listening skills: Focus on speaker, make eye contact, retell stories</li> <li>2. Recognize musical elements of language (onomatopoeia, rhymes, rhythm)</li> <li>3. Follow spoken directions or procedures</li> <li>4. Connect their own experiences with those of another</li> <li>5. Use graphic organizers to manage and record information</li> <li>6. Share written work</li> <li>7. Listen reverently to Scripture readings during Mass and prayer services</li> </ol>		
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**OL GRADE 3: QUARTER 2**

<b>DIOCESAN STANDARDS/GOALS</b>		<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I.	Communicate orally using Standard English. (Standard 6)	ORAL LANGUAGE	<b>A. To use oral language to learn, play, communicate, and participate fully in school, community, and parish life</b>  The students will: <ol style="list-style-type: none"> <li>1. Ask and answer relevant questions</li> <li>2. Participate in discussions about problems and offer solutions</li> <li>3. Explain a character's actions</li> <li>4. Express opinions about characters, plot, or setting of a story they have read</li> <li>5. Clarify and support ideas with objects, elaboration, and examples</li> <li>6. Express personal feelings and opinions</li> <li>7. Use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others or personal experiences</li> <li>8. Participate in discussions, small group activities, peer and teacher-student conferences</li> <li>9. Present formal and informal oral reports (<i>book, science, social studies, integrate with other content areas</i>) using visuals</li> <li>10. Summarize or clarify a message (i.e. repeat directions, etc.)</li> <li>11. Read orally with expression and fluency</li> <li>12. Adjust volume, pitch, tone, rate,</li> </ol>		
II.	Communicate appropriately in everyday situations. (Standard 4)				
III.	Understand the importance of clear enunciation and volume. (Standard 4)				
IV.	Participate actively in liturgies and prayer services. (Standards 13,14)				
V.	Set purposes for listening (enjoyment, get information, solve problems). (Standards 3, 4,)				
VI.	Develop active listening skills. (Standards 3,4,7,11)				
VII.	Develop critical listening skills. (Standards 3,4,7,11)				
VIII.	Construct meaning from auditory experiences. (Standards 3,4,7,11)				
IX.	Listen with courtesy and reverence during liturgy and prayer services. (Standards 3,11, 13)				

	LISTENING SKILLS	<p>fluency, and phrasing of speech to fit audience</p> <ol style="list-style-type: none"> <li>13. Increase control of grammar in speech</li> <li>14. Role play to communicate or interpret</li> <li>15. Participate in group classroom prayers with thoughtfulness and reverence</li> <li>16. Participate in responses during Mass</li> </ol> <p><b>B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, school, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate listening skills: Focus on speaker, make eye contact, retell stories</li> <li>2. Recognize musical elements of language (onomatopoeia, rhymes, rhythm)</li> <li>3. Follow spoken directions or procedures</li> <li>4. Connect their own experiences with those of another</li> <li>5. Use graphic organizers to manage and record information</li> <li>6. Share written work</li> <li>7. Listen and constructively critique informal presentations</li> <li>8. Recognize different perspective/points of view</li> <li>9. Listen reverently to Scripture readings during Mass and prayer services</li> </ol>		
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**OL GRADE 3: QUARTERS 3 & 4**  
**ARCHDIOCESAN**  
**STANDARDS/GOALS**

OL GRADE 3: QUARTERS 3 & 4 ARCHDIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Communicate orally using Standard English. (Standard 6)</p> <p>II. Communicate appropriately in everyday situations. (Standard 4)</p> <p>III. Understand the importance of clear enunciation and volume. (Standard 4)</p> <p>IV. Participate actively in liturgies and prayer services. (Standards 13,14)</p> <p>V. Set purposes for listening (enjoyment, get information, solve problems). (Standards 3, 4,)</p> <p>VI. Develop active listening skills. (Standards 3,4,7,11)</p> <p>VII. Develop critical listening skills. (Standards 3,4,7,11)</p> <p>VIII. Construct meaning from auditory experiences. (Standards 3,4,7,11)</p> <p>IX. Listen with courtesy and reverence during liturgy and prayer services. (Standards 3,11, 13)</p>	<p>ORAL LANGUAGE</p>	<p><b>A. To use oral language to learn, play, communicate, and participate fully in school, community, and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Ask and answer relevant questions</li> <li>2. Participate in discussions about problems and offer solutions</li> <li>3. Explain a character's actions</li> <li>4. Express opinions about characters, plot, or setting of a story they have read</li> <li>5. Clarify and support ideas with objects, elaboration, and examples</li> <li>6. Express personal feelings and opinions</li> <li>7. Use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others or personal experiences</li> <li>8. Participate in discussions, small group activities, peer and teacher-student conferences</li> <li>9. Present formal and informal oral reports (<i>book, science, social studies, integrate with other content areas</i>) using visuals</li> <li>10. Summarize or clarify a message (i.e. repeat directions, etc.)</li> <li>11. Read orally with expression and fluency</li> <li>12. Adjust volume, pitch, tone, rate,</li> </ol>		

LISTENING  
SKILLS

- fluency, and phrasing of speech to fit audience
13. Increase control of grammar in speech
  14. Role play to communicate or interpret
  15. Recite memorized poems, prayers, speeches
  16. Participate in group classroom prayers with thoughtfulness and reverence
  17. Participate in responses during Mass

**B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, school, community and parish life**

The students will:

1. Demonstrate listening skills:  
Focus on speaker, make eye contact, retell stories
2. Recognize musical elements of language (onomatopoeia, rhymes, rhythm)
3. Follow spoken directions or procedures
4. Connect their own experiences with those of another
5. Use graphic organizers to manage and record information
6. Share written work
7. Listen and constructively critique informal presentations
8. Recognize different perspective/points of view
9. Recognize intent of speaker i.e.

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|  |  | <p>point of view, purpose</p> <p>10. Acquire information from a speaker</p> <p>11. Take notes to manage and record information</p> <p><b>12.</b> Listen reverently to Scripture readings during Mass and prayer services</p> |  |  |
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### Strategies for Teaching and Learning: ORAL LANGUAGE GRADE 3

#### Suggested Teaching Strategies

##### **The teacher:**

- Models good speaking habits
- Reads aloud to students from a variety of sources every day
- Points out good speech patterns in a variety of situations
- Encourages students to speak and answer questions in complete sentences.
- Encourages students “re-cycle” question into their oral response.

#### Suggested Learning Strategies

##### **The student:**

- Share journals, blogs (Online journals) and creative writing, experiences and ideas with one another in small and whole class groups
- Participate in group and choral readings of poem, plays, and other literature
- Participates in group prayer
- Ask questions in both small and large group settings

**HANDWRITING****H GRADE 3: QUARTER 1****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

- I. Understand that legible handwriting is a tool of communication. (Standard 11)
- II. Understand that legible writing is a matter of courtesy to the one who is expected to read it. (Standard 12)

HANDWRITING

**A. To use cursive and manuscript lettering to enable effective, courteous, written communication**

The students will:

1. Produce neat, legible work across the curriculum
2. Correctly space letters and words in written work
3. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)
4. Review manuscript, begin lowercase cursive
5. Produce correct formation of all cursive and manuscript letters without a model



**H GRADE 3: QUARTER 2****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I. Understand that legible handwriting is a tool of communication. (Standard 11)

HANDWRITING

**A. To use cursive and manuscript lettering to enable effective, courteous, written communication**

The students will:





1. Produce neat, legible work across the curriculum
2. Correctly space letters and words in written work
3. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)
4. Review manuscript, begin lowercase cursive
5. Produce correct formation of all cursive and manuscript letters without a model
6. Produce correct formation of all cursive letters with the proper slant

## H GRADE 3: QUARTERS 3 & 4

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVE/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Understand that legible handwriting is a tool of communication. (Standard 11)</p> <p>II. Understand that legible writing is a matter of courtesy to the one who is expected to read it. (Standard 12)</p>	HANDWRITING	<p><b>A. To use cursive and manuscript lettering to enable effective, courteous, written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Produce neat, legible work across the curriculum</li> <li>2. Correctly space letters and words in written work</li> <li>3. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)</li> <li>4. Review manuscript, begin lowercase cursive</li> <li>5. Produce correct formation of all cursive and manuscript letters without a model</li> <li>6. Produce correct formation of all cursive letters with the proper slant</li> <li>7. Complete most written assignments in legible cursive (maintain manuscript; spelling words may be written in both manuscript <i>and</i> cursive)</li> </ol>		

## Suggested Cross Curricular and Catholic Social Teaching Links

### Grade Three

-  Students read books (*We, the Kids: The Preamble to the Constitution of the U.S.*) that help them understand the function of government to provide for the common good, and recognize that active citizenship is important in securing good government. (Social Studies, Reading)
-  Students read literature (*Sadako and the Thousand Paper Cranes*, *The Keeping Quilt*) about a variety of cultures and talk about the world as part of the Family of God. (Religion, Social Studies)
-  Students will read and write about saints, summarizing their contributions to peace and justice and human dignity. (Religion, Reading)
-  Students will write emails or letters to civic leaders that reflect age appropriate understanding of Catholic social teaching especially as it relates to the obligation of government to provide for the common good. (Social Studies, Written Language)

### Notes:

## READING

## R GRADE 4: QUARTER 1

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.	VOCABULARY	<p><b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase their vocabulary:               <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		
II. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:				
III. Build an understanding of texts, of themselves, and of the cultures of the United States and the world.				
IV. Acquire new information.	COMPREHENSION			
V. Respond to the needs and demands of society and the workplace.	<i>At this level, students should read a minimum of 35 books or book equivalents covering a variety of genres and authors. Students should continue to develop</i>	<p><b>B. To read, listen to, recognize, and discuss multiple genres and explain the differences in the effect of their conventions</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>2. Identify, compare and contrast:               <ol style="list-style-type: none"> <li>a. Poetry ( a variety of forms)</li> <li>b. Letters (friendly and business)</li> </ol> </li> </ol>		
VI. For personal fulfillment and enjoyment. (Standard 1)				
VII. Read a wide range of literature from many periods in many genres to				

<p>build an understanding of the many dimensions of human experience. (Standard 2)</p> <p>VIII. Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information. (Standard 8)</p> <p>IX. Understand the process of reading.</p> <p>X. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)</p> <p>XI. Participate actively in a variety of literacy communities (home, community, school, church, etc.) (Standard 11)</p> <p>XII. Demonstrate an understanding of the personal choices and</p>	<p><i>preferences for particular authors and genres.</i></p>	<p>3. Discuss what makes a text appealing to a reader</p> <p>4. Identify literary devices an author uses to engage a reader (author's craft)</p> <p>5. Read with comprehension in all areas of the curriculum:</p> <ul style="list-style-type: none"> <li>a. Recall details</li> <li>b. Follow written directions</li> <li>c. Identify: <ul style="list-style-type: none"> <li>i. characters and setting</li> <li>ii. Identify beginning, middle, and end</li> <li>iii. Main idea</li> <li>iv. Resolution of problems/conflict</li> <li>v. Cause and effect</li> <li>vi. Steps in a process (sequence)</li> </ul> </li> <li>d. Use narrative elements to: <ul style="list-style-type: none"> <li>i. Retell stories</li> <li>ii. Make, confirm or revise predictions</li> <li>iii. Make inferences and draw conclusions about implicit and explicit information in texts</li> <li>iv. Compare and contrast</li> <li>v. Sequence</li> <li>vi. Summarize</li> </ul> </li> </ul> <p>6. Interpret, analyze, and evaluate text to extend understanding and appreciation</p>		
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<p>moral consequences in literature and apply these to their own life. (Standard 15)</p> <p>8. Read to learn about her/his relationship with God and His creation. (Standard 13)</p>	<p>FLUENCY</p>	<p><b>C. To use appropriate strategies before, during, and after reading to construct meaning.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Establish a reason for reading</li> <li>2. Access prior knowledge and experiences to make sense of text</li> <li>3. Make and confirm or revise predictions</li> <li>4. Monitor own reading and apply appropriate strategies when understanding breaks down: <ol style="list-style-type: none"> <li>a. Read ahead, reread, activate prior knowledge, create mental pictures</li> <li>b. Stop and summarize in own words; ask questions</li> <li>c. Use story maps and other graphic organizers to organize thoughts and aid understanding</li> </ol> </li> <li>5. Reflect on what they read and make connections to their own lives or familiar experiences</li> <li>6. Summarize and/or paraphrase sections of the text or whole texts</li> </ol> <p><b>D. To read with oral accuracy, expression, and speech-like pace</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Recognize high frequency words automatically</li> <li>2. Group words into meaningful phrases</li> </ol>		
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|  |  | <ol style="list-style-type: none"><li>3. Apply a variety of strategies to identify unknown words</li><li>4. Apply punctuation to make sense of what is read</li><li>5. Read prayers as part of class, school, and parish prayer and liturgy</li></ol> |  |
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**E. To use technology to increase comprehension, locate information, and collect and record data**

The students will:

1. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)

## R GRADE 4 QUARTER 2

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.</p> <p>II. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:</p> <p>III. Build an understanding of texts, of themselves, and of the cultures of the United States and the world.</p> <p>IV. Acquire new information.</p> <p>V. Respond to the needs and demands of society and the workplace.</p> <p>VI. For personal fulfillment and enjoyment. (Standard 1)</p> <p>VII. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. (Standard 2)</p> <p>VIII. Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and</p>	VOCABULARY	<p><b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase their vocabulary: <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		



	synthesize information. (Standard 8)			
IX.	Understand the process of reading.	<p>COMPREHENSION</p> <p><i>At this level, students should read a minimum of 35 books or book equivalents covering a variety of genres and authors. Students should continue to develop preferences for particular authors and genres.</i></p>	<p><b>B. To read, listen to, recognize, and discuss multiple genres and explain the differences in the effect of their conventions</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify, compare and contrast: <ol style="list-style-type: none"> <li>a. Poetry ( a variety of forms)</li> <li>b. Letters (friendly and business)</li> <li>c. <b>Reality/fantasy</b></li> <li>d. <b>Dialogue</b></li> </ol> </li> <li>2. Discuss what makes a text appealing to a reader</li> <li>3. Identify literary devices an author uses to engage a reader (author's craft)</li> <li>4. Read with comprehension in all areas of the curriculum: <ol style="list-style-type: none"> <li>a. Recall details</li> <li>b. Follow written directions</li> <li>c. Identify: <ol style="list-style-type: none"> <li>i. characters and setting</li> <li>ii. Identify beginning,</li> </ol> </li> </ol> </li> </ol>	
X.	Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)			
XI.	Participate actively in a variety of literacy communities (home, community, school, church, etc.) (Standard 11)			
XII.	Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)			
XIII.	Read to learn about her/his relationship with God and His creation. (Standard 13)			

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|  |  | middle, and<br>end<br>iii. Main idea<br>iv. Resolution<br>of<br>problems/c<br>onflict<br>v. Cause and<br>effect<br>vi. Steps in a<br>process<br>(sequence)<br><br>d. Use narrative<br>elements to:<br>i. Retell<br>stories<br>ii. Make,<br>confirm or<br>revise<br>predictions<br>iii. Make<br>inferences<br>and draw<br>conclusions<br>about<br>implicit<br>and explicit<br>information<br>in texts<br>iv. Compare<br>and<br>contrast<br>v. Sequence<br>vi. Summarize<br><br>5. Interpret, analyze, and<br>evaluate text to extend<br>understanding and<br>appreciation |  |
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		<p><b>C. To use appropriate strategies before, during, and after reading to construct meaning.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Establish a reason for reading</li> <li>2. Access prior knowledge and experiences to make sense of text</li> <li>3. Make and confirm or revise predictions</li> <li>4. Monitor own reading and apply appropriate strategies when understanding breaks down: <ol style="list-style-type: none"> <li>a. Read ahead, reread, activate prior knowledge, create mental pictures</li> <li>b. Stop and summarize in own words; ask questions</li> <li>c. Use story maps and other graphic organizers to organize thoughts and aid understanding</li> </ol> </li> <li>5. Reflect on what they read and make connections to their own lives or familiar experiences</li> </ol>		
	FLUENCY			

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|  |  | <ol style="list-style-type: none"><li>6. Summarize and/or paraphrase sections of the text or whole texts</li></ol> |  |  |
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**D. To read with oral accuracy, expression, and speech-like pace**

The students will:

1. Recognize high frequency words automatically
2. Group words into meaningful phrases
3. Apply a variety of strategies to identify unknown words
4. Apply punctuation to make sense of what is read
5. Read prayers as part of class, school, and parish prayer and liturgy

**E. To use technology to increase comprehension, locate information, and collect and record data**

The students will:

1. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)

## DIOCESAN STANDARDS/GOALS

**TOPIC**

**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**

**ASSESSMENT**  
**FORMATIVE**  
**SUMMATIVE**

I.	Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.	Vocabulary	<b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b>  The students will:  <ol style="list-style-type: none"> <li>1. Increase their vocabulary:             <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		
II.	Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:				
III.	Build an understanding of texts, of themselves, and of the cultures of the United States and the world.				
IV.	Acquire new information.				
V.	Respond to the needs and demands of society and the workplace.				
VI.	For personal fulfillment and enjoyment. (Standard 1)				
VII.	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. (Standard 2)				
VIII.	Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information.	Comprehension	<b>B. To read, listen to, recognize, and discuss multiple genres and explain the differences in the effect of their conventions</b>		

<p>(Standard 8)</p> <p>IX. Understand the process of reading.</p> <p>X. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)</p> <p>XI. Participate actively in a variety of literacy communities (home, community, school, church, etc.) (Standard 11)</p> <p>XII. Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)</p> <p>Read to learn about her/his relationship with God and His creation. (Standard 13)</p>		<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify, compare and contrast: <ol style="list-style-type: none"> <li>a. Poetry ( a variety of forms)</li> <li>b. Letters (friendly and business)</li> <li>c. Reality/fantasy</li> <li>d. Dialogue</li> <li>e. Repetition, rhythm, rhyme</li> <li>f. Description</li> </ol> </li> <li>2. Discuss what makes a text appealing to a reader</li> <li>3. Identify literary devices an author uses to engage a reader (author's craft)</li> <li>4. Read with comprehension in all areas of the curriculum: <ol style="list-style-type: none"> <li>a. Recall details</li> <li>b. Follow written directions</li> <li>c. Identify: <ol style="list-style-type: none"> <li>i. Characters and setting</li> <li>ii. Beginning, middle, and end</li> <li>iii. Main idea</li> <li>iv. Resolution of problems/con-</li> </ol> </li> </ol> </li> </ol>		
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|  |  | <ul style="list-style-type: none"> <li>flict</li> <li>v. Cause and effect</li> <li>vi. Steps in a process (sequence)</li> </ul> <ul style="list-style-type: none"> <li>d. Use narrative elements to: <ul style="list-style-type: none"> <li>i. Retell stories</li> <li>ii. Make, confirm or revise predictions</li> <li>iii. Make inferences and draw conclusions about implicit and explicit information in texts</li> <li>iv. Compare and contrast</li> <li>v. Sequence</li> <li>vi. Summarize</li> </ul> </li> </ul> <p>5. Interpret, analyze, and evaluate text to extend understanding and appreciation</p> <ul style="list-style-type: none"> <li>a. Make and support judgments about text</li> <li>b. Discuss themes</li> <li>c. Develop and defend multiple responses to literature using individual connections and relevant text references</li> </ul> |  |
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**C. To use appropriate strategies before, during, and after reading to construct meaning.**

Fluency

The students will:

1. Establish a reason for reading
2. Access prior knowledge and experiences to make sense of text
3. Make and confirm or revise predictions
4. Monitor own reading and apply appropriate strategies when understanding breaks down:
  - a. Read ahead, reread, activate prior knowledge, create mental pictures
  - b. Stop and summarize in own words; ask questions
  - c. Use story maps and other graphic organizers to organize thoughts and aid understanding
5. Reflect on what they read and make connections to their own lives, the world, or other literary pieces
6. Summarize and/or paraphrase sections of the text or whole texts
7. Create questions about text
8. Identify, use, and explain text structures:
  - a. Conflict/problem/solution /resolution
9. Draw conclusions and make inferences about implicit and



		<p>explicit information in texts</p> <p><b>D. To read with oral accuracy, expression, and speech-like pace</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Recognize high frequency words automatically</li> <li>2. Group words into meaningful phrases</li> <li>3. Apply a variety of strategies to identify unknown words</li> <li>4. Apply punctuation to make sense of what is read</li> <li>5. Read prayers as part of class, school, and parish prayer and liturgy</li> </ol> <p><b>E. To use technology to increase comprehension, locate information, and collect and record data</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)</li> </ol>		
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**R GRADE 4: QUARTER 4**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.</p> <p>II. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:</p> <p>III. Build an understanding of texts, of themselves, and of the cultures of the United States and the world.</p> <p>IV. Acquire new information.</p> <p>V. Respond to the needs and demands of society and the workplace.</p> <p>VI. For personal fulfillment and enjoyment. (Standard 1)</p> <p>VII. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. (Standard 2)</p> <p>VIII. Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information. (Standard 8)</p>	VOCABULARY	<p><b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase their vocabulary: <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		

IX.	Understand the process of reading.	COMPREHENSION	<b>B. To read, listen to, recognize, and discuss multiple genres and explain the differences in the effect of their conventions</b>		
X.	Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)		The students will:		
XI.	Participate actively in a variety of literacy communities (home, community, school, church, etc.) (Standard 11)		1. Identify, compare and contrast:		
XII.	Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)		a. Poetry ( a variety of forms)		
XIII.	Read to learn about her/his relationship with God and His creation. (Standard 13)		b. Letters (friendly and business)		
			c. Reality/fantasy		
			d. Dialogue		
			e. Repetition, rhythm, rhyme		
			f. Description		
			g. Humor: exaggeration, pun		
			2. Discuss what makes a text appealing to a reader		
			3. Identify literary devices an author uses to engage a reader (author’s craft)		
			4. Read with comprehension in all areas of the curriculum:		
			a. Recall details		
			b. Follow written directions		
			c. Identify:		
			i. Characters		

- and setting
- ii. Beginning, middle, and end
- iii. Main idea
- iv. Resolution of problems/conflict
- v. Cause and effect
- vi. Steps in a process (sequence)

- 5. Use narrative elements to:
  - a. Retell stories
  - b. Make, confirm or revise predictions
  - c. Make inferences and draw conclusions about implicit and explicit information in texts
  - d. Compare and contrast
  - e. Sequence
  - f. Summarize
- 6. Interpret, analyze, and evaluate text to extend understanding and appreciation
  - a. Make and support judgments about text
  - b. Discuss themes
  - c. Develop and defend

multiple responses to literature using individual connections and relevant text references

d. **Make and *justify* inferences**

**C. To use appropriate strategies before, during, and after reading to construct meaning.**

The students will:

1. Establish a reason for reading
2. Access prior knowledge and experiences to make sense of text
3. Make and confirm or revise predictions
4. Monitor own reading and apply appropriate strategies when understanding breaks down:
  - a. Read ahead, reread, activate prior knowledge, create mental pictures
  - b. Stop and summarize in own words; ask questions
  - c. Use story maps and other graphic organizers to organize thoughts and aid understanding

		<ol style="list-style-type: none"> <li>5. Reflect on what they read and make connections to their own lives, the world, or other literary pieces</li> <li>6. Summarize and/or paraphrase sections of the text or whole texts</li> <li>7. Create questions about text</li> <li>8. Identify, use, and explain text structures: <ol style="list-style-type: none"> <li>a. Conflict/problem/solution/resolution</li> </ol> </li> <li>9. Draw conclusions and make inferences about implicit and explicit information in texts (repeated)</li> <li>10. Analyze character motive, point of view, perspective, etc.</li> </ol> <p><b>D. To read with oral accuracy, expression, and speech-like pace</b> The students will:</p> <ol style="list-style-type: none"> <li>1. Recognize high frequency words automatically</li> <li>2. Group words into meaningful phrases</li> <li>3. Apply a variety of strategies to identify unknown words</li> <li>4. Apply punctuation to make sense of what is read</li> </ol>		
	FLUENCY			

- |  |  |   |  |  |
|--|--|---|--|--|
|  |  | <ol style="list-style-type: none"><li>5. Read prayers as part of class, school, and parish prayer and liturgy</li></ol> |  |  |
|--|--|---|--|--|

**E. To use technology to increase comprehension, locate information, and collect and record data**

The students will:

1. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)

**Strategies for Teaching and Learning: READING GRADE 4**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Provides individual and group reading opportunities across the curriculum daily.</li><li>• Models a love of reading</li><li>• Finds books that appeal to a variety of readers, careful to allow for different abilities and interests</li><li>• Reads aloud to students across the curriculum</li><li>• Encourages students to examine pictures and other cues to comprehension</li><li>• Challenges students to change the speaker, the setting, or the way a story ends.</li></ul>	<p>The students:</p> <ul style="list-style-type: none"><li>• Participate in formal and informal literature circles and book groups and discuss literature with other students in their class, school and beyond.</li><li>• Apply reading strategies across the curriculum</li><li>• Record responses to literature in a literary journal</li></ul> <p><b>Other:</b></p>



**WRITTEN LANGUAGE****WL GRADE 4: QUARTERS 1&2**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, record, develop ideas, inform, influence, entertain, understand self and others. (Standards 3, 11, 13, 14)</p> <p>II. Write independently. (Standard 5, 7, 11, 12)</p> <p>III. Adjust use of written language to communicate effectively with particular audiences and for particular purposes. (Standard 5)</p> <p>IV. Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. (Standard 5)</p> <p>V. Write to support and serve parish, school and local civic communities. (Standards 11, 13)</p> <p>VI. Apply knowledge of language structure, language</p>	<p>Written Language</p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p>	<p><b>A. To deepen their experiences and understanding of writing genres</b> The students will:</p> <ol style="list-style-type: none"> <li>Use process writing to vary writing according to purpose and audience: <ul style="list-style-type: none"> <li>Pre-write: <ul style="list-style-type: none"> <li>Choose form and topic</li> <li>Identify purpose and audience</li> <li>Organize ideas using a variety of graphic organizers</li> <li>Gather information</li> </ul> </li> <li>Draft: <ul style="list-style-type: none"> <li>Write an introduction</li> <li>Include background information</li> <li>Follow a plan</li> <li>Include and expand supporting details</li> <li>Takes risks with new writing conventions and spelling new words</li> <li>Write a conclusion</li> </ul> </li> <li>Revise/Edit: <ul style="list-style-type: none"> <li>Share writing for feedback and give feedback to others</li> <li>Evaluate and revise draft for clarity and coherence</li> <li>Conference/share with peer/teacher</li> <li>Make revisions/corrections (spelling, usage, etc.)</li> </ul> </li> <li>Publish: <ul style="list-style-type: none"> <li>Print/Exhibit/Present work in text or digital form</li> </ul> </li> </ul></li></ol>		

<p>conventions, media techniques, figurative language to create print texts. (Standards 3, 6)</p> <p>VII. Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge. (Standard 8)</p> <p>VIII. Use the mechanics and conventions of the English language to communicate ideas effectively. (Standard 6)</p> <p>IX. Use written language to accomplish their goals (learning, enjoyment, etc.) (Standards 12, 13)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>	<p>Grammar/ Mechanics/Usage</p>	<p><b>B. To write original pieces of 3 or more paragraphs</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Write paragraphs which demonstrate competency in the following areas: <ol style="list-style-type: none"> <li>Sequence of sentences in a story according to logic and time</li> <li>Recognition and creation of titles for their stories</li> <li>Understanding of a paragraph as a group of sentences about a main idea</li> <li>Adherence to the topic in a story</li> <li>Adherence to the main idea in a paragraph</li> </ol> </li> <li>Write in all areas of curriculum demonstrating competency in: <ol style="list-style-type: none"> <li>Writing in response to prompts</li> <li>Staying on topic</li> <li>Considering audience when writing</li> <li>Including appropriate detail (multiple sentences)</li> <li>Using logical sequencing in paragraphs</li> <li>Writing stories with a beginning, middle and an end</li> </ol> </li> <li>Write two types of compositions with competence: <ol style="list-style-type: none"> <li>Descriptive</li> <li>Narrative</li> </ol> </li> <li>Engage in the research process including: <ol style="list-style-type: none"> <li>Identify prior knowledge and relevant experiences</li> <li>Formulate questions for research</li> <li>Devise a research plan that includes information sources</li> </ol> </li> </ol>		
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- d. Extract relevant information and record in an organized format
  - e. Summarize information in an outline or organized format
  - f. Write research paper
5. Write a variety of poetry (cinquain, haiku, limerick, etc.)
  6. Write thank you notes and friendly letters and emails and identify their parts
  7. Use word processing to write, revise, edit, and correct own work
  8. Keyboard with increasing facility
  9. Choose appropriate technology for communication tasks

**C. To use English language structures and conventions to communicate effectively**

The students will:

1. Identify and correct incomplete sentences
2. Write interesting extended sentences
3. Identify parts of sentences and sentence structure (simple and complete subjects and predicates, direct objects, subjects)
4. Recognize, use, and correctly punctuate the four kinds of sentences:
  - a. Declarative
  - b. Interrogative
  - c. Imperative
  - d. Exclamatory
5. Identify and use appropriately:
  - a. Nouns – abstract, common, proper, singular, plural, collective and possessive
  - b. Verbs – present, past, future

		<p>tenses, action, linking and helping (auxiliary)</p> <p>c. Adjectives and adverbs – simple, comparative, and superlative</p> <p>d. Subject-verb agreement</p> <p>e. Agreement of adjectives with nouns (number)</p> <p>6. Continue to develop paragraphs which demonstrate competency in the following areas:</p> <p>a. Developmentally appropriate spelling</p> <p>b. Initial capitalization</p> <p>c. Capitalization of proper nouns</p> <p>d. Sequencing</p> <p>e. Paragraph indentation</p> <p>7. Correct use of commas in sentences for clarity</p> <p>8. Use apostrophes correctly</p> <p>9. Address envelopes and postcards correctly</p> <p>10. Write email messages using Standard English appropriate to the purpose and audience</p> <p><b>D. For students whom English is a second language, to make connections between the structures of their first language and English</b></p> <p>The students will:</p> <p>1. Identify capitalization and punctuation similarities and differences between their first language and English</p>		
	ELL Learners			

**WL GRADE 4: QUARTER 3&4:****DIOCESAN STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVES/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

<p>I. Write to discover, record, develop ideas, inform, influence, entertain, understand self and others. (Standards 3, 11, 13, 14)</p> <p>II. Write independently. (Standard 5, 7, 11, 12)</p> <p>III. Adjust use of written language to communicate effectively with particular audiences and for particular purposes. (Standard 5)</p> <p>IV. Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. (Standard 5)</p> <p>V. Write to support and serve parish, school and local civic communities. (Standards 11, 13)</p>	<p>Written Language</p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p>	<p><b>A. To deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Use process writing to vary writing according to purpose and audience:             <ul style="list-style-type: none"> <li>○ Pre-write:                 <ul style="list-style-type: none"> <li>▪ Choose form and topic</li> <li>▪ Identify purpose and audience</li> <li>▪ Organize ideas using a variety of graphic organizers</li> <li>▪ Gather information</li> <li>▪ Order/outline details – chronologically, in order of importance, spatially, logically</li> </ul> </li> <li>○ Draft:                 <ul style="list-style-type: none"> <li>▪ Write an introduction</li> <li>▪ Include background information</li> <li>▪ Follow a plan</li> <li>▪ Include and expand supporting details</li> <li>▪ Takes risks with new writing conventions and spelling new words</li> <li>Write a conclusion</li> </ul> </li> <li>○ Revise/Edit:                 <ul style="list-style-type: none"> <li>▪ Share writing for feedback and give feedback to others</li> <li>▪ Evaluate and revise draft for clarity and coherence</li> <li>▪ Conference/share with peer/teacher</li> <li>▪ Make revisions/corrections (spelling, usage, etc.)</li> </ul> </li> </ul> </li> </ol>		
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*\*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible*

*for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

Grammar/  
Mechanics/Usage

- Publish:
  - Print/Exhibit/Present work in text or digital form
- 2. Select, organize, and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)

**B. To write original pieces of 3 or more paragraphs**

The students will:

1. Write paragraphs which demonstrate competency in the following areas:
  - a. Sequence of sentences in a story according to logic and time
  - b. Recognition and creation of titles for their stories
  - c. Understanding of a paragraph as a group of sentences about a main idea
  - d. Adherence to the topic in a story
  - e. Adherence to the main idea in a paragraph
2. Write in all areas of curriculum demonstrating competency in:
  - a. Writing in response to prompts
  - b. Staying on topic
  - c. Considering audience when writing
  - d. Including appropriate detail (multiple sentences)

VI. Apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts. (Standards 3, 6)

VII. Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge. (Standard 8)

VIII. Use the mechanics and conventions of the English language to communicate ideas effectively. (Standard 6)

**IX.** Use written language to accomplish their goals (learning, enjoyment, etc.) (Standards 12, 13)

- e. Using adjectives and adverbs (words or phrases) to create meaning and detail in writing
- f. Using logical sequencing in paragraphs
- g. Writing stories with a beginning, middle and an end
- h. Editing own work for development of ideas and themes
- 3. Write four types of compositions with competence:
  - a. Persuasive (Express an opinion with reasons)
  - b. Explanatory (How-to) or Expository
  - c. Descriptive
  - d. Narrative
- 4. Engage in the research process including:
  - a. Identify prior knowledge and relevant experiences
  - b. Formulate questions for research
  - c. Devise a research plan that includes information sources
  - d. Extract relevant information and record in an organized format
  - e. Summarize information in an outline or organized format
  - f. Write research paper
- 5. Write a variety of poetry (cinquain, haiku, limerick, etc.)

6. Write thank you notes and friendly letters and emails and identify their parts
7. Use word processing to write, revise, edit, and correct own work
8. Keyboard with increasing facility
9. Choose appropriate technology for communication tasks

**C. To use English language structures and conventions to communicate effectively**

The students will:

1. Identify and correct incomplete sentences
2. Write interesting extended sentences
3. Identify parts of sentences and sentence structure (simple and complete subjects and predicates, direct objects, subjects of imperative sentences)
4. Recognize, use, and correctly punctuate the four kinds of sentences:
  - a. Declarative
  - b. Interrogative
  - c. Imperative
  - d. Exclamatory
5. Identify and use appropriately:
  - a. Nouns – abstract, common, proper, singular, plural, collective and possessive
  - b. Pronouns – proper use of subject (nominative) and object (objective) pronouns
  - c. Verbs – present, past, future tenses, action, linking and helping (auxiliary)



		<ul style="list-style-type: none"> <li>d. Adjectives and adverbs – simple, comparative, and superlative</li> <li>e. Subject-verb agreement</li> <li>f. Agreement of adjectives with nouns (number)</li> <li>g. Identification of conjunctions, interjections, prepositions</li> </ul> <p>6. Continue to develop paragraphs which demonstrate competency in the following areas:</p> <ul style="list-style-type: none"> <li>a. Developmentally appropriate spelling</li> <li>b. Initial capitalization</li> <li>c. Capitalization of proper nouns</li> <li>d. Sequencing</li> <li>e. Paragraph indentation</li> </ul> <p>7. Correct use of commas in sentences for clarity</p> <p>8. Use apostrophes correctly</p> <p>9. Address envelopes and postcards correctly</p> <p>10. Recognize and use abbreviations for months, days of week, titles (Mr., Mrs., Ms., Dr., Fr., etc.) states, and street</p> <p>11. Use direct quotations with increasing skill</p> <p>12. Write email messages using Standard English appropriate to the purpose and audience</p> <p>13. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information (Understand the grammar of the Internet)</p>		
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	<p><b>D. For students whom English is a second language, to make connections between the structures of their first language and English</b></p> <p>The students will:</p> <ol style="list-style-type: none"><li>1. Identify capitalization and punctuation similarities and differences between their first language and English</li></ol>		
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**Strategies for Teaching and Learning: WRITTEN LANGUAGE GRADE 4**

Suggested Teaching Strategies	Teaching Learning Strategies
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Models writing for a variety of purposes</li><li>• Makes time for writing across the curriculum every day</li></ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"><li>• Relates writing activities to authentic purposes (thank you notes, explanations, expressing opinions, writing lyrics, creating prayer for special occasions)</li><li>• Work with writing partners in the writing process</li><li>• Work together to publish newsletters, dramas, poetry</li><li>• Keep journals of writing ideas</li></ul> <p><b>Other:</b></p>

## SPELLING

### **S GRADE 4: QUARTERS 1 & 2**

<b>DICOESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Understand how spelling is related to meaning and word derivation. (Standard 6)		<b>A. To spell correctly in written work</b>  The students will: <ol style="list-style-type: none"><li>1. Know the various spelling rules and how to apply them to words (i.e. when to double a consonant, “<i>I</i> before <i>e</i> except after <i>c</i>.”</li><li>2. Look up unknown spellings in the dictionary</li><li>3. Use word study strategies in spelling</li><li>4. Proofread for spelling</li><li>5. Correctly form plurals and possessives</li><li>6. Correctly spell everyday vocabulary and sight words</li><li>7. Correctly spell list words in all areas of the curriculum</li><li>8. Use a dictionary or spell-check to check for correct spelling</li><li>9. Use a thesaurus or thesaurus software to build vocabulary</li><li>10. Complete sentences and thoughts with appropriate words</li></ol>		
II. Understand patterns and rules of spelling in the English language. (Standard 6)				

**S GRADE 4: QUARTERS 3&4****DICOESAN  
STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVE/ENABLING OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I. Understand how spelling is related to meaning and word derivation. (Standard 6)

II. Understand patterns and rules of spelling in the English language. (Standard 6)

**A. To spell correctly in written work**

The students will:

1. Look up unknown spellings in the dictionary
2. Use word study strategies in spelling
3. Proofread for spelling
4. Correctly form plurals and possessives
5. Correctly spell everyday vocabulary and sight words
6. Correctly spell list words in all areas of the curriculum
7. Use a dictionary or spell-check to check for correct spelling
8. Use a thesaurus or thesaurus software to build vocabulary
9. Complete sentences and thoughts with appropriate words
10. Correctly form plurals and possessives
11. Correctly form verbs in past tense and present tense
12. Recognize relationships between words (analogies)

**Strategies for Teaching and Learning: SPELLING GRADE 4**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Makes students aware of errors in newspapers and magazines (Most newspapers publish corrections of a variety of mistakes -many spelling- in a prominent part of the paper.)</li><li>• Models checking own spelling and analyzing new words.</li><li>• Administers pre-tests</li><li>• Encourages student to arrange lists of words in groups of their own creation (Make connections between words, see patterns among words.)</li><li>• Work in small groups or peers to correct each other's spelling</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• Participate in spelling games and contests with one another</li><li>• Create and use their own list of misspelled words (personal spelling journals)</li><li>• Use spell-check to correct spelling</li></ul>

**ORAL LANGUAGE****OL GRADE 4: QUARTERS 1-4****DICOESAN  
STANDARDS/GOALS****TOPIC/NOTES****OBJECTIVES/ENABLING  
OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I.	Express him/herself clearly in formal and informal settings. (Standard 11)	Oral Language	<b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, community, and parish life</b>		
II.	Adjust use of spoken language (conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 4)		The students will:  1. Use effective speaking skills in: <ol style="list-style-type: none"> <li>Discussing ideas with the whole class and in small group</li> <li>Telling stories</li> <li>Oral reporting</li> <li>Presenting plays</li> <li>Role playing and pantomime</li> <li>Reading stories</li> <li>Reading plays</li> <li>Speaking on the telephone</li> <li>Communicating in everyday situations</li> <li>Expressing personal feelings and opinions</li> <li>Presenting oral reports across the curriculum (Both formal and informal should be regularly scheduled)</li> <li>Memorizing and reciting a poem or short dramatic selection for class presentation</li> <li>Making and recording original news reports</li> <li>Reading orally with appropriate accuracy, expression, style, and attention to phrasing and punctuation</li> </ol>		
III.	Show interrelationships between oral and written language. (Standard 3)				
IV.	The student will set purposes for listening (enjoyment, get information, solve problems). (Standard 12, 13)				
V.	The student will develop active listening skills. (Standard 11)				
VI.	The student will develop critical listening skills. (Standard 7)				

VII.	The student will construct meaning from auditory experiences. (Standards 7, 12)		<ul style="list-style-type: none"> <li>o. Participating appropriately in conversations and discussions</li> <li>p. Giving precise directions, accurate information and convincing ideas</li> </ul>		
VIII.	The student will expand vocabulary by listening and speaking. (Standards 6, 11)	Listening Skills	<p>2. Demonstrate clear and confident oral communication when:</p> <ul style="list-style-type: none"> <li>a. Asking and answering relevant questions</li> <li>b. Requesting, reporting and providing information</li> <li>c. Clarifying and supporting ideas with objects, elaboration, and examples</li> <li>d. Adapting tone, style, and content to respond to topic and audience</li> </ul> <p><b>B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Demonstrate effective listening skills: Focus on speaker, make eye contact, listen with whole body</li> <li>2. Apply comprehension strategies in listening</li> <li>3. Connect own experiences with those of the speaker</li> <li>4. Respond with understanding to the comments of others</li> <li>5. Identify main idea and details in a oral story</li> <li>6. Identify sequence of events in an oral story</li> <li>7. Identify setting, plot, characters in an oral story</li> <li>8. Identify sound words</li> <li>9. Follow multi-stepped directions accurately</li> <li>10. Verbally summarize directions</li> </ul>		



**Strategies for Teaching and Learning: ORAL LANGUAGE GRADE 4**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Provides frequent and varied opportunities for students to dramatize, give opinions, recite and read aloud.</li><li>• Provides a classroom environment conducive to students expressing thoughts and opinions comfortably</li><li>• Models correct pronunciation, inflection, expression in oral communication</li></ul> <p>Requires students to answer all questions in full sentences</p>	<p>The students:</p> <ul style="list-style-type: none"><li>• Work together to create dramatic presentations and reports</li><li>• Participate in choral speaking</li><li>• Recite memorized poems and other pieces of literature</li><li>• Participate in liturgy as lectors and readers</li></ul>







## HANDWRITING

### **H GRADE 4: QUARTERS 1-4**

<b>DICOESAN STANDARDS/GOALS</b>	<b>TOPIC</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. The students will understand that legible handwriting is a tool of communication. (Standard 4)</p> <p>II. The student will understand that legible writing is a matter of courtesy to the one who is expected to read it. (Standard 6)</p>	HANDWRITING	<p><b>A. To write legibly to enable effective, courteous written communication</b></p> <p>The students will:</p> <ol style="list-style-type: none"><li>1. Complete all written assignments in legible cursive</li><li>2. Produce correct formation of all cursive and manuscript letters without a model</li><li>3. Produce correct formation of all cursive letters with the proper slant</li><li>4. Copy from another source using proper letter formation and spacing</li><li>5. Assume correct posture when writing</li><li>6. Produce neat, legible work across the curriculum</li><li>7. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)</li></ol>		

## **Suggested Cross-Curricular and Catholic Social Teaching Links**

### **Grade Four**

-  Students will read newspapers to find examples of ways the government fulfills its function to serve the common good. (Social Studies)
-  Students read literature about people of a variety of races and cultures and with ideological differences from their own (*How My Parents Learned to Eat*, *Esperanza Rising*) and grow in their understanding of the family of God. (Religion, Social Studies)
-  Students write (or email) pen pals from other countries and deepen their understanding and tolerance of different cultures. (Social Studies)
-  Students participate in essay contests or other communication activities celebrating Earth and Arbor Days expressing an understanding of their responsibilities as guardians of the earth. (Social Studies, Science, Health)
-  Students present oral presentations about people who work for the good of others recognizing and celebrating the importance of promoting human dignity. (Social Studies, Religion)
-  Students meet with local political leaders and express their civic and human rights concerns. (Social Studies, Religion)

**Notes:**

## READING

## R GRADE 5: QUARTER 1

DIOCESAN STANDARDS/GOALS		TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I.	Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.	VOCABULARY	<b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b>  The students will: <ol style="list-style-type: none"> <li>1. Increase their vocabulary:               <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		
II.	Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:				
III.	To build an understanding of texts, of themselves, and of the cultures of the United States and the world.				
IV.	To acquire new information.				
V.	To respond to the needs and demands of society and the workplace.				
VI.	For personal fulfillment and enjoyment.				
VII.	To learn more about their Catholic faith and traditions. (Standards 1, 13				
VIII.	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of	COMPREHENSION	<b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b>		

<p>human experience. (Standard 2)</p> <p>IX. Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information. (Standard 8)</p> <p>X. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information (Understand the grammar of the Internet). (Standard 7)</p> <p>XI. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)</p> <p>XII. Participate actively in a variety of literacy communities (home, community, school, parish, etc.) (Standards 11, 15)</p> <p>XIII. Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)</p> <p>XIII. Students whose first language is not English will use vocabulary and structure of their first</p>		<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of the curriculum               <ol style="list-style-type: none"> <li>a. Interpret charts, maps, pictures, etc.</li> <li>b. Apply reading strategies to taking tests</li> <li>c. Compare and contrast across media (books, DVDs, audio, etc.)</li> <li>d. Take notes on what is read identifying main idea, details, etc.</li> <li>e. Compare and contrast elements in text</li> <li>f. Make generalizations about and paraphrase what is read</li> <li>g. Select and use appropriate technology for reading and research tasks</li> <li>h. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)</li> <li>i. Use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts)</li> <li>j. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information )</li> </ol> </li> <li>2. Set a purpose for reading and</li> </ol>		
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language to build an understanding of English.  
(Standard 10)

adjust the purpose while reading

3. Independently apply comprehension strategies before, during, and after reading in all situations including but not limited to:
  - a. Preview material to be read and activate prior knowledge
  - b. Predict outcomes, verify, confirm or revise predictions
  - c. Skim and scan for information
  - d. Construct meaning from text, knowledge of context, illustrations, text features
  - e. Make connections to self, the world, or other texts
  - f. Summarize what is read
  - g. Self monitor
  - h. Self-question for overall understanding
  - i. Adjust reading rate, reread, read ahead
4. Identify author's purpose (persuade, inform, entertain, express, etc.) and point of view and/or bias
5. Identify how an author's experience affects text
6. Identify how a reader's experience affects their interpretation and reaction to text
7. Identify cause and effect

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|  |  | <ol style="list-style-type: none"> <li>8. Reflect on and respond to what is read</li> <li>9. Identify fact and opinion</li> <li>10. Identify main ideas and supporting details</li> <li>11. Distinguish between and among fact/fiction/fantasy</li> <li>12. Sequence events in a narrative and in a process</li> <li>13. Identify story elements: character, plot and plot structure, setting, theme</li> <li>14. Analyze how characters deal with human experience and relate to real life situations</li> <li>15. Make and justify inferences from implicit and explicit information</li> <li>16. Make and support judgments</li> <li>17. Connect text to other text, to personal experience, and to the world</li> <li>18. Interpret implied information in text</li> <li>19. Generate and respond to questions</li> <li>20. Choose from a variety of genres to read for personal enjoyment</li> <li>21. Identify multiple genres and explain the differences in the effect of their conventions: <ol style="list-style-type: none"> <li>a. Flashback</li> <li>b. Mood</li> <li>c. Personification</li> <li>d. Sound devices of poetry (alliteration, onomatopoeia, repetition, rhyme, rhythm)</li> <li>e. A variety of fiction genres (short story, novel,</li> </ol> </li> </ol> |  |
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		<p>science fiction, realistic fiction, humorous fiction, fantasy, historical fiction, mystery, fairy tales, folktales, fables, legends, myths)</p> <p>f. A variety of kinds of poems</p> <p>22. <b>Use</b> technology to increase comprehension, locate information, collect data; the student will:</p> <p>a. <b>Use</b> telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)</p> <p>b. <b>Evaluate</b> electronic information sources and <b>evaluate</b> the accuracy and relevance of such information (understand how to read URLs, websites, etc.)</p> <p>c. <b>Use</b> directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, library catalogs)</p>		
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**R GRADE 5: QUARTER 2:**

DIOCESAN STANDARDS/GOALS	TOPICS/NOTES	OBJECTIVES/ ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.</p> <p>II. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:</p> <p>III. To build an understanding of texts, of themselves, and of the cultures of the United States and the world.</p> <p>IV. To acquire new information.</p> <p>V. To respond to the needs and demands of society and the workplace.</p> <p>VI. For personal fulfillment and enjoyment.</p> <p>VII. To learn more about their Catholic faith and traditions. (Standards 1, 13</p> <p>VIII. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. (Standard 2)</p>	VOCABULARY	<p><b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase their vocabulary: <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		

<p>IX. Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information. (Standard 8)</p> <p>X. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information (Understand the grammar of the Internet). (Standard 7)</p> <p>XI. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)</p> <p>XII. Participate actively in a variety of literacy communities (home, community, school, parish, etc.) (Standards 11, 15)</p> <p>XIV. Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)</p> <p>XIII. Students whose first language is not English will use vocabulary and structure of their first language to build an understanding of English. (Standard 10)</p>	<p>COMPREHENSION</p>	<p><b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of the curriculum <ol style="list-style-type: none"> <li>a. Interpret charts, maps, pictures, etc.</li> <li>b. Apply reading strategies to taking tests</li> <li>c. Compare and contrast across media (books, DVDs, audio, etc.)</li> <li>d. Take notes on what is read identifying main idea, details, etc.</li> <li>e. Compare and contrast elements in text</li> <li>f. Make generalizations about and paraphrase what is read</li> <li>g. Select and use appropriate technology for reading and research tasks</li> <li>h. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)</li> <li>i. Use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts)</li> <li>j. Evaluate electronic information sources and make decisions about the</li> </ol> </li> </ol>		
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|  |  | <p>accuracy and relevance of such information )</p> <ul style="list-style-type: none"> <li>k. Classify and categorize information read</li> <li>l. Make generalizations about and paraphrase what is read</li> </ul> <p>2. Set a purpose for reading and adjust the purpose while reading</p> <p>3. Independently apply comprehension strategies before, during, and after reading in all situations including but not limited to:</p> <ul style="list-style-type: none"> <li>a. Preview material to be read and activate prior knowledge</li> <li>b. Predict outcomes, verify, confirm or revise predictions</li> <li>c. Skim and scan for information</li> <li>d. Construct meaning from text, knowledge of context, illustrations, text features</li> <li>e. Make connections to self, the world, or other texts</li> <li>f. Summarize what is read</li> <li>g. Self monitor</li> <li>h. Self-question for overall understanding</li> <li>i. Adjust reading rate, reread, read ahead</li> </ul> <p>4. Identify author's purpose (persuade, inform, entertain,</p> |  |  |
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		<p>express, etc.) and point of view and/or bias</p> <ol style="list-style-type: none"> <li>5. Identify how an author's experience affects text</li> <li>6. Identify how a reader's experience affects their interpretation and reaction to text</li> <li>7. Identify cause and effect</li> <li>8. Reflect on and respond to what is read</li> <li>9. Identify fact and opinion</li> <li>10. Identify main ideas and supporting details</li> <li>11. Distinguish between and among fact/fiction/fantasy</li> <li>12. Sequence events in a narrative and in a process</li> <li>13. Identify literary elements: characterization, plot and plot structure, setting, theme, foreshadowing, symbolism, imagery, etc.</li> <li>14. Analyze how characters deal with human experience and relate to real life situations</li> <li>15. Make and justify inferences from implicit and explicit information</li> </ol>		
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		<p>16. Make and support judgments</p> <p>17. Connect text to other text, to personal experience, and to the world</p> <p>18. Interpret implied information in text</p> <p>19. Generate and respond to questions</p> <p>20. Choose from a variety of genres to read for personal enjoyment</p> <p>21. Identify multiple genres and explain the differences in the effect of their conventions:</p> <ul style="list-style-type: none"> <li>a. Flashback</li> <li>b. Mood</li> <li>c. Personification</li> <li>d. Sound devices of poetry (alliteration, onomatopoeia, repetition, rhyme, rhythm)</li> <li>e. A variety of fiction genres (short story, novel, science fiction, realistic fiction, humorous fiction, fantasy, historical fiction, mystery, fairy tales, folktales, fables, legends, myths)</li> <li>f. A variety of kinds of poems</li> <li>g. Hyperbole</li> <li>h. Symbolism in text</li> <li>i. Dialect</li> </ul>		
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		<p>j. A variety of nonfiction genres (essays, photo essays, autobiography and biography, newspaper and magazine articles, journals, editorials, etc.)</p> <p>22. Draw and use evidence from written, heard, read, and viewed text to defend conclusions</p> <p>23. Identify the literary techniques an author uses to engage readers</p> <p>24. Describe how authors, illustrators, and filmmakers communicate social issues</p> <p>25. Identify author's use of persuasive devices and propaganda</p> <p>26. Compare and contrast themes across classical and contemporary texts</p> <p>27. Use technology to increase comprehension, locate information, collect data; the student will:</p> <p>a. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)</p>		
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		<ul style="list-style-type: none"> <li>b. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)</li> <li>c. Use directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, library catalogs)</li> </ul>		
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## R GRADE 5: QUARTERS 3 & 4

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills.</p> <p>II. Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts:</p> <p>III. To build an understanding of texts, of themselves, and of the cultures of the United States and the world.</p> <p>IV. To acquire new information.</p> <p>V. To respond to the needs and demands of society and the workplace.</p> <p>VI. For personal fulfillment and enjoyment.</p> <p>VII. To learn more about their Catholic faith and traditions. (Standards 1, 13)</p> <p>VIII. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. (Standard 2)</p>	VOCABULARY	<p><b>A. To correctly identify, apply, and integrate content-related vocabulary words to increase comprehension, communication, and promote a greater enjoyment of reading</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Increase their vocabulary: <ol style="list-style-type: none"> <li>a. Recognize basic vocabulary words by sight and meaning</li> <li>b. Recognize grade appropriate high frequency words</li> <li>c. Use reference materials to determine the meaning, pronunciation, and derivations of unknown words</li> <li>d. Understand multiple meaning words, synonyms, antonyms, homophones, and homographs</li> </ol> </li> </ol>		



<p>IX. Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information. (Standard 8)</p> <p>X. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information (Understand the grammar of the Internet). (Standard 7)</p> <p>XI. Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles. (Standard 9)</p> <p>XII. Participate actively in a variety of literacy communities (home, community, school, parish, etc.) (Standards 11, 15)</p> <p>XIII. Students whose first language is not English will use vocabulary and structure of their first language to build an understanding of English. (Standard 10)</p>	<p>COMPREHENSION</p>	<p><b>B. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of the curriculum <ol style="list-style-type: none"> <li>a. Interpret charts, maps, pictures, etc.</li> <li>b. Apply reading strategies to taking tests</li> <li>c. Compare and contrast across media (books, DVDs, audio, etc.)</li> <li>d. Take notes on what is read identifying main idea, details, etc.</li> <li>e. Compare and contrast elements in text</li> <li>f. Make generalizations about and paraphrase what is read</li> <li>g. Select and use appropriate technology for reading and research tasks</li> <li>h. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)</li> <li>i. Use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts)</li> </ol> </li> </ol>		
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|  |  | <ul style="list-style-type: none"> <li>j. Evaluate electronic information sources and make decisions about the accuracy and relevance of such information )</li> <li>k. Classify and categorize information read</li> </ul>  |  |
|  |  | <ul style="list-style-type: none"> <li>2. Set a purpose for reading and adjust the purpose while reading</li> </ul>  |  |
|  |  | <ul style="list-style-type: none"> <li>3. Independently apply comprehension strategies before, during, and after reading in all situations including but not limited to:               <ul style="list-style-type: none"> <li>a. Preview material to be read and activate prior knowledge</li> <li>b. Predict outcomes, verify, confirm or revise predictions</li> <li>c. Skim and scan for information</li> <li>d. Construct meaning from text, knowledge of context, illustrations, text features</li> <li>e. Make connections to self, the world, or other texts</li> <li>f. Summarize what is read</li> <li>g. Self monitor</li> <li>h. Self-question for overall understanding</li> <li>i. Adjust reading rate, reread, read ahead</li> </ul> </li> </ul> |  |

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|  |  | <ol style="list-style-type: none"> <li>4. Identify author's purpose (persuade, inform, entertain, express, etc.) and point of view and/or bias</li> <li>5. Identify how an author's experience affects text</li> <li>6. Identify how a reader's experience affects their interpretation and reaction to text</li> <li>7. Identify cause and effect</li> <li>8. Reflect on and respond to what is read</li> <li>9. Identify fact and opinion</li> <li>10. Identify main ideas and supporting details</li> <li>11. Distinguish between and among fact/fiction/fantasy</li> <li>12. Sequence events in a narrative and in a process</li> <li>13. Identify story elements: character, plot and plot structure, setting, theme</li> <li>14. Analyze how characters deal with human experience and relate to real life situations</li> <li>15. Make and justify inferences from implicit and explicit information</li> <li>16. Make and support judgments</li> <li>17. Connect text to other text, to personal experience, and to the world</li> <li>18. Interpret implied information in text</li> <li>19. Generate and respond to questions</li> </ol> |  |
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|  |  | <p>20. Choose from a variety of genres to read for personal enjoyment</p> <p>21. Identify multiple genres and explain the differences in the effect of their conventions:</p> <ul style="list-style-type: none"> <li>a. Flashback</li> <li>b. Mood</li> <li>c. Personification</li> <li>d. Sound devices of poetry (alliteration, onomatopoeia, repetition, rhyme, rhythm)</li> <li>e. A variety of fiction genres (short story, novel, science fiction, realistic fiction, humorous fiction, fantasy, historical fiction, mystery, fairy tales, folktales, fables, legends, myths)</li> <li>f. A variety of kinds of poems</li> <li>g. Hyperbole</li> <li>h. Symbolism in text</li> <li>i. Dialect</li> <li>j. A variety of nonfiction genres (essays, photo essays, autobiography and biography, newspaper and magazine articles, journals, editorials, etc.)</li> <li>k. Humor</li> </ul> <p>22. Draw and use evidence from written, heard, read, and viewed text to defend conclusions</p> |  |
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|  |  | <ol style="list-style-type: none"> <li>23. Identify the literary techniques an author uses to engage readers</li> <li>24. Describe how authors, illustrators, and filmmakers communicate social issues</li> <li>25. Identify author's use of persuasive devices and propaganda</li> <li>26. Compare and contrast themes across classical and contemporary texts</li> <li>27. Explore how culture, history, and ethnicity affect themes and issues in literature</li> <li>28. Compare and respond to texts from multicultural perspectives</li> <li>29. Analyze author's style and language (age appropriate)</li> <li>30. Describe the effect of the author's choice of genre</li> <li>31. Distinguish between dialogue and narrative</li> <li>32. Use technology to increase comprehension, locate information, collect data; the student will: <ol style="list-style-type: none"> <li>a. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)</li> <li>b. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)</li> </ol> </li> </ol> |  |
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|  |  | c. Use directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, library catalogs) |  |
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**Strategies for Teaching and Learning: READING GRADE 5**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Provide individual and group reading opportunities across the curriculum daily.</li><li>• Models a love of reading</li><li>• Encourages student to use the “SQ3R” method to assist comprehension</li></ul> <p><b>Other:</b></p>	<p>The students:</p> <ul style="list-style-type: none"><li>• Participate in formal and informal literature circles and book groups</li><li>• Apply reading strategies across the curriculum</li></ul> <p><b>Other:</b></p>

**WRITTEN LANGUAGE****WL GRADE 5: QUARTER 1**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, to record, to develop ideas, to inform, to influence, to entertain, to understand self and others. (Standards 2, 5)</p> <p>II. Write independently. (Standard 12)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Understand and use a variety of writing formats. (Standard 5)</p> <p>V. Write to serve and support school, parish and local civic communities. (Standards 12,13)</p> <p>VI. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts. (Standard 6)</p>	<p>WRITTEN LANGUAGE</p> <p>By the end of fifth grade the student will write a well developed five paragraph essay. (Benchmark)</p> <p>Provide multiple opportunities for various forms of nonfiction writing across the content areas.</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Engage in a variety of writing experiences including, but not limited to:               <ol style="list-style-type: none"> <li>a. Writing friendly and business letters, understanding and identifying the formats and purposes of each</li> <li>b. Writing narratives that include title, characters, setting, events, problem, resolution and personal narrative that include events in sequence</li> <li>c. Writing descriptions that include title, main idea, details, sensory images, conclusion</li> <li>d. Writing email and postcard messages appropriate to purpose and audience</li> <li>e. Writing for personal use in response journals, blogs (Online journals), logs, notes for comprehension</li> <li>f. Sharing writing with others</li> <li>g. Connecting personal experiences with stories</li> <li>h. Writing reports (social studies, science)</li> <li>i. Writing from a variety of prompts including books, essays, articles and letters</li> <li>j. Selecting, organizing and producing visuals to complement and extend</li> </ol> </li> </ol>		



<p>VIII. Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge. (Standard 8)</p> <p>IX. Use written language to accomplish her/his own goals (learning, enjoyment, etc.) (Standard 12)</p> <p>X. Use technology to edit and correct written work. (Standard 8)</p> <p>XI. Use appropriate technology for written tasks. (Standard 8)</p> <p>XII. Understand the grammar of the Internet. (Standards 7&amp;8)</p> <p>XIII. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a</i></p>		<p>meaning (graphs, charts, simple spreadsheets, models, illustrations)</p> <p>2. Implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts:</p> <ul style="list-style-type: none"> <li>a. Pre-writing <ul style="list-style-type: none"> <li>i. Choose form and topic</li> <li>ii. Identify purpose and audience</li> <li>iii. Gather information from more than one source</li> <li>iv. Organize information (Order details – chronologically, in order of importance, spatially, logically)</li> </ul> </li> <li>b. Draft <ul style="list-style-type: none"> <li>i. Write an introduction</li> <li>ii. Include background information</li> <li>iii. Follow a plan</li> <li>iv. Include and expand supporting details</li> <li>v. Write a conclusion</li> </ul> </li> <li>c. Revise/Edit <ul style="list-style-type: none"> <li>i. Evaluate draft</li> <li>ii. Conference/share with peer/teacher</li> <li>iii. Correct (spelling, usage, etc.)</li> <li>iv. Revise</li> </ul> </li> <li>d. Publication</li> <li>e. Share work with others</li> </ul>		
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*timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

3. Use technology in all phases of writing:
  - a. Apply standard keyboard knowledge to the writing process
  - b. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.
  - c. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work.
  - d. Identify copyright and plagiarism issues in both written and online text and discuss personal consequences of inappropriate

**B. Students for whom English is a second language: to make connections between the structures of their first language and English**

The students will:

1. Use their knowledge of written language structure in their first language to write competently in English.

**C. To use English language structures and conventions to communicate effectively**

The students will:

1. Demonstrate comprehension of sentence structure:

- a. Write interesting extended sentences (Declarative, Interrogative, Imperative, Exclamatory)
- b. Identify parts of a sentence: simple, complete and compound subjects and predicates, direct objects; subjects of imperative sentences.
- c. Identify the structure of sentences
- d. Combine independent clauses to form compound sentences
- e. Distinguish between phrases and clauses

2. Students at this level should increase their ability to identify and use appropriately:

- a. Nouns – abstract, common, proper, singular, plural, collective and possessive
- b. Pronouns – proper use of subject (nominative) and object (objective) pronouns; possessive and indefinite pronouns
- c. Verbs – present, past, future tenses; action, linking and helping (auxiliary); principal parts (present and past participles)
- d. Adjectives and adverbs – simple, comparative, and superlative-both regular and irregular
- e. Identification of conjunctions, interjections, prepositions
- f. Subject – verb agreement
- g. Agreement of adjectives with nouns (number)

3. Students will demonstrate the ability to apply syntax, punctuation and usage rule to writing. They will:

- a. Identify and use irregular verbs correctly
- b. Identify and use linking verbs
- c. Identify prepositional phrases
- d. Indent paragraphs
- e. Use end of sentence punctuation correctly
- f. Correctly punctuate business and friendly letters
- g. Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations.
- h. Use a colon between hour and minute
- i. Abbreviate titles, days of the week and months of the year, internet addresses, time, units of measure
- j. Use state postal abbreviations
- k. Capitalize titles of books, movies, poems, etc., all proper nouns, the first words in sentences
- l. Address envelopes and postcards correctly
- m. Write email messages with appropriate use of Standard English
- n. Use correct end marks for sentences (periods, question marks, exclamation marks)
- o. Avoid using double negatives

		<p><b>D. Students for whom English is second language, to make connections between structures of their first language and English</b></p>		
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The students will:

1. Identify capitalization and punctuation similarities and differences between their first language and English

**WL GRADE 5: QUARTER 2**

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, to record, to develop ideas, to inform, to influence, to entertain, to understand self and others. (Standards 2, 5)</p> <p>II. Write independently. (Standard 12)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Understand and use a variety of writing formats. (Standard 5)</p> <p>V. Write to serve and support school, parish and local civic communities. (Standards 12,13)</p> <p>VI. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts. (Standard 6)</p> <p>VIII. Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge. (Standard 8)</p>	<p>WRITTEN LANGUAGE</p> <p>By the end of fifth grade the student will write a well developed five paragraph essay. (Benchmark)</p> <p>Provide multiple opportunities for various forms of nonfiction writing across the content areas.</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Engage in a variety of writing experiences including, but not limited to:               <ol style="list-style-type: none"> <li>a. Writing friendly and business letters, understanding and identifying the formats and purposes of each</li> <li>b. Writing narratives that include title, characters, setting, events, problem, resolution and personal narrative that include events in sequence</li> <li>c. Writing descriptions that include title, main idea, details, sensory images, conclusion</li> <li>d. Writing email and postcard messages appropriate to purpose and audience</li> <li>e. Writing for personal use in response journals, blogs (Online journals), logs, notes for comprehension</li> </ol> </li> </ol>		

<p>IX. Use written language to accomplish her/his own goals (learning, enjoyment, etc.) (Standard 12)</p> <p>X. Use technology to edit and correct written work. (Standard 8)</p> <p>XI. Use appropriate technology for written tasks. (Standard 8)</p> <p><b>XII.</b> Understand the grammar of the Internet. (Standards 7&amp;8)</p> <p>XIII. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<p>f. Sharing writing with others</p> <p>g. Connecting personal experiences with stories</p> <p>h. Writing reports (social studies, science)</p> <p>i. Writing from a variety of prompts including books, essays, articles and letters</p> <p>j. Selecting, organizing and producing visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)</p> <p>k. Writing essays to persuade, influence, convince, defend a moral choice (age-appropriate); essays should include title, opening statement (thesis), main idea, supporting reasons and details, concluding sentence</p> <p>l. Writing expository essays that include title, opening statement (thesis), main idea, supporting details, concluding sentence</p> <p>m. Writing to prepare for group discussions (book talks, roles in literacy circles)</p>		
		2. Implement all phases of the writing		

		<p>process: generate ideas, organize thoughts, reuse and edit multiple drafts:</p> <ul style="list-style-type: none"> <li>○ Pre-writing <ul style="list-style-type: none"> <li>• Choose form and topic</li> <li>• Identify purpose and audience</li> <li>• Gather information from more than one source</li> <li>• Organize information (Order details – chronologically, in order of importance, spatially, logically)</li> </ul> </li> <li>○ Draft <ul style="list-style-type: none"> <li>• Write an introduction</li> <li>• Include background information</li> <li>• Follow a plan</li> <li>• Include and expand supporting details</li> <li>• Write a conclusion</li> </ul> </li> <li>○ Revise/Edit <ul style="list-style-type: none"> <li>• Evaluate draft</li> <li>• Conference/share with peer/teacher</li> <li>• Correct (spelling, usage, etc.)</li> <li>• Revise</li> </ul> </li> <li>○ Publication <ul style="list-style-type: none"> <li>• Share work with others</li> </ul> </li> </ul> <p>3. Begin engaging in the research process including how to:</p> <ul style="list-style-type: none"> <li>a. Formulate questions for research</li> <li>b. Cite informational sources</li> <li>c. Extract relevant information and record in an organized format</li> <li>d.</li> </ul>		
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- e. Summarize information in an outline or organized format
- f. Write research paper

**4. Use technology in all phases of writing:**

- a. Apply standard keyboard knowledge to the writing process
- b. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.
- c. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work.
- d. Identify copyright and plagiarism issues in both written and online text and discuss personal consequences of inappropriate

**C. Students for whom English is a second language: to make connections between the structures of their first language and English**

The students will:

- 1.** Use his/her knowledge of written language structure in his/her first language to write competently in English.

**WL GRADE 5: QUARTER 3**

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, to record, to develop ideas, to inform, to influence, to entertain, to understand self and others. (Standards 2, 5)</p> <p>II. Write independently. (Standard 12)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Understand and use a variety of writing formats. (Standard 5)</p> <p>V. Write to serve and support school, parish and local civic communities. (Standards 12,13)</p> <p>VI. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts. (Standard 6)</p> <p>VIII. Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge. (Standard 8)</p>	<p>WRITTEN LANGUAGE</p> <p>By the end of fifth grade the student will write a well developed five paragraph essay. (Benchmark)</p> <p>Provide multiple opportunities for various forms of nonfiction writing across the content areas.</p> <p>GRAMMMAR/ MECHANICS/ USAGE</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Engage in a variety of writing experiences including, but not limited to:               <ol style="list-style-type: none"> <li>a. Writing friendly and business letters, understanding and identifying the formats and purposes of each</li> <li>b. Writing narratives that include title, characters, setting, events, problem, resolution and personal narrative that include events in sequence</li> <li>c. Writing descriptions that include title, main idea, details, sensory images, conclusion</li> <li>d. Writing email and postcard messages appropriate to purpose and audience</li> <li>e. Writing for personal use in response journals, blogs (Online journals), logs, notes for comprehension</li> <li>f. Sharing writing with others</li> <li>g. Connecting personal experiences with stories</li> <li>h. Writing reports (social studies, science)</li> </ol> </li> </ol>		

- IX. Use written language to accomplish her/his own goals (learning, enjoyment, etc.) (Standard 12)
- X. Use technology to edit and correct written work. (Standard 8)
- XI. Use appropriate technology for written tasks. (Standard 8)
- XII.** Understand the grammar of the Internet. (Standards 7&8)
- XIII. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)

*\*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

- i. Writing from a variety of prompts including books, essays, articles and letters
- j. Selecting, organizing and producing visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)
- k. Writing essays to persuade, influence, convince, defend a moral choice (age-appropriate); essays should include title, opening statement (thesis), main idea, supporting reasons and details, concluding sentence
- l. Writing expository essays that include title, opening statement (thesis), main idea, supporting details, concluding sentence
- m. Writing to prepare for group discussions (book talks, roles in literacy circles)
- n. **Writing factual pieces in response to reading**

2. Implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts:

- Pre-writing
  - Choose form and topic
  - Identify purpose and audience
  - Gather information from more than one source
  - Organize information (Order details – chronologically, in

- order of importance, spatially, logically)
- Draft
  - Write an introduction
  - Include background information
  - Follow a plan
  - Include and expand supporting details
  - Write a conclusion
- Revise/Edit
  - Evaluate draft
  - Conference/share with peer/teacher
  - Correct (spelling, usage, etc.)
  - Revise
- Publication
  - Share work with others
- 3. Engage in the research process including:
  - a. Identify prior knowledge and relevant experiences
  - b. Formulate questions for research
  - c. Devise a research plan that includes citing information sources
  - d. Extract relevant information and record in an organized format
  - e. Summarize information in an outline or organized format
  - f. Write research paper (*Can flow into 4<sup>th</sup> quarter*)

4. Use technology in all phases of writing:

- a. Apply standard keyboard knowledge to the writing process
- b. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.
- c. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work.
- d. Identify copyright and plagiarism issues in both written and online text and discuss personal consequences of inappropriate

**B. Students for whom English is a second language: to make connections between the structures of their first language and English**

The students will:

1. Use their knowledge of written language structure in their first language to write competently in English.

**C. To use English language structures and conventions to communicate effectively**

The students will:

1. Demonstrate comprehension of sentence structure:
  - a. Write interesting extended sentences (Declarative, Interrogative, Imperative, Exclamatory)
  - b. Identify parts of a sentence: simple, complete and compound subjects and predicates, direct objects; subjects of imperative sentences.
  - c. Identify the structure of sentences
  - d. Combine independent clauses to form compound sentences
  - e. Distinguish between phrases and clauses
2. Students at this level should increase their ability to identify and use appropriately:
  - a. Nouns – abstract, common, proper, singular, plural, collective and possessive
  - b. Pronouns – proper use of subject (nominative) and object (objective) pronouns; possessive and indefinite pronouns
  - c. Verbs – present, past, future tenses; action, linking and helping (auxiliary); principal parts (present and past participles)
  - d. Adjectives and adverbs – simple,

comparative, and superlative-both regular and irregular

- e. Identification of conjunctions, interjections, prepositions
- f. Subject – verb agreement
- g. Agreement of adjectives with nouns (number)

3. Demonstrate the ability to apply syntax, punctuation and usage rule to writing:

- a. Identify and use irregular verbs correctly
- b. Identify and use linking verbs
- c. Identify prepositional phrases
- d. Indent paragraphs
- e. Use end of sentence punctuation correctly
- f. Correctly punctuate business and friendly letters
- g. Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations.
- h. Use a colon between hour and minute
- i. Abbreviate titles, days of the week and months of the year, internet addresses, time, units of measure
- j. Use state postal abbreviations
- k. Capitalize titles of books, movies, poems, etc., all proper nouns, the first words in sentences
- l. Address envelopes and postcards correctly
- m. Use state postal abbreviations

- n. Write email messages with appropriate use of Standard English
- o. Use correct end punctuation marks for sentences
- p. Identify adverbs of place, time, manner, and degree
- q. Identify and use correctly possessive and indefinite pronouns
- r. Identify pronoun antecedents
- s. Use apostrophes on contractions and possessives appropriately
- t. Use a hyphen in word division and in compound words when appropriate
- u. Avoid using double negatives

**D. Students for whom English is second language, to make connections between structures of their first language and English**

The students will:

1. Identify capitalization and punctuation similarities and differences between their first language and English



**WL GRADE 5: QUARTER 4**

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, to record, to develop ideas, to inform, to influence, to entertain, to understand self and others. (Standards 2, 5)</p> <p>II. Write independently. (Standard 12)</p> <p>III. Use the writing process. (Standard 5)</p> <p>IV. Understand and use a variety of writing formats. (Standard 5)</p> <p>V. Write to serve and support school, parish and local civic communities. (Standards 12,13)</p> <p>VI. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p>VII. Apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts. (Standard 6)</p> <p>VIII. Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge. (Standard 8)</p>	<p>WRITTEN LANGUAGE</p> <p>By the end of fifth grade the student will write a well developed five paragraph essay. (Benchmark)</p> <p>GRAMMAR/ MECHANICS/USAGE</p>	<p><b>A. To increase and deepen their experiences and understanding of writing genres</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Engage in a variety of writing experiences including, but not limited to:               <ol style="list-style-type: none"> <li>a. Writing friendly and business letters, understanding and identifying the formats and purposes of each</li> <li>b. Writing narratives that include title, characters, setting, events, problem, resolution and personal narrative that include events in sequence</li> <li>c. Writing descriptions that include title, main idea, details, sensory images, conclusion</li> <li>d. Writing email and postcard messages appropriate to purpose and audience</li> <li>e. Writing for personal use in response journals, blogs (Online journals), logs, notes for comprehension</li> <li>f. Sharing writing with others</li> <li>g. Connecting personal experiences with stories</li> <li>h. Writing reports (social studies, science)</li> <li>i. Writing from a variety of prompts including books, essays, articles</li> </ol> </li> </ol>		

<p>IX. Use written language to accomplish her/his own goals (learning, enjoyment, etc.) (Standard 12)</p> <p>X. Use technology to edit and correct written work. (Standard 8)</p> <p>XI. Use appropriate technology for written tasks. (Standard 8)</p> <p><b>XII.</b> Understand the grammar of the Internet. (Standards 7&amp;8)</p> <p>XIII. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<p>and letters</p> <p>j. Selecting, organizing and producing visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations)</p> <p>k. Writing essays to persuade, influence, convince, defend a moral choice (age-appropriate); essays should include title, opening statement (thesis), main idea, supporting reasons and details, concluding sentence</p> <p>l. Writing expository essays that include title, opening statement (thesis), main idea, supporting details, concluding sentence</p> <p>m. Writing to prepare for group discussions (book talks, roles in literacy circles)</p> <p>n. Writing factual pieces in response to reading</p> <p>2. Implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts:</p> <ul style="list-style-type: none"> <li>○ Pre-writing <ul style="list-style-type: none"> <li>• Choose form and topic</li> <li>• Identify purpose and audience</li> <li>• Gather information from more than one source</li> <li>• Organize information (Order details – chronologically, in order of importance, spatially, logically)</li> </ul> </li> <li>○ Draft <ul style="list-style-type: none"> <li>• Write an introduction</li> <li>• Include background information</li> </ul> </li> </ul>		
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|  |  | <ul style="list-style-type: none"> <li>• Follow a plan</li> <li>• Include and expand supporting details</li> <li>• Write a conclusion</li> </ul> <ul style="list-style-type: none"> <li>○ Revise/Edit <ul style="list-style-type: none"> <li>• Evaluate draft</li> <li>• Conference/share with peer/teacher</li> <li>• Correct (spelling, usage, etc.)</li> <li>• Revise</li> </ul> </li> <li>○ Publication <ul style="list-style-type: none"> <li>• Share work with others</li> </ul> </li> </ul> <p>3. Use technology in all phases of writing:</p> <ul style="list-style-type: none"> <li>a. Apply standard keyboard knowledge to the writing process</li> <li>b. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote.</li> <li>c. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work.</li> <li>d. Identify copyright and plagiarism issues in both written and online text and discuss personal consequences of inappropriate</li> </ul> <p>4. Engage in the research process including:</p> |  |
|--|--|--|--|

		<ul style="list-style-type: none"> <li>a. Identify prior knowledge and relevant experiences</li> <li>b. Formulate questions for research</li> <li>c. Devise a research plan that includes citing information sources</li> <li>d. Extract relevant information and record in an organized format</li> <li>e. Summarize information in an outline or organized format</li> <li>f. Write research paper</li> </ul> <p><b>B. Students for whom English is a second language: to make connections between the structures of their first language and English</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Use their knowledge of written language structure in their first language to write competently in English.</li> </ul> <p><b>C. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Demonstrate comprehension of sentence structure: <ul style="list-style-type: none"> <li>a. Write interesting extended sentences (Declarative, Interrogative, Imperative, Exclamatory)</li> <li>b. Identify parts of a sentence: simple, complete and</li> </ul> </li> </ul>		
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		<p>compound subjects and predicates, direct objects; subjects of imperative sentences.</p> <ul style="list-style-type: none"> <li>c. Identify the structure of sentences</li> <li>d. Combine independent clauses to form compound sentences</li> <li>e. Distinguish between phrases and clauses</li> </ul> <p>2. Students at this level should increase their ability to identify and use appropriately:</p> <ul style="list-style-type: none"> <li>a. Nouns – abstract, common, proper, singular, plural, collective and possessive</li> <li>b. Pronouns – proper use of subject (no Minative) and object (objective) pronouns; possessive and indefinite pronouns</li> <li>c. Verbs – present, past, future tenses; action, linking and helping (auxiliary principal parts)(present and past participles)</li> <li>d. Adjectives and adverbs – simple, comparative, and superlative-both regular and irregular</li> <li>e. Identification of conjunctions, interjections, prepositions</li> <li>f. Subject – verb agreement</li> </ul>		
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		<p>g. Agreement of adjectives with nouns (number)</p> <p>3. Demonstrate the ability to apply syntax, punctuation and usage rule to writing:</p> <ol style="list-style-type: none"> <li>Identify and use irregular verbs correctly</li> <li>Identify and use linking verbs</li> <li>Identify prepositional phrases</li> <li>Indent paragraphs</li> <li>Use end of sentence punctuation correctly</li> <li>Correctly punctuate business and friendly letters</li> <li>Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations.</li> <li>Use a colon between hour and minute</li> <li>Abbreviate titles, days of the week and months of the year, internet addresses, time, units of measure</li> <li>Use state postal abbreviations</li> <li>Capitalize titles of books, movies, poems, etc., all proper nouns, the first words in sentences</li> <li>Address envelopes and postcards correctly</li> <li>Use state postal abbreviations</li> <li>Write email messages with appropriate use of Standard English</li> <li>Use correct end marks for sentences (periods, question marks, exclamation marks)</li> <li>Identify adverbs of place, time,</li> </ol>		
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		<p>manner, and degree</p> <ul style="list-style-type: none"> <li>q. Identify and use correctly possessive and indefinite pronouns</li> <li>r. Identify pronoun antecedents</li> <li>s. Use apostrophes on contractions and possessives appropriately</li> <li>t. Use a hyphen in word division and in compound words when appropriate</li> <li>u. Avoid using double negatives</li> <li>v. Use quotations marks, underlining, or italics for titles of work</li> <li>w. Use correct punctuation after quotations</li> <li>x. Punctuate and capitalize in writing dialogue</li> <li>y. Use a semicolon</li> </ul> <p><b>D. Students for whom English is second language, to make connections between structures of their first language and English</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Identify capitalization and punctuation similarities and differences between their first language and English</li> </ul>		
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**Strategies for Teaching and Learning: WRITTEN LANGUAGE GRADE 5**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Models writing for a variety of purposes</li><li>• Makes time for writing across the curriculum every day</li><li>• Relates writing activities to authentic purposes (thank you notes, explanations, expressing opinions, writing lyrics, creating prayer for special occasions)</li></ul>	<p>The students:</p> <ul style="list-style-type: none"><li>• Work with writing partners in the writing process</li><li>• Work together to publish newsletters, dramas, poetry</li><li>• Keep journals of writing ideas</li></ul> <p><b>Other:</b></p>



**SPELLING****S GRADE 5: QUARTERS 1 - 4**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPICS/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Correctly spell everyday vocabulary and sight words. (Standard 6)	SPELLING	<b>A. To spell correctly in written work</b>  The students will:  1. Apply spelling rules and practices to writing in a variety of situations; he/she will:  a. Know the various spelling rules and how to apply them to words (i.e. when to double a consonant, “i before e except after c.” b. Correctly form plurals and possessives c. Correctly spell verbs in present and past tenses d. Analyze word parts to discover meanings of words e. Use new vocabulary in written and oral language f. Relate new words to familiar words (synonyms, antonyms, analogies, word parts) g. Look up unknown spellings in the dictionary h. Use dictionaries and thesauri (both traditional and technological) to check the spelling of words and to find synonyms and antonyms		
II. Understand how spelling is related to meaning and word derivation. (Standard 6)				
III. Understand patterns and rules of spelling in the English language. (Standard 6)				
IV. Apply spelling skills across the curriculum. (Standard 5, 6)				

**Strategies for teaching and Learning: SPELLING GRADE 5**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Makes students aware of errors in newspapers and magazines (Most newspapers publish corrections of a variety of mistakes-many spelling- in a prominent part of the paper.)</li><li>• Models checking own spelling and analyzing new words. Administers pre-tests</li><li>• Encourages student to arrange lists of words in groups of their own creation (Make connections between words, see patterns among words.)</li></ul>	<p>The students:</p> <ul style="list-style-type: none"><li>• Work in small groups or peers to correct each other's spelling</li><li>• Participate in spelling games and contests with one another</li><li>• Create and use their own list of misspelled words (personal spelling journals)</li><li>• Use spell-check to correct spelling</li></ul>

## ORAL LANGUAGE

### **OL GRADE 5: QUARTERS 1-4**

Through explicit instruction, the standards of oral language are integrated into every content area in GRADE 5.

DIOCESAN STANDARDS/GOALS		TOPICS/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I.	Express him/herself clearly in formal and informal settings. (Standard 4)	Oral Language	<b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, community and parish life</b> The students will: <ol style="list-style-type: none"> <li>1. Ask and answer relevant questions</li> <li>2. Communicate clearly in everyday situations</li> <li>3. Increase skills in requesting, reporting, and providing information</li> <li>4. Clarify and support ideas with objects, elaboration, and examples</li> <li>5. Express personal feelings and opinions</li> <li>6. Participate in classroom and group discussions</li> <li>7. Present oral reports across the curriculum</li> <li>8. Adapt tone, style, and content to respond to topic and audience</li> <li>9. Memorize a poem or short dramatic selection for class presentation</li> <li>11. Read orally with appropriate accuracy, expression, style, and attention to phrasing and punctuation</li> <li>12. Participate appropriately in conversations and discussions</li> <li>13. Give precise directions, accurate information and convincing ideas</li> </ol>		
II.	Adjust use of spoken language (conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 4, 6)				
III.	Show interrelationships between oral and written language.(Standard 6,11)				
IV.	Set purposes for listening (enjoyment, get information, solve problems). (Standards 12, 13)				
V.	Develop active listening skills. (Standard 11)				
VI.	Develop critical listening skills. (Standard 7)				
VII.	Construct meaning from auditory experiences. (Standards 7,12)				
VIII.	Expand vocabulary by listening and	Listening			

speaking. (Standards 6,11)

**B. To apply listening skills to learn, play, communicate, and participate fully in family, classroom, community and parish life**

The students will:

1. Demonstrate listening skills – focus on the speaker, make eye contact, repeat what is heard, eliminate distractions
2. Follow multi-stepped directions
3. Listen without interrupting
4. Apply comprehension skills while listening to oral text and messages
5. Summarize main idea and details when listening
6. Note main ideas and supporting details while listening
7. Identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.)
8. Evaluate speeches, lectures, oral presentations
9. Restate message of speaker; paraphrase what is heard
10. Identify point of view of speaker
11. Evaluate a spoken message
12. Compare own perceptions with others
13. Distinguish between facts and opinions
14. Analyze language of a speech (denotation and connotation, loaded words)
15. Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)
16. Identify dialects and regional pronunciations and expressions
17. Identify a speaker’s use of gesture

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|  |  | and body movement<br>18. Respond appropriately to questions, directions, text read aloud, and oral presentations<br>19. Listen with respect to the opinions of others and with reverence during prayer |  |
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**Strategies for Teaching and Learning: ORAL LANGUAGE GRADE 5**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Involves students in a variety of projects and discussions, both planned and spontaneous that will require them to use consistently effective oral communications skills across the curriculum.</li><li>• Creates an atmosphere in the classroom that allows students to express thoughts and opinions comfortably</li><li>• Models good speech habits</li><li>• Requires students to answer all questions in full sentences</li></ul>	<p>The students:</p> <ul style="list-style-type: none"><li>• Work together to create dramatic presentations and reports</li><li>• Participate in choral speaking</li><li>• Students recite memorized poems and other pieces of literature</li></ul> <p><b>Other:</b></p>

## HANDWRITING




### **H GRADE 5: QUARTERS 1-4**

**Handwriting is a fully integrated discipline in grade 5; not taught as a separate subject.**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVE/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Achieve proficiency in cursive writing to enable written communication. (Standard 6, 11)	Handwriting	<b>A. To write legibly to enable effective, courteous written communication</b>		
II. Understand that legible handwriting is a tool of communication. (Standard 11)		The students will: 1. Complete most written assignments in cursive with acceptable speed and legibility 2. Produce correct formation of all cursive and manuscript letters without a model 3. Produce correct formation of all cursive letters with the proper slant 4. Copy from another source using proper letter formation and spacing 5. Assume correct posture when writing 6. Produce neat, legible work across the curriculum 7. Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.)		
III. Understand that legible writing is a matter of courtesy to the one who is expected to read it. (Standard 11)				

## **Suggested Cross Curricular and Catholic Social Teaching Links**

### **Grade Five**

-  Students take part in discussions about peace, poverty, injustice, reflecting an understanding of Catholic social teaching. (Social Studies, Religion)
-  Students present opinions that reflect an age appropriate understanding of human dignity. (Religion, Social Studies)
-  Students will write an essay describing the evils of slavery, war, and other injustices, students articulate the need to protect every person's human rights. (Social Studies, Religion)

### **Notes:**



**GRADE 6**

**LITERATURE: READING COMPREHENSION**

**RC GRADE 6: QUARTER 1**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVES/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically. (Standards 1,3, 5)	Comprehension	<b>A. To increase and deepen their ability to read and respond to a variety of texts for a broad range of purposes</b>  The students will 1. Read in all areas of the curriculum a. Interpret charts, maps, pictures, etc. b. Apply reading strategies to testing situations: i. Analyze previous tests ii. Read and reread directions carefully iii. Preview all test items before beginning iv. Answer questions in strategic order: easy questions first, difficult questions last v. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple		
II. Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner. (Standards 1, 2, 15)				
III. Read a variety of genres with comprehension. (Standard 2)				
IV. Read to participate actively in their school, parish and civic communities. (Standards 11, 13)				
V. Read to deepen their relationship with God and His creation. (Standard 14)				
XV. Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)				

		mistakes were not made, etc.		
VI.	The student will apply a variety of strategies to understand new words. (Standard 4, 6)	c. Take notes on what was read identifying main idea, details, etc.; summarizing notes (recommended: *Cornell Note-taking System)		
VII.	The student will understand how spelling is related to meaning and word derivation. (Standard 4)	d. Make generalizations and paraphrase what was read		
		e. Compare and contrast elements in a text		
VIII.	The student will understand patterns and rules of spelling in the English language. (Standard 6)	f. Summarize and paraphrase text		
		g. Identify cause and effect		
		h. Find specific information		
		i. Identify and distinguish between fact and opinion		
		j. Recognize editorials		
		k. Distinguish between important and unimportant details		
		l. Form conclusions and <i>support conclusions with evidence from text</i>		
		2. Set a purpose for reading and adjust that purpose while reading		
		3. Recognize and read a variety of		

genres including, but not limited to:

- a. Biography
- b. Realistic fiction
- c. Fantasy
- d. Informational essays/Nonfiction
- e. Drama
- f. Recreational reading from among these genres

- 4. Independently apply reading strategies to all reading situations
  - a. Preview text/activate prior knowledge
  - b. Make predictions; confirm or revise predictions
  - c. Make connections to text; relate events, characters, etc. in reading with their personal experiences
  - d. Visualize as they read
  - e. Paraphrase and/or summarize
  - f. Construct meaning from text, knowledge of content, graphics, text features
  - g. Self monitor and generate questions as they read
- 5. Recognize and identify sequential events
  - a. Distinguish between the order in which events occur and the order in which they are told

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|  |  | <ul style="list-style-type: none"> <li>b. Identify key words that indicate time and order</li> </ul> <p>6. Use informational text to acquire knowledge</p> <ul style="list-style-type: none"> <li>a. Select and use appropriate technology for reading and research tasks</li> </ul> <p>7. Analyze text and author's craft</p> <ul style="list-style-type: none"> <li>a. Identify ways in which authors organize information</li> <li>b. Identify characteristics of an author's style</li> </ul> <p>8. Recognize structural elements of texts</p> <ul style="list-style-type: none"> <li>a. Distinguish between dialogue and narrative</li> <li>b. Compare and contrast characters, settings, events, etc.</li> <li>c. Analyze character and character's point of view</li> <li>d. Identify plot, setting, characterization, foreshadowing, symbolism, tone/mood, theme, and mood as well as other standard literary elements</li> <li>e. Describe the connection between a character's actions and the consequences that follow</li> <li>f. Identify the moral criteria that govern choices characters make</li> </ul> |  |
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		<p>g. Evaluate characters' choices in terms of moral criteria</p> <p>9. Use technology to increase comprehension, locate information, collect data</p> <p><b>B. To expand his/her vocabulary and spell correctly in written work</b> The students will:</p> <ol style="list-style-type: none"> <li>1. Memorize the various spelling rules and apply them to words</li> <li>2. Use dictionaries (both technological and traditional) to look up unknown spellings</li> <li>3. Correctly form plurals and possessives</li> <li>4. Correctly spell everyday vocabulary and sight words across the curriculum</li> <li>5. Apply context clues to new words</li> <li>6. Analyze word parts to discover meanings of words</li> <li>7. Explore the etymology of words</li> <li>8. Use new vocabulary in written and oral language</li> <li>9. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)</li> </ol>	
	Vocabulary in Context		

## RC GRADE 6: QUARTER 2

### DIOCESAN STANDARDS/ GOALS

### TOPIC/NOTES

### OBJECTIVES/ENABLING OUTCOMES

### ADDITIONAL ACTIVITIES/NOTES

### ASSESSMENT FORMATIVE SUMMATIVE

<p>I. Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically. (Standards 1,3, 5)</p> <p>II. Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner. (Standards 1, 2, 15)</p> <p>III. Read a variety of genres with comprehension. (Standard 2)</p> <p>IV. Read to participate actively in their school, parish and civic communities. (Standards 11, 13)</p> <p>V. Read to deepen their relationship with God and His creation. (Standard 14)</p> <p>VI. The student will apply a variety</p>	<p><b>Comprehension</b></p>	<p><b>A. To increase and deepen their ability to read and respond to a variety of texts for a broad range of purposes</b></p> <p>The students will</p> <p>1. Read in all areas of the curriculum:</p> <p>a. Interpret charts, maps, pictures, etc.</p> <p>b. Apply reading strategies to testing situations:</p> <p>i. Analyze previous tests</p> <p>ii. Read and reread directions carefully</p> <p>iii. Preview all test items before beginning</p> <p>iv. Answer questions in strategic order: easy questions first, difficult questions last</p> <p>v. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes were not made, etc.</p> <p>c. Take notes on what was read identifying main idea, details, etc.; summarizing notes (recommended: *Cornell Note-taking System)</p>		
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	of strategies to understand new words. (Standard 4, 6)			
VII.	The student will understand how spelling is related to meaning and word derivation. (Standard 4)		<ul style="list-style-type: none"> <li>d. Make generalizations and paraphrase what was read</li> <li>e. Compare and contrast elements in a text</li> <li>f. Summarize and paraphrase text</li> <li>g. Identify cause and effect</li> <li>h. Find specific information</li> <li>i. Identify and distinguish between fact and opinion</li> <li>j. Recognize editorials</li> <li>k. Distinguish between important and unimportant details</li> <li>l. Form conclusions and <i>support conclusions with evidence from text</i></li> <li>m. Compare and contrast across media (books, DVDs, audio, podcasts, etc.)</li> <li>n. Classify and categorize information read</li> <li>o. Evaluate ideas and formulate hypothesis</li> <li>p. Form opinions based on research</li> <li>q. Make and justify inferences based on implicit and explicit information</li> </ul>	
VIII.	The student will understand patterns and rules of spelling in the English language. (Standard 6)		<ul style="list-style-type: none"> <li>2. Set a purpose for reading and adjust that purpose while reading</li> <li>3. Recognize and read a variety of genres including, but not limited to:</li> </ul>	

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|  |  | <ul style="list-style-type: none"> <li>a. Biography</li> <li>b. Realistic fiction</li> <li>c. Fantasy</li> <li>d. Informational essays/Nonfiction</li> <li>e. Drama</li> <li>f. Autobiography</li> <li>g. Historical fiction</li> <li>h. Poetry</li> <li>i. Recreational reading from among these genres</li> </ul> |  |
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4. Independently apply reading strategies to all reading situations
    - a. Preview text/activate prior knowledge
    - b. Make predictions; confirm or revise predictions
    - c. Make connections to text; relate events, characters, etc. in reading with their personal experiences
    - d. Visualize as they read
    - e. Paraphrase and/or summarize
    - f. Construct meaning from text, knowledge of content, graphics, text features
    - g. Self monitor and generate questions as they read
  5. Recognize and identify sequential events
    - a. Distinguish between the order in which events occur and the order in which they are told
    - b. Identify key words that indicate time and order
    - c. Identify flashback techniques
  6. Use informational text to acquire knowledge



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|  |  | <ul style="list-style-type: none"> <li>a. Select and use appropriate technology for reading and research tasks</li> <li>b. Use directories, indexes, and keywords to search for information pertaining to units of study</li> <li>c. Evaluate electronic and text information sources and make decisions about the accuracy and relevance of such information</li> </ul> <p>7. Analyze text and author's craft</p> <ul style="list-style-type: none"> <li>a. Identify ways in which authors organize information</li> <li>b. Identify characteristics of an author's style</li> <li>c. Discuss the literary techniques authors use to make text engaging for readers</li> </ul> <p>8. Recognize structural elements of texts</p> <ul style="list-style-type: none"> <li>a. Distinguish between dialogue and narrative</li> <li>b. Compare and contrast characters, settings, events, etc.</li> <li>c. Analyze character and character's point of view</li> <li>d. Identify plot, setting, style, tone, theme, and mood as well as other standard literary elements</li> <li>e. Describe the connection between a character's actions and the consequences that follow</li> <li>f. Identify the moral criteria that govern choices characters make</li> </ul> |  |
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		<ul style="list-style-type: none"> <li>g. Evaluate characters' choices in terms of moral criteria</li> <li>h. Analyze how characters deal with human experiences and relate to real life; compare and contrast from personal experiences</li> </ul> <p>9. Use technology to increase comprehension, locate information, collect data</p> <p>10. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, wikis, e-mail, etc.)</p> <p><b>B. To expand his/her vocabulary and spell correctly in written work</b> The students will:</p> <ul style="list-style-type: none"> <li>1. Memorize the various spelling rules and apply them to words</li> <li>2. Use dictionaries (both technological and traditional) to look up unknown spellings</li> <li>3. Correctly form plurals and possessives</li> <li>4. Correctly spell everyday vocabulary and sight words across the curriculum</li> <li>5. Apply context clues to new words</li> <li>6. Analyze word parts to discover meanings of words</li> <li>7. Explore the etymology of words</li> <li>8. Use new vocabulary in written and oral language</li> </ul> <p>Relate new words to familiar words (synonyms, antonyms, analogies, word parts)</p>		
<b>RC GRADE 6: QUARTERS 3 &amp; 4</b> <b>DIOCESAN STANDARDS/ GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVES/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT</b>	<b>ASSESSMENT FORMATIVE</b>

<p>I. Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically. (Standards 1,3, 5)</p> <p>II. Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner. (Standards 1, 2, 15)</p> <p>III. Read a variety of genres with comprehension. (Standard 2)</p> <p>IV. Read to participate actively in their school, parish and civic communities. (Standards 11, 13)</p> <p>V. Read to deepen their relationship with God and His creation. (Standard 14)</p> <p>VI. The student will apply a variety of</p>	<p><b>Comprehension</b></p>	<p><b>A. To increase and deepen their ability to read and respond to a variety of texts for a broad range of purposes</b></p> <p>The students will</p> <ol style="list-style-type: none"> <li>1. Read in all areas of the curriculum: <ol style="list-style-type: none"> <li>a. Interpret charts, maps, pictures, etc.</li> <li>b. Apply reading strategies to testing situations: <ol style="list-style-type: none"> <li>i. Analyze previous tests</li> <li>ii. Read and reread directions carefully</li> <li>iii. Preview all test items before beginning</li> <li>iv. Answer questions in strategic order: easy questions first, difficult questions last</li> <li>v. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes</li> </ol> </li> </ol> </li> </ol>		
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	strategies to understand new words. (Standard 4, 6)		were not made, etc.	
VII.	The student will understand how spelling is related to meaning and word derivation. (Standard 4)		c. Take notes on what was read identifying main idea, details, etc.; summarizing notes (recommended: *Cornell Note-taking System)	
VIII.	The student will understand patterns and rules of spelling in the English language. (Standard 6)		d. Make generalizations and paraphrase what was read	
			e. Compare and contrast elements in a text	
			f. Summarize and paraphrase text	
			g. Identify cause and effect	
			h. Find specific information	
			i. Identify and distinguish between fact and opinion	
			j. Recognize editorials	
			k. Distinguish between important and unimportant details	
			l. Form conclusions and <i>support conclusions with evidence from text</i>	
			m. Compare and contrast across media (books, DVDs, audio, podcasts, etc.)	
			n. Classify and categorize	

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|  |  | <p>information read</p> <ul style="list-style-type: none"> <li>o. Evaluate ideas and formulate hypothesis</li> <li>p. Form opinions based on research</li> <li>q. Make and justify inferences based on implicit and explicit information</li> <li>r. Recognize persuasion and propaganda</li> </ul> <p>2. Set a purpose for reading and adjust that purpose while reading</p> <p>3. Recognize and read a variety of genres including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Biography</li> <li>b. Realistic fiction</li> <li>c. Fantasy</li> <li>d. Nonfiction</li> <li>e. Informational essays</li> <li>f. Drama</li> <li>g. Autobiography</li> <li>h. Historical fiction</li> <li>i. Poetry</li> <li>j. Fables, folktales, myths, tall tales</li> <li>k. Recreational reading from among these genres</li> </ul> <p>4. Independently apply reading strategies to all reading situations</p> <ul style="list-style-type: none"> <li>a. Preview text/activate prior</li> </ul> |  |
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|  |  | <p>knowledge</p> <ul style="list-style-type: none"> <li>b. Make predictions; confirm or revise predictions</li> <li>c. Make connections to text; relate events, characters, etc. in reading with their personal experiences</li> <li>d. Visualize as they read</li> <li>e. Paraphrase and/or summarize</li> <li>f. Construct meaning from text, knowledge of content, graphics, text features</li> <li>g. Self monitor and generate questions as they read</li> </ul> <p>5. Recognize and identify sequential events</p> <ul style="list-style-type: none"> <li>a. Distinguish between the order in which events occur and the order in which they are told</li> <li>b. Identify key words that indicate time and order</li> <li>c. Identify flashback techniques</li> </ul> <p>6. Use informational text to acquire knowledge</p> <ul style="list-style-type: none"> <li>a. Select and use appropriate technology for reading and research tasks</li> <li>b. Use directories, indexes, and keywords to search for information pertaining to units of study</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>c. Evaluate electronic and text information sources and make decisions about the accuracy and relevance of such information</li> </ul> <p>7. Analyze text and author's craft</p> <ul style="list-style-type: none"> <li>a. Identify ways in which authors organize information</li> <li>b. Identify characteristics of an author's style</li> <li>c. Discuss the literary techniques authors use to make text engaging for readers</li> <li>d. Analyze how an author/illustrator/filmmaker's experiences, culture, or point of view affect their art</li> </ul> <p>8. Recognize structural elements of texts</p> <ul style="list-style-type: none"> <li>a. Distinguish between dialogue and narrative</li> <li>b. Compare and contrast characters, settings, events, etc.</li> <li>c. Analyze character and character's point of view</li> <li>d. Identify plot, setting, style, tone, theme, and mood as well as other standard literary elements</li> <li>e. Describe the connection between a character's actions and the consequences that follow</li> </ul> |  |
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		<ul style="list-style-type: none"> <li>f. Identify the moral criteria that govern choices characters make</li> <li>g. Evaluate characters' choices in terms of moral criteria</li> <li>h. Analyze how characters deal with human experiences and relate to real life; compare and contrast from personal experiences</li> </ul> <p>9. Respond to texts from many cultural perspectives</p> <p>10. Use technology to increase comprehension, locate information, collect data</p> <p>11. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, wikis, e-mail, etc.)</p> <p><b>B. To expand his/her vocabulary and spell correctly in written work</b> The students will:</p> <ul style="list-style-type: none"> <li>1. Memorize the various spelling rules and apply them to words</li> <li>2. Use dictionaries (both technological and traditional) to look up unknown spellings</li> <li>3. Correctly form plurals and possessives</li> <li>4. Correctly spell everyday</li> </ul>	
	Vocabulary in Context		



		vocabulary and sight words across the curriculum		
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|  |  | <ol style="list-style-type: none"><li>5. Apply context clues to new words</li><li>6. Analyze word parts to discover meanings of words</li><li>7. Explore the etymology of words</li><li>8. Use new vocabulary in written and oral language</li><li>9. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)</li></ol> |  |  |
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### LITERATURE GRADE 6

Suggested Teaching Strategies	Suggested Learning Strategies
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<p><b>Teacher Directed</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Reads to students every day</li> <li>• Models reading for pleasure and to locate information</li> <li>• Provides a print rich environment</li> </ul> <p><b>Other:</b></p>	<p><b>Teacher Directed</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Provides regular opportunities for silent reading</li> </ul> <p><b>Other:</b></p> <p><b>Cooperative</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Participate in formal and informal literature and book groups and blogs. (These can be within the classroom or online. Teachers and parents should carefully supervise online communications.)</li> <li>• Create sequential murals, classroom dramas, media performances in groups</li> </ul> <p><b>Other:</b></p> <p><b>Independent</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Keep a literature journal of beloved books and authors</li> <li>• Use Internet to research and communicate with authors.</li> </ul> <p><b>Other:</b></p>
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**WRITTEN LANGUAGE****WL GRADE 6: QUARTER 1**

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, record, develop ideas, inform, influence, entertain, and understand self and others. (Standard 5,12)</p> <p>II. Comprehend the importance of structure and usage conventions to communicate successfully. (Standard 5)</p> <p>III. Write independently. (Standard 12)</p> <p>IV. Understand the writing process. (Standard 5)</p> <p>V. Write to support and serve parish, school and local civic communities. (Standard 11, 13)</p> <p>VI. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they</i></p>	<p>Written Language</p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p>	<p><b>A. To increase and deepen their experiences and understanding of a variety of writing formats</b></p> <p>The students will:</p> <p>1. Write for a variety of purposes and audiences following the writing process and with the use of graphic organizers; these should include, but are not to be limited to:</p> <p>a. <b>Narrative:</b> include title, well-developed characters, detailed settings, events, problems, resolutions; demonstrate an understanding of chronological order</p> <p>b. <b>Personal Narrative:</b> include characters, setting, and events in sequence</p> <p>c. <b>Descriptive:</b> include title, main idea, details, sensory images, and a conclusion; demonstrate an understanding of spatial order in description (top to bottom; left to right)</p> <p>d. <b>Electronic messages:</b></p>		

*are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

Grammar/  
Mechanics/  
Usage

messages are reflective of their purpose and audience

2. Experience the following across the curriculum:

- a. Write for personal use in response journals, blogs (Online journals), logs, notes for comprehension
- b. Share writing with others
- c. Connect personal experiences with stories
- d. Write factual pieces based on reading
- e. Write to prepare for group discussions (book talks, roles in literacy circles)
- f. Write reports (social studies, science, religion)
- g. Write research report using the steps of the research process:
- h. Use visuals in reports (charts, maps, graphs, etc.)
- i. Write from a prompt

3. Flexibly employ the five-step writing

process to produce age/class/grade appropriate written work and to vary writing for purpose and audience; he/she will implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts.

*Pre-writing*

- Choose form and topic
- Identify purpose and audience
- Gather information
- Organize information
- (Order details – chronologically, in order of importance, spatially, logically)

*Draft*

- Write an introduction
- Include background information
- Follow a plan
- Include and expand supporting details
- Write a conclusion

*Revision/Edit*

- Evaluate draft
- Conference/share with peer/teacher
- Make revisions/corrections (spelling, usage, etc.)
- Write revision

*Publication*

- Share work with others
- Reflect on the writing process

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|  |  | <p>4. Use technology in all phases of writing:</p> <ul style="list-style-type: none"> <li>a. Distinguish between legitimate and faulty online sources</li> <li>b. Access Internet and use it as a source of information</li> <li>c. Send and receive email</li> <li>d. Collaborate using teacher-supervised blogs and/or wikis</li> <li>e. Use technology to review skills</li> <li>f. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote</li> <li>g. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work</li> </ul> <p>5. Engage in the research process including:</p> <ul style="list-style-type: none"> <li>a. Identify prior knowledge and relevant experiences</li> <li>b. Formulate questions for research</li> <li>c. Devise a research plan that includes citing information sources</li> <li>d. Extract relevant information and record in</li> </ul> |  |
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- an organized format
- e. Summarize information in an outline or organized format
- f. Write research paper

**B. To use English language structures and conventions to communicate effectively**

The students will:

1. Demonstrate an understanding of English structures and conventions by means of the following:
  - a. Write interesting extended sentences (declarative, interrogative, imperative, exclamatory)
  - b. Identify parts of a sentence: simple, complete and compound subjects and predicates, direct and indirect objects
  - c. Identify the structure of sentences
2. Demonstrate competency in identifying and using correctly:
  - a. Nouns: abstract, common, proper, singular, plural, collective, and possessive
  - b. Verbs: simple and perfect tenses, action, linking and helping (auxiliary), irregular
  - c. Subject - verb agreement
3. Use appropriate punctuation, mechanics, and usage in the

following:

- a. Indent paragraphs
- b. Use end of sentence punctuation correctly
- c. Abbreviate titles, days of week and months of year, internet addresses, time, units of measurement correctly
- d. Use of a colon between hour and minute
- e. Capitalize all proper nouns and the first word of each sentence
- f. Capitalize book titles, movies, poems, abbreviations, etc. correctly
- g. Use quotation marks, underlines or italics appropriately for titles of work
- h. Use quotation marks for direct quotations
- i. Use apostrophes in contractions and in possessives

**C. Students for whom English is a second language: to make connections**



	<b>between the structures of their first language and English</b>		
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The students will:

1. Use their knowledge of written language structure in their first language to write competently in English
2. Identify capitalization and punctuation similarities and differences between their first language and English

**WL GRADE 6: QUARTER 2**
**DIOCESAN STANDARDS/ GOALS**
**TOPIC/NOTES**
**OBJECTIVES/ENABLING  
OUTCOMES**
**ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES**
**ASSESSMENT  
FORMATIVE  
SUMMATIVE**

<p>I. Write to discover, record, develop ideas, inform, influence, entertain, and understand self and others. (Standard 5,12)</p> <p>II. Comprehend the importance of structure and usage conventions to communicate successfully. (Standard 5)</p> <p>III. Write independently. (Standard 12)</p> <p>IV. Understand the writing process. (Standard 5)</p> <p>V. Write to support and serve parish, school and local civic communities. (Standard 11, 13)</p> <p>VI. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>	<p><b>Written Language</b></p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p> <p>Grammar/ Mechanics/ Usage</p>	<p><b>A. To increase and deepen their experiences and understanding of a variety of writing formats</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Write for a variety of purposes and audiences following the writing process and with the use of graphic organizers; these should include, but are not to be limited to: <ol style="list-style-type: none"> <li>a. Narrative: include title, well-developed characters, detailed settings, events, problems, resolutions; demonstrate an understanding of chronological order</li> <li>b. Personal Narrative: include characters, setting, and events in sequence</li> <li>c. Descriptive: include title, main idea, details, sensory images, and a conclusion; demonstrate an understanding of spatial order in description (top to bottom; left to right)</li> <li>d. Electronic messages: messages are reflective of their purpose and audience</li> <li>e. Friendly and Business Letter: indentify and include parts of the letter, purpose and audience</li> </ol> </li> </ol>		
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VII.	Write to solve problems, discover record, develop, and reflect on ideas. (Standard 6, 12)			
VIII.	Use rules for correct usage, capitalization and mechanics to clarify and enhance meaning. (Standard 6)			
IX.	Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)		<ul style="list-style-type: none"> <li>f. Expository: (nonfiction, cause and effect, analysis of books, movies, information reports, explaining a process, etc.) include title, topic or opening sentence that contains main idea, detailed, logical development of ideas, and a concluding sentences</li> <li>g. Poetry: write both structures and free verse poems</li> <li>h. Dramas: write short dramatic dialogues, plays, etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>2. Experience the following across the curriculum:               <ul style="list-style-type: none"> <li>a. Write for personal use in response journals, blogs (Online journals), logs, notes for comprehension</li> <li>b. Share writing with others</li> <li>c. Connect personal experiences with stories</li> <li>d. Write factual pieces based on reading</li> <li>e. Write to prepare for group discussions (book talks, roles in literacy circles)</li> <li>f. Write reports (social studies, science, religion)</li> </ul> </li> </ul>	

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|  |  | <p>g. Write research report using the steps of the research process:</p> <p>h. Use visuals in reports (charts, maps, graphs, etc.)</p> <p>i. Write from a prompt</p> <p>3. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience; he/she will implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts.</p> <p><i>a. Pre-writing</i></p> <ul style="list-style-type: none"> <li>• Choose form and topic</li> <li>• Identify purpose and audience</li> <li>• Gather information</li> <li>• Organize information - Order details – chronologically, in order of importance, spatially, logically</li> </ul> <p><i>b. Draft</i></p> <ul style="list-style-type: none"> <li>• Write an introduction</li> <li>• Include background information</li> <li>• Follow a plan</li> <li>• Include and expand supporting details</li> <li>• Write a conclusion</li> </ul> |  |
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*c. Revision/Edit*

- Evaluate draft
- Conference/share with peer/teacher
- Make revisions/corrections (spelling, usage, etc.)
- Write revision

*d. Publication*

- Share work with others
- Reflect on the writing process

4. Use technology in all phases of writing:

- a. Distinguish between legitimate and faulty online sources
- b. Access Internet and use it as a source of information
- c. Send and receive email
- d. Collaborate using teacher-supervised blogs and/or wikis
- e. Use technology to review skills
- f. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers

		<p>both proximate and remote</p> <p>g. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work</p> <p><b>B. To use English language structures and conventions to communicate effectively</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of English structures and conventions by means of the following: <ol style="list-style-type: none"> <li>a. Write interesting extended sentences (declarative, interrogative, imperative, exclamatory)</li> <li>b. Identify parts of a sentence: simple, complete and compound subjects and predicates, direct and indirect objects, predicate nominatives and adjectives, prepositional phrases</li> <li>c. Identify the structure of sentences</li> <li>d. Identify dependent and independent clauses</li> </ol> </li> </ol>		
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|  |  | <ul style="list-style-type: none"> <li>e. Combine independent clauses to form compound sentences</li> <li>f. Distinguish between phrases and clauses</li> <li>g. Combine clauses to form complex and compound sentences</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>2. Demonstrate competency in identifying and using correctly:               <ul style="list-style-type: none"> <li>a. Nouns: abstract, common, proper, singular, plural, collective, and possessive</li> <li>b. Verbs: simple and perfect tenses, action, linking and helping (auxiliary), irregular</li> <li>c. Subject - verb agreement</li> <li>d. Pronouns: proper use of subject (nominative), object (objective), and possessive pronouns; pronoun antecedents</li> </ul> </li> <li>3. Use appropriate punctuation, mechanics, and usage in the following:               <ul style="list-style-type: none"> <li>a. Indent paragraphs</li> <li>b. Use end of sentence punctuation correctly</li> </ul> </li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>c. Abbreviate titles, days of week and months of year, internet addresses, time, units of measurement correctly</li> <li>d. Use of a colon between hour and minute</li> <li>e. Capitalize all proper nouns and the first word of each sentence</li> <li>f. Capitalize book titles, movies, poems, abbreviations, etc. correctly</li> <li>g. Use quotation marks, underlines or italics appropriately for titles of work</li> <li>h. Use quotation marks for direct quotations</li> <li>i. Use apostrophes in contractions and in possessives</li> <li>j. Correctly punctuate business and friendly letters</li> <li>k. Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in</li> </ul> |  |
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		<p>interrupters, appositives, before quotations</p> <ol style="list-style-type: none"> <li>l. Use correct punctuation after quotations</li> <li>m. Punctuate and capitalize correctly in writing dialogue</li> <li>n. Use direct quotations with increasing skill</li> <li>o. Address envelopes and postcards correctly</li> <li>p. Avoid sentence fragments and run-ons</li> </ol> <p><b>C. Students for whom English is a second language: to make connections between the structures of their first language and English</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>3. Use their knowledge of written language structure in their first language to write competently in English</li> <li>4. Identify capitalization and punctuation similarities and differences between their first language and English</li> </ol>	
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**GRADE 6: QUARTERS 3 & 4**

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, record, develop ideas, inform, influence, entertain, and understand self and others. (Standard 5,12)</p> <p>II. Comprehend the importance of structure and usage conventions to communicate successfully. (Standard 5)</p> <p>III. Write independently. (Standard 12)</p> <p>IV. Understand the writing process. (Standard 5)</p> <p>V. Write to support and serve parish, school and local civic communities. (Standard 11, 13)</p> <p>VI. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they</i></p>	<p>Written Language</p> <p>Provide multiple opportunities for various forms of nonfiction writing.</p>	<p><b>A. To increase and deepen their experiences and understanding of a variety of writing formats</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Write for a variety of purposes and audiences following the writing process and with the use of graphic organizers; these should include, but are not to be limited to:               <ol style="list-style-type: none"> <li>a. Narrative: include title, well-developed characters, detailed settings, events, problems, resolutions; demonstrate an understanding of chronological order</li> <li>b. Personal Narrative: include characters, setting, and events in sequence</li> <li>c. Descriptive: include title, main idea, details, sensory images, and a conclusion; demonstrate an understanding of spatial order in description (top to bottom; left to right)</li> <li>d. Electronic messages: messages are reflective of their purpose and audience</li> <li>e. Friendly and Business Letter: indentify and include parts of the letter,</li> </ol> </li> </ol>		

<p><i>are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p> <p>VII. Write to solve problems, discover record, develop, and reflect on ideas. (Standard 6, 12)</p> <p>VIII. Use rules for correct usage, capitalization and mechanics to clarify and enhance meaning. (Standard 6)</p> <p>IX. Students whose first language is not English must make use of their first language to develop competency in the English language arts. (Standard 10)</p>		<p>purpose and audience</p> <p>f. Expository: (nonfiction, cause and effect, analysis of books, movies, information reports, explaining a process, etc.) include title, topic or opening sentence that contains main idea, detailed, logical development of ideas, and a concluding sentences</p> <p>g. Poetry: write both structures and free verse poems</p> <p>h. Dramas: write short dramatic dialogues, plays, etc.</p> <p>i. Persuasive: include a thesis statement, main idea, supporting details, conclusion, detailed reasoning for opinions; present both sides of a given issues logically; defend pint of view; defend a moral choice (writing should reflect research using both internet and traditional sources)</p> <p>2. Experience the following across the curriculum:</p> <p>a. Write for personal use in response journals, blogs (Online journals), logs, notes for comprehension</p> <p>b. Share writing with others</p> <p>c. Connect personal</p>		
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|  |  | <p>experiences with stories</p> <ul style="list-style-type: none"> <li>d. Write factual pieces based on reading</li> <li>e. Write to prepare for group discussions (book talks, roles in literacy circles)</li> <li>f. Write reports (social studies, science, religion)</li> <li>g. Write research report using the steps of the research process:</li> <li>h. Use visuals in reports (charts, maps, graphs, etc.)</li> <li>i. Write from a prompt</li> </ul> <p>3. Flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience; he/she will implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts.</p> <ul style="list-style-type: none"> <li>a. <i>Pre-writing</i> <ul style="list-style-type: none"> <li>• Choose form and topic</li> <li>• Identify purpose and audience</li> <li>• Gather information</li> <li>• Organize information - Order details – chronologically, in order of importance, spatially, logically</li> </ul> </li> </ul> |  |
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Grammar/  
Mechanics/  
Usage

*b. Draft*

- Write an introduction
- Include background information
- Follow a plan
- Include and expand supporting details
- Write a conclusion

*c. Revision/Edit*

- Evaluate draft
- Conference/share with peer/teacher
- Make revisions/corrections (spelling, usage, etc.)
- Write revision

*d. Publication*

- Share work with others
- Reflect on the writing process

4. Use technology in all phases of writing:
- a. Distinguish between legitimate and faulty online sources
  - b. Access Internet and use it as a source of information
  - c. Send and receive email
  - d. Collaborate using teacher-supervised blogs and/or wikis

- e. Use technology to review skills
- f. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
- g. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work

Engage in the research process including:

- a. Identify prior knowledge and relevant experiences
- b. Formulate questions for research
- c. Devise a research plan that includes citing information sources
- d. Extract relevant information and record in an organized format
- e. Summarize information in an outline or organized format
- f. Write research paper

**B. To use English language structures**

**and conventions to communicate effectively**

The students will:

1. Demonstrate an understanding of English structures and conventions by means of the following:
  - a. Write interesting extended sentences (declarative, interrogative, imperative, exclamatory)
  - b. Identify parts of a sentence: simple, complete and compound subjects and predicates, direct and indirect objects, predicate nominatives and adjectives, prepositional phrases
  - c. Identify the structure of sentences
  - d. Identify dependent and independent clauses
  - e. Combine independent clauses to form compound sentences
  - f. Distinguish between phrases and clauses
  - g. Combine clauses to form complex and compound sentences
2. Demonstrate competency in identifying and using correctly:
  - a. Nouns: abstract, common, proper, singular, plural, collective, and possessive

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|  |  | <ul style="list-style-type: none"> <li>b. Verbs: simple and perfect tenses, action, linking and helping (auxiliary), irregular</li> <li>c. Subject - verb agreement</li> <li>d. Pronouns: proper use of subject (nominative), object (objective), and possessive pronouns; pronoun antecedents</li> <li>e. Adjectives: comparison of, agreement with nouns</li> <li>f. Adverbs: place, time, manner and degree; comparison of</li> <li>g. Conjunctions: interjections, prepositions</li> </ul> <p>3. Use appropriate punctuation, mechanics, and usage in the following:</p> <ul style="list-style-type: none"> <li>a. Indent paragraphs</li> <li>b. Use end of sentence punctuation correctly</li> <li>c. Abbreviate titles, days of week and months of year, internet addresses, time, units of measurement correctly</li> <li>d. Use of a colon between hour and minute</li> <li>e. Capitalize all proper nouns and the first word of each sentence</li> <li>f. Capitalize book titles,</li> </ul> |  |
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movies, poems,  
abbreviations, etc. correctly

- g. Use quotation marks, underlines or italics appropriately for titles of work
- h. Use quotation marks for direct quotations
- i. Use apostrophes in contractions and in possessives
- j. Correctly punctuate business and friendly letters
- k. Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations
- l. Use correct punctuation after quotations
- m. Punctuate and capitalize correctly in writing dialogue
- n. Use direct quotations with increasing skill
- o. Address envelopes and postcards correctly
- p. Avoid sentence fragments and run-ons
- q. Avoid double negatives

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|  |  | <ul style="list-style-type: none"> <li>r. Use commas in sentences for clarity</li> <li>s. Use semicolons correctly in sentences</li> <li>t. Use hyphen in word division and in compound words when appropriate</li> <li>u. Write email messages using Standard English</li> <li>v. Communicate using blogs and/or wikis using</li> <li>w. Standard English</li> </ul> |  |
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**C. Students for whom English is a second language: to make connections between the structures of their first language and English**

The students will:

- 5. Use their knowledge of written language structure in their first language to write competently in English
- 6. Identify capitalization and punctuation similarities and differences between their first language and English

**Strategies for Teaching and Learning: WRITTEN LANGUAGE GRADE 6**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p>The teacher:</p> <ul style="list-style-type: none"><li>• Models writing for a variety of purposes</li><li>• Plans writing as part of every day in all areas of curriculum</li><li>• Relate writing to authentic experiences (Thank you notes, congratulatory and sympathy messages, blogs, letters to the editor*, etc.)</li></ul>	<p><b>*Parental permission should be sought whenever students write letters that might be published</b></p> <p>The students:</p> <ul style="list-style-type: none"><li>• Works cooperatively on writing projects (newsletters, plays, multi-media presentations)</li><li>• Keep journals of story starters/ideas for writing</li><li>• Journal reactions to literature</li></ul> <p><b>Other:</b></p>

**LANGUAGE ARTS – SPELLING/VOCABULARY****S/V GRADE 6: QUARTERS 1-4****DIOCESAN STANDARDS/ GOALS****TOPIC/NOTES****OBJECTIVES/ENABLING OUTCOMES****ADDITIONAL/  
ENRICHMENT  
ACTIVITIES/NOTES****ASSESSMENT  
FORMATIVE  
SUMMATIVE**

I. Apply a variety of strategies to understand new words. (Standard 4, 6)		<b>A. To expand their vocabulary and spell correctly in written work</b>  The students will:		
II. Understand how spelling is related to meaning and word derivation. (Standard 4)		9. Memorize the various spelling rules and apply them to words 10. Use dictionaries (both technological and traditional) to look up unknown spellings 11. Correctly form plurals and possessives 12. Correctly spell everyday vocabulary and sight words across the curriculum 13. Apply context clues to new words 14. Analyze word parts to discover meanings of words 15. Explore the etymology of words 16. Use new vocabulary in written and oral language 17. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)		
III. Understand patterns and rules of spelling in the English language. (Standard 6)				

Suggested Teaching Strategies	Suggested Learning Strategies
<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• Makes students aware of errors in newspapers and magazines (Most newspapers publish corrections of a variety of mistakes-many spelling- in a prominent part of the paper.)</li> <li>• models checking spelling and analyzing new words</li> <li>• use research to find best methods to increase spelling and vocabulary skills</li> <li>• Involves students in vocabulary-building activities such as vocabulary of the day (or week) and encourages students bring new words to class and use them appropriately</li> </ul>	<p>The students:</p> <ul style="list-style-type: none"> <li>• Work in cooperative teams to increase vocabulary</li> <li>• Apply new words across the curriculum</li> </ul>

## LANGUAGE ARTS – ORAL LANGUAGE/LISTENING SKILLS

### OL GRADE 6: QUARTER 1

Through explicit instruction, the standards of oral language are integrated into every content area.

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
I. Adjust use of spoken language (conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 5, 6)	Oral Language	<b>A. To use oral language to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life</b>  The students will: <ol style="list-style-type: none"><li>1. Practice and demonstrate effective informal and formal speaking skills</li><li>2. Increase skills in requesting, reporting, and providing information</li><li>3. Take part in small group discussions, connecting own experiences with those of others</li><li>4. Take part in class discussions in all areas of the curriculum</li><li>5. Use variations in pitch and stress to make spoken language varied and interesting</li><li>6. Enunciate clearly in formal and informal speech</li><li>7. Present informal class projects</li></ol>		
II. Conduct research on issues and interests by generating ideas and questions orally and posing oral problems. (Standard 7)				
III. Use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information). (Standard 11,12,13)				
IV. Apply comprehension strategies in speaking activities. (Standard 11)				
V. Set purposes for listening (enjoyment, get information, solve problems). (Standard 11,12)				
VI. Develop active listening skills. (Standard 3)				

VII.	Develop critical listening skills. (Standard 3)	<b>Listening</b>	<b>B. To use oral language to learn, play, communicate, and participate fully in family, classroom, community and parish life</b>		
VIII.	Construct meaning from auditory experiences. (Standard 3,4)		<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Apply effective listening skills -focus on speaker, make eye contact with speaker, eliminate distractions in a variety of environments</li> <li>2. Listen to and follow multi-stepped directions</li> <li>3. Listen without interrupting</li> <li>4. Summarize main idea and details when listening</li> <li>5. Take notes while listening</li> <li>6. Listen for and identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.)</li> <li>7. Distinguish between facts and opinions</li> <li>8. Identify a speaker’s use of gesture and body movement</li> <li>9. Compare and contrast different media (book/movie/audio)</li> <li>10. Listen with respect to others</li> <li>11. Listen with reverence during prayer</li> </ol>		

## ORAL LANGUAGE GRADE 6

Suggested Teaching Strategies	Suggested Learning Strategies
<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"><li>• Involves students in a variety of projects and discussions, both planned and spontaneous that will require them to use consistently effective oral communications skills across the curriculum</li><li>• Models good oral language</li></ul> <p><b>Other:</b></p>	<p><b>Teacher Directed:</b></p> <ul style="list-style-type: none"><li>• Provides opportunities for students to participate in real life public speaking opportunities – to express opinions, ask questions, solve problems</li></ul> <p><b>Other:</b></p> <p><b>Cooperative:</b></p> <ul style="list-style-type: none"><li>• Participate in mock trial competitions, debates, oratorical contests, choral reading</li></ul> <p><b>Other:</b></p> <p><b>Independent:</b></p> <ul style="list-style-type: none"><li>• Participate in prayer services and liturgies as lectors.</li><li>• Students express opinions and ask questions in a variety of contexts.</li></ul> <p><b>Other:</b></p>



## OL GRADE 6: QUARTER 2

Through explicit instruction, the standards of oral language are integrated into every content area in GRADE 6.

DIOCESAN STANDARDS/GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Adjust use of spoken language (conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 5, 6)</p> <p>II. Conduct research on issues and interests by generating ideas and questions orally and posing oral problems. (Standard 7)</p> <p>III. Use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information). (Standard 11,12,13)</p> <p>IV. Apply comprehension strategies in speaking activities. (Standard 11)</p> <p>V. Set purposes for listening (enjoyment, get information, solve problems). (Standard 11,12)</p> <p>VI. Develop active listening skills. (Standard 3)</p>	Oral Language	<p><b>A. To use oral language to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Practice and demonstrate effective informal and formal speaking skills</li> <li>2. Increase skills in requesting, reporting, and providing information</li> <li>3. Take part in small group discussions, connecting own experiences with those of others</li> <li>4. Take part in class discussions in all areas of the curriculum</li> <li>5. Use variations in pitch and stress to make spoken language varied and interesting</li> <li>6. Enunciate clearly in formal and inform speech</li> <li>7. Present informal class projects</li> <li>8. Memorize and present a poem or dramatic selection for class presentation</li> <li>9. Prepare and present an age-appropriate multimedia presentation</li> <li>10. Employ logical thinking in public speaking</li> </ol>		

VII.	Develop critical listening skills. (Standard 3)	Listening	<b>B. To use oral language to learn, play, communicate, and participate fully in family, classroom, community and parish life</b>		
VIII.	Construct meaning from auditory experiences. (Standard 3,4)		<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Apply effective listening skills -focus on speaker, make eye contact with speaker, eliminate distractions in a variety of environments</li> <li>2. Listen to and follow multi-stepped directions</li> <li>3. Listen without interrupting</li> <li>4. Summarize main idea and details when listening</li> <li>5. Take notes while listening</li> <li>6. Listen for and identify key words ("First of all...", "Remember...", "Most importantly...", "In conclusion...", etc.)</li> <li>7. Distinguish between facts and opinions</li> <li>8. Identify a speaker's use of gesture and body movement</li> <li>9. Compare and contrast different media (book/movie/audio)</li> <li>10. Listen with respect to others</li> <li>11. Listen with reverence during prayer</li> <li>12. Retell a spoken message by summarizing or clarifying</li> <li>13. Evaluate speeches, lectures, oral presentations using aids such as rubrics, Cornell Note-Taking Systems, etc.</li> <li>14. Restate message of speaker</li> <li>15. Compare one's own perceptions with others</li> <li>16. Identify propaganda techniques</li> </ol>		

## OL GRADE 6: QUARTERS 3 & 4

Through explicit instruction, the standards of oral language are integrated into every content area in GRADE 6.

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Adjust use of spoken language (conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 5, 6)</p> <p>II. Conduct research on issues and interests by generating ideas and questions orally and posing oral problems. (Standard 7)</p> <p>III. Use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information). (Standard 11,12,13)</p> <p>IV. Apply comprehension strategies in speaking activities. (Standard 11)</p> <p>V. Set purposes for listening (enjoyment, get information, solve problems). (Standard 11,12)</p>	Oral Language	<p><b>A. To use oral language to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Practice and demonstrate effective informal and formal speaking skills</li> <li>2. Increase skills in requesting, reporting, and providing information</li> <li>3. Take part in small group discussions, connecting own experiences with those of others</li> <li>4. Take part in class discussions in all areas of the curriculum</li> <li>5. Use variations in pitch and stress to make spoken language varied and interesting</li> <li>6. Enunciate clearly in formal and inform speech</li> <li>7. Present informal class projects</li> <li>8. Memorize and present a poem or dramatic selection for class presentation</li> <li>9. Prepare and present an age-appropriate multimedia presentation</li> <li>10. Employ logical thinking in public speaking</li> </ol>		

VI.	Develop active listening skills. (Standard 3)	Listening	11. Conduct introductions and interviews clearly, courteously, and in a way that generates interest	
VII.	Develop critical listening skills. (Standard 3)		12. Create and review a checklist for presenting speech	
VIII.	Construct meaning from auditory experiences. (Standard 3,4)		13. Use an organized plan to prepare and present a persuasive speech	
			14. Present a dramatic monologue	
			15. Research a topic and write a speech based on research	
			<b>B. To use oral language to learn, play, communicate, and participate fully in family, classroom, community and parish life</b>	
			The students will:	
			1. Apply effective listening skills -focus on speaker, make eye contact with speaker, eliminate distractions in a variety of environments	
			2. Listen to and follow multi-stepped directions	
			3. Listen without interrupting	
			4. Summarize main idea and details when listening	
			5. Take notes while listening	
			6. Listen for and identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.)	
			7. Distinguish between facts and opinions	
			8. Identify a speaker’s use of gesture and body movement	
			9. Compare and contrast different media (book/movie/audio)	
			10. Listen with respect to others	

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|  |  | <ol style="list-style-type: none"><li>11. Listen with reverence during prayer</li><li>12. Evaluate speeches, lectures, oral presentations using aids such as rubrics, Cornell Note-Taking Systems, etc.</li><li>13. Restate message of speaker</li><li>14. Compare one's own perceptions with others</li><li>15. Identify propaganda techniques</li><li>16. Analyze language of a speech (denotation and connotation, loaded words)</li><li>17. Demonstrate how language medium and presentation contribute to a message</li></ol> |  |
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<b>Suggested Cross Curricular and Catholic Social Teaching Links</b>
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## Grade Six

- ✚ Students make predictions about the consequences of immoral or unjust decisions of characters in novels (*Holes*, *Crash*, *Maniac Magee*). (Literature, Religion)
- ✚ Students read novels (*The Midwife's Apprentice*, *Crispin: The Cross of Lead*) and discuss issues of justice and human dignity in historical context. (Literature, Social Studies, Religion)
- ✚ Students read novels that explore the power of nature (*Island of the Blue Dolphins*) and our reliance on nature (*Remote Man*) with a growing understanding of their role of stewardship in the care of creation. (Literature, Science, Religion)
- ✚ Through writing messages to pen pals around the world (email or traditional) students grow in their understanding that we are all one human family. (Social Studies, Written Communication)
- ✚ Students participate in essay contests or activities around Earth Day and Arbor Day, students expressing their responsibilities as guardians of God's Creation. (Social Studies, Science, Health)
- ✚ Students write essays comparing the government of ancient civilizations with modern ones, analyzing how governments have met their responsibility to promote human dignity and protect human rights. (Social Studies, Written Communication)
- ✚ Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- ✚ Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)

**GRADE 7**

**LITERATURE**

**L GRADE 7**

<b>DIOCESAN STANDARDS/ GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVES/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically. (Standards 1,3)</p> <p>II. Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner. (Standards 1, 12)</p> <p>III. Read a variety of genres with comprehension. (Standard 2)</p> <p>IV. Read to learn more about their God, their faith and their role in the mission of the Church. (Standards 13,14)</p> <p>V. Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life. (Standard 15)</p> <p>VI. Correctly spell everyday vocabulary and sight words.</p>	<p>Reading Comprehension</p>	<p><b>A. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <p><i>1. Read in all areas of the curriculum</i></p> <p>a. Interpret charts, maps, pictures, etc.</p> <p>b. Apply reading strategies to taking tests</p> <p>i. Analyze previous tests</p> <p>ii. Read and reread directions carefully</p> <p>iii. Preview all test items before beginning</p> <p>iv. Answer questions in strategic order: easy questions first, difficult questions last</p> <p>v. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes were not made, etc.</p> <p>c. Compare and contrast across media (books, DVDs, audio, etc.)</p>		

<p>(Standard 6)</p> <p>VII. Understand how spelling is related to meaning and word derivation. (Standard 6)</p> <p>VIII. Understand patterns and rules of spelling in the English language. (Standard 6)</p> <p>IX. Apply a variety of strategies to understand words. (Standard 3)</p> <p>X. Understand that words may have multiple meanings (Standard 6)</p> <p>XI. Study and apply word origins. (Standard 6)</p>		<p>d. Take notes on what is read identifying main idea, details, etc.</p> <p>e. Classify and categorize information read</p> <p>f. Compare and contrast elements in text</p> <p>g. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)</p> <p>h. Distinguish between important and unimportant details</p> <p>i. Form conclusions and support those conclusions with evidence from text</p> <p>j. Make and justify inferences from implicit and explicit information</p> <p>k. Identify cause and effect</p> <p>l. Make generalizations about and paraphrase what is read</p> <p>m. Summarize and paraphrase text</p> <p>n. Evaluate ideas and formulate hypothesis</p> <p>o. Select and use appropriate technology for reading and research tasks</p> <p>p. Identify and distinguish between fact and opinion</p> <p>q. Evaluate visuals in a variety of texts, including websites</p> <p>r. Compare and contrast across the media</p> <p>s. Recognize persuasion and propaganda techniques</p>	
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		<ul style="list-style-type: none"> <li>t. Recognize editorials and editorializing</li> </ul>		
		<ul style="list-style-type: none"> <li>2. Set a purpose for reading and adjust that purpose while reading</li> <li>3. Recognize and read a variety of genres including, but not limited to: biography and autobiography, historical fiction, realistic fiction, drama, poetry, informational essays, screen plays, fables, folktales, myths, tall tales</li> <li>4. <b><i>Independently</i></b> apply comprehension strategies to all reading situations: <ul style="list-style-type: none"> <li>a. Preview text/activate prior knowledge</li> <li>b. Make and verify or revise predictions</li> <li>c. Make connections to self, the world, or other literary texts</li> <li>d. Visualize</li> <li>e. Paraphrase and summarize</li> <li>f. Construct meaning from text, knowledge of text, graphics and other text features</li> <li>g. Self-monitor reading</li> <li>h. Generate and answer questions about what is read</li> </ul> </li> <li>5. Recognize and identify sequential events: <ul style="list-style-type: none"> <li>a. Distinguish between the order in which events occur and the</li> <li>b. order in which they are told</li> </ul> </li> </ul>		

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|  |  | <ul style="list-style-type: none"> <li>c. Identify key words that indicate time and order</li> <li>d. Identify flashback technique</li> </ul> <p>6. Use informational text to acquire knowledge</p> <ul style="list-style-type: none"> <li>a. Form opinions based on research from a variety of sources</li> <li>b. Evaluate evidence and sources of information (including Internet sources)</li> </ul> <p>7. Critically analyze texts and authors:</p> <ul style="list-style-type: none"> <li>a. Identify ways in which authors organize information</li> <li>b. Discuss the literary techniques authors use to make text engaging to readers</li> <li>c. Identify ways in which an author's experience affects why, how and what he/she writes</li> </ul> <p>8. Recognize the structure and elements of texts within each genre:</p> <ul style="list-style-type: none"> <li>a. Identify and evaluate standard literary elements: plot, setting, characterization, point of view, conflict, foreshadowing, irony, symbolism, tone and mood, theme, imagery, and figurative language</li> </ul> |  |
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		<ul style="list-style-type: none"> <li>i. Compare and contrast characters, settings, events, etc.</li> <li>ii. Analyze character and character's point of view</li> <li>iii. Identify theme</li> <li>iv. Describe the connection between a character's actions and the consequences that follow</li> <li>b. Identify the moral criteria that govern choices of characters</li> <li>c. Evaluate characters' choices in terms of moral criteria</li> <li>d. Connect events, characters, etc. in reading with own experiences</li> </ul> <p>9. Use technology to increase comprehension, locate information, collect data:</p> <ul style="list-style-type: none"> <li>a. Use telecommunications to collaborate with and learn from others (teacher-supervised blogs, e-mail, text-messaging)</li> <li>b. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)</li> </ul>		
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	Vocabulary	<b>B. To expand their vocabulary and spell correctly in written work</b>  The students will:  <ol style="list-style-type: none"><li>1. Consistently apply spelling rules to writing</li><li>2. Explore unknown spellings in the dictionary</li><li>3. Apply sound and context clues to new words</li><li>4. Analyze word structure to discover the meanings of words</li><li>5. Use new vocabulary in written and oral language</li><li>6. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)</li></ol>		
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**LITERATURE GRADE 7**

<b>Suggested Teacher Strategies</b>	<b>Suggested Learning Strategy</b>
<p><b>Teacher Directed</b></p> <p>The teacher models reading for pleasure, and talks about favorite books.</p> <p>The teacher provides regular opportunities for silent reading opportunities</p> <p><b>Other:</b></p>	<p>Students participate in a variety of literature groups and class dramatic presentations.</p> <p>Students read to get information and solve problems across the curriculum.</p> <p><b>Other:</b></p>

**LANGUAGE ARTS: WRITTEN LANGUAGE****WL GRADE 7**

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Write to discover, record, develop ideas, inform, persuade, influence, entertain and understand self and others. (Standard 4)</p> <p>II. Comprehend the importance of structure and usage conventions to communicate successfully. (Standard 6)</p> <p>III. Write independently. (Standard 11)</p> <p>IV. Understand the writing process. (Standard 6)</p> <p>V. Participate in and support parish, school, and civic communities through written language. (Standard 12,13)</p> <p>VI. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)</p> <p>VII. Write to solve problems, discover record, develop, and reflect on ideas. (Standard 4)</p>	<p>Written Language</p> <p>By the end of seventh grade, students will write clear, well-developed essays of at least five paragraphs for a variety of purposes. (BENCHMARK)</p> <p>Provide multiple opportunities for various forms of nonfiction writing across the content areas.</p>	<p><b>A. To increase and deepen their experiences and understanding of a variety of writing formats</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Write in a variety of formats including but not limited to:               <ol style="list-style-type: none"> <li>a. <b>Expository:</b> (Nonfiction, cause and effect, analysis of books, movies, informational narrative, how-to, etc.) Students include title, opening or thesis statement, main idea, detailed, logical development of an idea, and a concluding sentence. This writing reflects research using both Internet and text sources and interviews, both in person and online. (Teacher supervision)</li> <li>b. <b>Persuasive:</b> Students include an opening or thesis statement, main idea, supporting details, and conclusion. They include detailed reasons for opinions; they present both sides of a given issue and logically defend a point of view. This includes a tenet of faith or a moral issue. This writing reflects some research using both Internet and text sources.</li> <li>c. <b>Narrative:</b> Students include title,</li> </ol> </li> </ol>		

<p>VIII. Use rules for correct usage, capitalization and punctuation to clarify and enhance meaning. (Standard 6)</p> <p>IX. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)</p> <p><i>*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).</i></p>		<p>well developed characters, detailed settings, events, problems, resolutions; they use chronological order effectively in writing narratives. At this level, narrative writing includes creating a short story.</p> <p>d. <b>Friendly and business letters:</b> Students should identify and include parts of the letter, purpose and audience of letters</p> <p>e. <b>Personal Narrative:</b> Students include characters, setting, and events in sequence.</p> <p>f. <b>Poetry:</b> Students create both structured and free verse poems.</p> <p>g. <b>Descriptive:</b> Students include title, main idea, details, sensory images, and a conclusion and demonstrate an understanding of spatial development in description writing (top to bottom; left to right).</p> <p>h. <b>Dramas:</b> Students create short dramatic dialogues, plays, radio plays</p> <p>i. <b>Electronic Messages:</b> messages must be reflective of their purpose and audience and in keeping with the ethical use of technology policy</p> <p>2. Write daily across the curriculum:</p> <p>a. Write responses to literature that connects knowledge from a text with personal knowledge</p>		
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Research

- b. Write responses to various curricular areas that support judgments with references to the text
  - c. Write in response journals, blogs, wikis
  - d. Summarize notes for comprehension
  - e. Write to prepare for group discussions (book talks, literature circles, roles in reciprocal teaching, collaborative group work, etc.)
  - f. Write reports for submission and oral presentations
  - g. Use visuals in report
  - h. Write from a prompt (oral, electronic, text)
  - i. Explain process and answers to mathematical problems
  - j. Paraphrase and summarize information from texts (i.e. Cornell Note System)
3. Use process writing to vary writing according to purpose and audience **with emphasis on nonfiction writing:**
- Pre-write
    - Choose form and topic
    - Identify purpose and audience
    - Gather information from a variety of sources
    - Organize information (Order details – chronologically, in order of importance, spatially, logically)



	Grammar/ Mechanics/Usage	<ul style="list-style-type: none"> <li>• Draft <ul style="list-style-type: none"> <li>• Write an introduction</li> <li>• Include background information</li> <li>• Follow a plan</li> <li>• Include and expand supporting details</li> <li>• Write a conclusion</li> </ul> </li> <li>• Revise/Edit <ul style="list-style-type: none"> <li>• Evaluate draft</li> <li>• Conference/share with peer/teacher</li> <li>• Revise/Correct (spelling, usage, etc.)</li> <li>• Write revision</li> </ul> </li> <li>• Publish <ul style="list-style-type: none"> <li>• Share work with others</li> <li>• Reflect on the writing process</li> </ul> </li> </ul> <p>4. Engage in the research process including:</p> <ol style="list-style-type: none"> <li>a. Identify prior knowledge and relevant experiences</li> <li>b. Formulate questions for research</li> <li>c. Devise a research plan that includes citing information sources</li> <li>d. Extract relevant information and record in an organized format</li> <li>e. Summarize information in an outline or organized format</li> <li>f. Write research paper</li> <li>g. Present research in an oral</li> </ol>		
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		<p>presentation with visuals</p> <p>5. Use technology in all phases of writing:</p> <ul style="list-style-type: none"> <li>a. Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote</li> <li>b. Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work</li> <li>c. Use word processing effectively</li> <li>d. Distinguish between legitimate and faulty sources on the World Wide Web</li> <li>e. Access Internet and use it as a source of information</li> <li>f. Send and receive email</li> <li>g. Use technology to review skills</li> </ul> <p><b>B. Student for whom English is a second language: to make connections between structures of their first language and English.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Use their knowledge of written language structure in their first</li> </ul>		
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language to write competently in English

**C. To use English language structures and conventions to communicate effectively.**

The students will:

1. Demonstrate an understanding of English structures and conventions:
  - a. Identify nouns and pronouns and explain how they are used in a sentence
  - b. Recognize compound and collective nouns and use them correctly in writing (subject-verb agreement, formation of plurals, etc.)
  - c. Write with accuracy using pronoun case (nominative, objective, possessive)
  - d. Identify and use correctly indefinite, interrogative, and demonstrative pronouns
  - e. Identify pronoun antecedents
  - f. Recognize the principal parts of and conjugate (simple, perfect and progressive tenses) regular and irregular verbs
  - g. Identify and describe the function of linking and auxiliary verbs
  - h. Identify and explain the function of transitive and intransitive verbs, passive and active voice
  - i. Identify and use infinitives appropriately
  - j. Recognize adjectives and use appropriately: definite and indefinite articles, nouns and

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|  |  | <p>pronouns used as adjectives,<br/>compound adjectives,<br/>demonstrative adjectives,<br/>interrogative adjectives</p> <ul style="list-style-type: none"> <li>k. Recognize adverbs and the words they modify</li> <li>l. Correctly use the comparative and superlative forms of adjectives and adverbs</li> <li>m. Distinguish between adjectives and adverbs, adjectival and adverbial clauses and phrases</li> <li>n. Use adjectives and adverbs to improve writing</li> <li>o. Recognize prepositions and prepositional phrases; use them appropriately in writing and speaking</li> <li>p. Distinguish between prepositions and adverbs</li> <li>q. Identify and use conjunctions to connect ideas; identify coordinating, subordinating and correlative conjunctions</li> <li>r. Identify interjections, describe their use in sentences, and use them effectively in communication</li> </ul> <p>2. Understand the structure of sentences and paragraphs:</p> <ul style="list-style-type: none"> <li>a. Within sentences and clauses, identify subjects, predicates, modifiers, direct and indirect objects, linking verb complements</li> <li>b. Identify and punctuate appositives correctly</li> <li>c. Identify compound subjects, predicates, sentences, etc.</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>d. Distinguish between phrases and clauses; phrases that modify and clauses that modify</li> <li>e. Identify verbal phrases: participles and participial phrases, infinitives and infinitive phrases</li> <li>f. Identify dependent and independent clauses</li> <li>g. Combine independent and dependent clauses to form compound sentences and/or complex sentences</li> <li>h. Distinguish between phrases and clauses</li> <li>i. Expand sentences by combining clauses, phrases, etc.</li> <li>j. Vary length and sentence structure in paragraphs</li> <li>k. Avoid sentence fragments and run-ons</li> <li>l. Make subjects and predicates agree in case and number</li> <li>m. Avoid misplaced modifiers</li> <li>n. Avoid double negatives</li> <li>o. Avoid common usage problems (affect/effect, accept/except, etc)</li> </ul> <p>3. Use punctuation and capitalization to communicate clearly:</p> <ul style="list-style-type: none"> <li>a. Use periods, question marks, and exclamation marks correctly with declarative, interrogative, exclamatory and imperative sentences.</li> <li>b. Use commas correctly in a variety of situations (series, introductory words, phrases and clauses, compound sentences, nonessential phrases and clauses, dates, geographical places, etc.)</li> </ul> |  |
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	ELL	<ul style="list-style-type: none"> <li>c. Use semicolons correctly to join independent clauses and in sentences where additional commas would cause confusion</li> <li>d. Use colons correctly as introductory devices</li> <li>e. Use quotation marks correctly</li> <li>f. Write dialogue correctly</li> <li>g. Use quotations, underlining, and italics correctly in bodies of work</li> <li>h. Use hyphens correctly</li> <li>i. Use apostrophes correctly</li> <li>j. Apply rules for capitalization – proper nouns and adjectives, titles, etc.</li> <li>k. Use technology to review skills</li> </ul> <p><b>D. Students for whom English is a second language: to make connections between the structures of their first language and English.</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Identify capitalization and punctuation similarities and differences between their first language and English</li> </ul>	
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## WRITTEN LANGUAGE GRADE 7

Suggested Teaching Strategies	Suggested Learning Strategies
<p><b>Teacher directed</b></p> <ul style="list-style-type: none"> <li>• Models using the writing process</li> <li>• Provides writing opportunities as part of every day.</li> <li>• Relates writing to authentic experiences (Thank you notes, sympathy messages, letters to the editor*, etc)</li> <li>• Encourage students to read well written texts</li> <li>• Reads aloud to students</li> </ul> <p><b>*Parental permission should be sought whenever students write letters that might be published.</b></p> <p><b>Other:</b></p>	<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"> <li>• Provides authentic opportunities for writing across the curriculum (thank you notes, congratulatory emails, letters to the editors, on-line literature groups)</li> </ul> <p><b>Other:</b></p> <p><b>Cooperative</b></p> <ul style="list-style-type: none"> <li>• Publish collaborative projects: newsletters, plays, media presentations</li> </ul> <p><b>Other:</b></p> <p><b>Independent</b></p> <ul style="list-style-type: none"> <li>• Keep journals/collections of creative work</li> </ul> <p><b>Other:</b></p>

**LANGUAGE ARTS: ORAL LANGUAGE****OL GRADE 7**

Through explicit instruction, the standards of oral language are integrated into every content area in GRADE 7.

DIOCESAN STANDARDS/ GOALS	TOPIC/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Adjust use of spoken language (conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 11)</p> <p>II. Conduct research on issues and interests by generating ideas and questions orally and posing oral problems. (Standard 7)</p> <p>III. Use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information). (Standard 12)</p> <p>IV. Participate actively in prayer services and liturgies. (Standard 11, 13)</p> <p>V. Set purposes for listening (enjoyment, get information, solve problems). (Standard 3)</p>	Oral Language	<p><b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, community and parish life.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Take part in class discussions in all areas of the curriculum</li> <li>2. Present formal and informal class projects to peers</li> <li>3. Participate in small group discussions</li> <li>4. Develop informal and formal speaking skills</li> <li>5. Use logical thinking in public speaking</li> <li>6. Create and review a checklist for presenting a speech</li> <li>7. Memorize a short literary selection for class presentation</li> <li>8. Present a dramatic monologue</li> <li>9. Use an organized plan to prepare and present a persuasive speech</li> <li>10. Research a topic and write a speech based on the research</li> <li>11. Prepare and present a multimedia presentation</li> <li>12. Use technology to format presentations and create visual aids</li> </ol> <p><b>B. To use listening skills to learn,</b></p>		



VI.	Develop active listening skills. (Standard 3)		<b>socialize, communicate, and participate fully in family, classroom, community and parish life.</b>	
VII.	Develop critical listening skills. (Standard 3)	Listening	<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate listening skills – focus on the speaker, make eye contact, eliminate distractions</li> <li>2. Listen to and follow multi-stepped directions</li> <li>3. Listen without interrupting</li> <li>4. Summarize main idea and details when listening</li> <li>5. Take notes while listening</li> <li>6. Listen for and identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.)</li> <li>7. Evaluate speeches, lectures, oral presentations</li> <li>8. Restate message of speaker</li> <li>9. Paraphrase ideas of speaker</li> <li>10. Compare one’s interpretation of</li> <li>11. speaker with other listeners</li> <li>12. Distinguish between facts and opinions</li> <li>13. Determine if what the speaker says is relevant or contains faulty reasoning</li> <li>14. Analyze language of a speech (denotation and connotation, loaded words)</li> <li>15. Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)</li> <li>16. Identify a speaker’s use of gesture and body movement</li> </ol>	
VIII.	Listen with reverence to reading during liturgies and prayer services. (Standard 13)			

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|  |  | <ol style="list-style-type: none"><li>17. Compare and contrast different media (book/movie/audio)</li><li>18. Listen to and evaluate a variety of opinions on moral issues and respond in a way that demonstrates faith and an understanding of the Church's moral teaching</li></ol> |  |
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## Suggested Cross Curricular and Catholic Social Teaching Links

### Grade Seven

- ✚ Students listen to speeches on the Internet with themes centered on human rights and use those speeches as models in their own presentation on similar issues. (Social Studies, Religion, Listening Skills)
- ✚ Students read and discuss novels that deal with personal growth and overcoming obstacles (*Hatchet*, *Where the Red Fern Grows*, *Lyddie*), and articulate an understanding of the dignity of the human person and the responsibility of Christians to work for justice in the workplace. (Religion, History, Literature)
- ✚ Students read a variety of nonfiction pieces about environmental issues and natural resources to develop an understanding of themselves as guardians of creation. (Science, Religion, Literature)
- ✚ Students research topics for essays in science, history, geography in both text and online sources and consistently observe copyright laws, demonstrating respect for the rights and dignity of others. (History, Geography, Science)
- ✚ Students read and write about the many conflicts in American history and reflect on the need for lasting peace and what it means to be a peacemaker. (History, Religion, Literature, Written Language)
- ✚ Students read and write essays and speeches that connect excessive economic, social and cultural inequalities to conflicts between nations and among peoples (both in the present and past), articulating the link between peace and justice. (Social Studies, Science, Religion, Literature, Written Language)
- ✚ Students write poems about peace recognizing it as more than "...just the absence of war..." (Pope John Paul II). (Religion, Social Studies, Written Language)
- ✚ Students write persuasive essays and speeches supporting one political leader over another because he/she better reflects an understanding of society's moral responsibility to protect human rights. (Religion, Social Studies, Written Language)
- ✚ Students write short stories describing the consequences of moral choices. (Religion, Written Language)
- ✚ Students write about and calculate the cost of war, natural disasters, unemployment, etc., expressing an understanding that, as Catholic Christians, we are called to work globally and locally for justice. (Math, Social Studies, Science)

## GRADE 8

### LITERATURE

#### **L GRADE 8**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPIC/NOTES</b>	<b>OBJECTIVES/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
<p>I. Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically. (Standards 1, 3)</p> <p>II. Read for a variety of purposes including pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner. (Standards 1, 12)</p> <p>III. Read a variety of genres with comprehension. (Standard 2)</p> <p>IV. Read to learn more about their God, their faith and their role in the mission of the Church. (Standards 13, 14)</p> <p>V. Use a variety of technological and informational resources (libraries, databases, computer networks and videos) to gather and synthesize information. (Standard 8)</p>	Comprehension	<p><b>A. To increase and deepen their ability to read a variety of texts for a broad range of purposes</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Read in all areas of the curriculum               <ol style="list-style-type: none"> <li>a. Interpret charts, maps, pictures, etc.</li> <li>b. Apply reading strategies to taking tests:                   <ol style="list-style-type: none"> <li>i. Analyze previous tests</li> <li>ii. Read and reread directions carefully</li> <li>iii. Preview all test items before beginning</li> <li>iv. Answer questions in strategic order: easy questions first, difficult questions last</li> <li>v. Resist urge to hand in test immediately upon completion; review test to ensure all questions have been answered, answers were not mismarked, simple mistakes were not made, etc.</li> </ol> </li> <li>c. Compare and contrast across media (books, DVDs, audio, etc.)</li> <li>d. Take notes on what is read</li> </ol> </li> </ol>		

VI.	Apply a variety of strategies to understand words. (Standard 6)		identifying main idea, details, etc. (i.e., Cornell Note System)	
VII.	Understand that words may have multiple meanings. (Standard 6)		e. Classify and categorize information read	
			f. Compare and contrast elements in text	
VIII.	Study and apply word origins. (Standard 6)		g. Make generalizations about and paraphrase what is read	
			h. Summarize and paraphrase text	
IX.	Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life.		i. Evaluate ideas and formulate hypotheses	
			j. Select and use appropriate technology for reading and research tasks	
			k. Use directories, indexes, and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)	
			l. Evaluate visuals in a variety of texts, including websites	
			m. Distinguish between important and unimportant details	
			n. Form conclusions and support those conclusions with evidence from text	
			o. Make and justify inferences from implicit and explicit information	
			p. Identify and distinguish between fact and opinion	
			q. Identify cause and effect	
			r. Recognize persuasion and propaganda techniques	
			s. Recognize editorials and editorializing	

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|  | <ol style="list-style-type: none"> <li>2. Set a purpose for reading and adjust that purpose while reading</li> <li>3. Recognize and read a variety of genres from many different cultures including, but not limited to: nonfiction, biography and autobiography, historical fiction, realistic fiction, fables, folktales, myths, tall tales, informational essays, drama, screen plays, and poetry</li> <li>4. Independently apply comprehension strategies to all reading situations: <ol style="list-style-type: none"> <li>a. Preview text/activate prior knowledge</li> <li>b. Make, verify or revise predictions</li> <li>c. Visualize</li> <li>d. Make connections to text</li> <li>e. Paraphrase and summarize</li> <li>f. Construct meaning from text, knowledge of text, graphics and other text features</li> <li>g. Self-monitor reading</li> <li>h. Generate and answer questions about what is read</li> </ol> </li> <li>5. Recognize and identify sequential events: <ol style="list-style-type: none"> <li>a. Distinguish between the order in which events occur and the order in which they are told</li> <li>b. Identify key words that indicate time and order</li> <li>c. Identify flashback technique</li> </ol> </li> <li>6. Use informational text to acquire knowledge <ol style="list-style-type: none"> <li>a. Form opinions based on research from a variety of sources</li> </ol> </li> </ol> |  |
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|  |  | <ul style="list-style-type: none"> <li>b. Evaluate evidence and sources of information (including Internet sources)</li> <li>c. Use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts)</li> <li>d. Evaluate electronic and text information sources and make decisions about the accuracy and relevance of such information</li> <li>e. Use directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, library catalogs)</li> </ul> <p>7. Critically analyze texts and authors:</p> <ul style="list-style-type: none"> <li>a. Identify ways in which authors organize information</li> <li>b. Discuss the literary techniques authors use to make text engaging to readers</li> <li>c. Identify ways in which authors organize information</li> <li>d. Identify ways in which an author's experience affects why, how and what he/she writes</li> <li>e. Identify ways in which authors communicate bias in their writing</li> <li>f. Discuss ways in which authors deal with social and political issues</li> </ul> |  |
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|  |  | <p>8. Recognize the structure and elements of texts:</p> <ul style="list-style-type: none"> <li>a. Identify and evaluate standard literary elements: plot, setting, characterization, point of view, conflict, foreshadowing, irony, symbolism, tone and mood, theme, imagery, and figurative language</li> <li>b. Compare and contrast characters, settings, events, etc.</li> <li>c. Analyze character and character's point of view</li> <li>d. Identify theme, motifs, foreshadowing</li> <li>e. Describe the connection between a character's actions and the consequences that follow</li> <li>f. Evaluate characters' choices in terms of moral criteria</li> <li>g. Discuss and debate the moral criteria that govern choices of characters</li> </ul> <p>9. Relate events, characters, etc. in reading to their own personal experiences, other texts, or the world</p> <p>10. Use technology to increase comprehension, locate information, collect data: he/she will:</p> <ul style="list-style-type: none"> <li>a. Use telecommunications to collaborate with and learn from others (teacher-</li> </ul> |  |
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Vocabulary

- supervised blogs, e-mail, text-messaging)
- b. Evaluate electronic information sources and evaluate the accuracy and relevance of such information (understand how to read URLs, websites, etc.)
- c. Use directories, indices, and keywords to search for information pertaining to all curriculum areas (Internet, CD-ROM, references, library catalogs)

**B. To expand their vocabulary and spell correctly in written work**

The students will:

1. Correctly spell everyday vocabulary and sight words
2. Link spelling to meaning and word derivation
3. Use patterns and rules of spelling in written language
4. Consistently apply spelling rules
5. Explore unknown spellings in the dictionary
6. Apply sound, word origin and context clues to new words
7. Analyze word structure to discover the meanings of words
8. Use new vocabulary in written and oral language
9. Relate new words to familiar words (synonyms, antonyms, analogies, word parts)

## LITERATURE GRADE 8

Suggested Teaching Strategies	Suggested Learning Strategies
<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"><li>models a love of reading and discusses books knowledgably with students</li><li>reads books to students</li></ul> <p><b>Other:</b></p>	<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"><li>Provides regular opportunities for silent reading and encourages students to keep journals (text or electronic) of books read.</li><li>Encourages students to use a variety of graphic organizers to aide in comprehension</li></ul> <p><b>Other:</b></p> <p><b>Cooperative</b></p> <ul style="list-style-type: none"><li>Participate in literature groups and/or book clubs in class or on line with students in other schools (Must be supervised by teacher).</li><li>Participate in classroom dramas.</li></ul> <p><b>Other:</b></p> <p><b>Independent</b></p> <ul style="list-style-type: none"><li>Keep records/journals of books</li><li>Use graphic organizers to assist in understanding plot, sequence, etc.</li></ul> <p><b>Other:</b></p>

**LANGUAGE ARTS: WRITTEN LANGUAGE****WL Grade 8**

<b>DIOCESAN STANDARDS/GOALS</b>	<b>TOPICS/NOTES</b>	<b>OBJECTIVES/ENABLING OUTCOMES</b>	<b>ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES</b>	<b>ASSESSMENT FORMATIVE SUMMATIVE</b>
I. Write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others. (Standard 12)	Written Language  By the end of eighth grade, students will write clear, well-developed essays of at least five paragraphs for a variety of purposes. (BENCHMARK)  *A well developed research paper that integrates two content areas is required at this level.	<b>A. To increase and deepen their experiences and understanding of writing genres</b>  The students will:  1. Write in a variety of formats including, but not limited to:  a. <b>Expository essays and papers:</b> (Nonfiction, cause and effect, analysis of books, movies, information, etc.) Students include a title, opening or thesis statement, main idea, detailed, logical development of an idea, and a concluding sentence. At this level, expository writing includes a *research paper in a curriculum area  b. <b>Informational essays:</b> Include title, opening or thesis statement, main idea, supporting details, and a concluding sentence. This writing reflects research using both Internet and traditional sources  c. <b>Persuasive essays:</b> Write an opening or thesis statement, main idea, supporting details, and conclusion. Students develop detailed reasons for opinions; they present both sides of a given issue and logically defend a point of view.		
II. Comprehend the importance of structure and usage conventions to communicate successfully. (Standard 6)				
III. Write independently. (Standard 11)				
IV. Understand the writing process. (Standard 6)				
V. Participate and support parish and civic communities through written communication. (Standard 11,13)				
VI. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)				
VII. Write to solve problems, discover record, develop, and reflect on ideas. (Standard 4)				
VIII. Use rules for correct usage,				

capitalization and punctuation to clarify and enhance meaning. (Standard 6)		This includes a tenet of faith or a moral issue. This writing reflects research using both Internet and traditional sources		
IX. Students whose first language is not English will use their first language to develop competency in the English language arts. (Standard 10)	<p>(Benchmark)</p> <p><b>Demonstrate an understanding of parts of speech:</b> <i>(Most of these objectives have been covered in previous grades. Teachers should focus on the goals of using standard grammar, usage and punctuation to enhance and clarify written and oral communication.)</i></p>	<p>d. <b>Descriptive essays:</b> Compose title, main idea, details, sensory images, and a conclusion They demonstrate an understanding of spatial order in description (top to bottom; left to right).</p> <p>e. <b>Friendly and Business Letters:</b> Identify and include parts of the letter, purpose and audience of letters.</p> <p>f. <b>Narrative:</b> Include title, well developed characters, detailed settings, events, problems, resolutions; they create narratives that demonstrate understanding of chronological order. Narrative writing includes creating a short story.</p> <p>g. <b>Personal Narrative:</b> Include characters, setting, events in sequence, plot</p> <p>h. <b>Dramas:</b> Create short dramatic dialogues, plays, radio plays, etc.</p> <p>i. <b>Dialogues</b> that use a variety of language patterns and dialects</p> <p>j. <b>Poetry:</b> Compose both structured and free verse poems</p> <p>k. <b>Electronic messages:</b> Students' messages are reflective of their purpose and audience</p>		

*\*Teachers are encouraged to use journal writing as an effective learning strategy with students. However, teachers who assign journals must understand that they are responsible for reading entries in a timely manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).*

**B. To use English language structures and conventions to communicate effectively**

The students will:

1. Demonstrate an understanding of English structures and conventions:
  - a. Identify parts of speech
  - b. Identify nouns and pronouns and explain how they are used in a sentence
  - c. Recognize compound and collective nouns and use them correctly in writing (subject-verb agreement, formation of plurals, etc.)
  - d. Write with accuracy using pronoun case (nominative, objective, possessive)
  - e. Identify and use correctly indefinite, interrogative, and demonstrative pronouns
  - f. Identify pronoun antecedents
  - g. Recognize the principal parts of and conjugate (simple, perfect and progressive tenses) regular and irregular verbs
  - h. Identify and describe the function of linking and auxiliary verbs
  - i. Identify and explain the function of transitive and intransitive verbs, passive and active voice
  - j. Identify and use infinitives

		<p>appropriately</p> <ul style="list-style-type: none"> <li>k. Recognize adjectives and use appropriately: definite and indefinite articles, nouns and pronouns used as adjectives, compound adjectives, demonstrative adjectives, interrogative adjectives</li> <li>l. Recognize adverbs and the words they modify</li> <li>m. Correctly use the comparative and superlative forms of adjectives and adverbs</li> <li>n. Distinguish between adjectives and adverbs, adjectival and adverbial clauses and phrases</li> <li>o. Use adjectives and adverbs to improve writing</li> <li>p. Recognize prepositions and prepositional phrases; use them appropriately in writing and speaking</li> <li>q. Distinguish between prepositions and adverbs</li> <li>r. Identify and use conjunctions to connect ideas; identify coordinating, subordinating and correlative conjunctions</li> <li>s. Identify interjections, describe their use in sentences, and use them effectively in communication</li> </ul> <p>2. Understand the structure of sentences</p>		
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		<p>and paragraphs:</p> <ol style="list-style-type: none"> <li>Within sentences and clauses, identify subjects, predicates, modifiers, direct and indirect objects, linking verb complements</li> <li>Identify and punctuate appositives correctly</li> <li>Identify compound subjects, predicates, sentences, etc.</li> <li>Distinguish between phrases and clauses; phrases that modify and clauses that modify</li> <li>Identify verbal phrases: participles and participial phrases, infinitives and infinitive phrases</li> <li>Identify dependent and independent clauses</li> <li>Combine independent and dependent clauses to form compound sentences and/or complex sentences</li> <li>Distinguish between phrases and clauses</li> <li>Expand sentences by combining clauses, phrases, etc.</li> <li>Vary length and sentence structure in paragraphs</li> <li>Avoid sentence fragments and run-ons</li> <li>Make subjects and predicates</li> </ol>		
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		<p>agree in case and number</p> <p>m. Avoid misplaced modifiers</p> <p>n. Avoid double negatives</p> <p>o. Avoid common usage problems (affect/effect, accept/except, etc)</p> <p>3. Use punctuation and capitalization to communicate clearly:</p> <p>a. Use periods, question marks, and exclamation marks correctly with declarative, interrogative, exclamatory and imperative sentences.</p> <p>b. Use commas correctly in a variety of situations (series, introductory words, phrases and clauses, compound sentences, nonessential phrases and clauses, dates, geographical places, etc.)</p> <p>c. Use semicolons correctly to join independent clauses and in sentences where additional commas would cause confusion</p> <p>d. Use colons correctly as introductory devices</p> <p>e. Use quotation marks correctly</p> <p>f. Write dialogue correctly</p> <p>g. Use quotations, underlining, and italics correctly in bodies of work</p> <p>h. Use hyphens correctly</p>		
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|  |  | <ul style="list-style-type: none"><li>i. Use apostrophes correctly</li><li>j. Apply rules for capitalization – proper nouns and adjectives, titles, etc.</li><li>k. Use technology to review skills</li></ul> |  |
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**D. Students for whom English is a second language: to make connections between the structures of their first language and English.**

The students will:

1. Identify capitalization and punctuation similarities and differences between his/her first language and English
2. Use their knowledge of written language structure in their first language to write competently in English

**WRITTEN LANGUAGE GRADE 8**

<b>Suggested Teaching Strategies</b>	<b>Suggested Learning Strategies</b>
<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"><li>Plans writing activities (across the curriculum) every day and relates writing to authentic experiences (Thank you notes, sympathy messages, letters to the editor, etc.)</li><li>Models good writing skills (writing process, revising, etc.)</li><li>Encourages students whose first language is not English to share his/her native vocabulary and to make connections with similar words in English.</li></ul> <p><b>Other:</b></p>	<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"><li>Creates writing situations that communicate to students that written communication is a life skill</li></ul> <p><b>Other:</b></p> <p><b>Cooperative</b></p> <ul style="list-style-type: none"><li>Work together to write, revise, edit, and publish work (Plays and other dramatic performances) across the curriculum</li></ul> <p><b>Other:</b></p> <p><b>Independent</b></p> <ul style="list-style-type: none"><li>Communicate with each other and with the teacher in appropriate ways.</li><li>Use technology to communicate with peers, authors, political and church leaders</li></ul> <p><b>Other:</b></p>

**LANGUAGE ARTS: ORAL LANGUAGE/LISTENING****OL Grade 8**

Through explicit instruction, the standards of oral language are integrated into every content area in GRADE 8.

DIOCESAN STANDARDS/GOALS	TOPICS/NOTES	OBJECTIVES/ENABLING OUTCOMES	ADDITIONAL/ ENRICHMENT ACTIVITIES/NOTES	ASSESSMENT FORMATIVE SUMMATIVE
<p>I. Adjust use of spoken language (conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard 12)</p> <p>II. Conduct research on issues and interests by generating ideas and questions orally and posing oral problems. (Standard 7)</p> <p>III. Use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information). (Standard 12)</p> <p>IV. Participate actively in liturgies and prayer services. (Standard 11, 13)</p> <p>V. Set purposes for listening (enjoyment, get information, solve problems). (Standard 12)</p> <p>VI. Develop active listening skills. (Standard 3)</p> <p>VII. Develop critical listening skills. (Standard 3)</p>	<p>Oral Language</p> <p>Listening</p>	<p><b>A. To use oral language to learn, play, communicate, and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Develop informal and formal speaking skills</li> <li>2. Use logical thinking in public speaking</li> <li>3. Use an organized plan to prepare and present a persuasive speech</li> <li>4. Take part in class discussions in all areas of the curriculum</li> <li>5. Present formal and informal class projects to peers</li> <li>6. Create media rich materials to teach peers</li> <li>7. Take part in small group discussions</li> <li>8. Demonstrate a skill for classmates</li> <li>9. Memorize a short literary selection for class presentation</li> <li>10. Present a dramatic monologue</li> <li>11. Prepare a multimedia presentation</li> <li>12. Research a topic and write a speech based on the research</li> <li>13. Create and review a checklist for presenting a speech</li> <li>14. Use technology to format presentations and create visual aids ( graphs, charts, etc. )</li> </ol>		

<p>VIII. Listen with reverence during liturgies and prayer services. (Standard 13)</p>		<p>15. Interpret maps, graphs, charts as part of an oral presentation</p> <p>16. Read scripture and prayers orally during liturgies and prayer services</p> <p><b>B. To use listening skills to learn, play, communicate, and participate fully in family, classroom, community and parish life</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate listening skills – focus on the speaker, make eye contact, eliminate distractions</li> <li>2. Listen to and follow multi-stepped directions</li> <li>3. Listen without interrupting</li> <li>4. Summarize main idea and details when listening</li> <li>5. Evaluate speeches, lectures, oral presentations</li> <li>6. Restate message of speaker (lector)</li> <li>7. Restate/summarize scripture reading</li> <li>8. Compare one’s interpretation of speaker with other listeners</li> <li>9. Distinguish between facts and opinions</li> <li>10. Determine if what the speaker says is relevant or contains faulty reasoning</li> <li>11. Analyze language of a speech (denotation and connotation, loaded words)</li> <li>12. Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)</li> <li>13. Identify a speaker’s use of gesture and body movement</li> </ol>		
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### Suggested Cross Curricular and Catholic Social Teaching Links - Grade Eight

- ✚ Students read literature with dialects orally and demonstrate their appreciation of and respect for human diversity and dignity. (Religion, Social Studies, Literature)
- ✚ As students express opinions in class discussions of current events, they are encouraged to comment on world events in terms of Catholic social teaching. (Social Studies, Religion, Oral Language)
- ✚ Acting as lectors in liturgies and prayer services, students participate actively in their parish and school communities. (Religion, Oral Language)
- ✚ Students read and discuss novels that deal with social issues (*Roll of Thunder, Hear My Cry, To Kill a Mockingbird, The Outsiders, Izzy Willy Nilly, etc.*), reflect on characters and events in light of what they have learned about the dignity of every human person. (Religion, History, Literature)
- ✚ Students read nonfiction articles and essays, both text and online, about the fragility of natural resources, and describe how they see themselves as guardians of creation. (Science, Religion, Reading, Written and Oral Language)
- ✚ Students research topics for essays in science, history, geography, observing copyright laws, thus respecting the rights and dignity of others. (History, Geography, Science, Religion, Reading)
- ✚ Students read a variety of texts describing American involvement in wars throughout its history and determine how they can work for peace. (History, Religion, Reading)
- ✚ Students use dialect in written work, demonstrating their appreciation of and respect for human diversity and dignity. (Religion, Social Studies)
- ✚ Students write essays that show how to preserve the goods of the earth and define the call of Catholic Christians to stewardship of God's creation. (Religion, Science)
- ✚ Students write letters\* that support human dignity and the sacredness of life to political leaders and/or newspapers, helping to create a moral vision for their communities. (Religion, Social Studies)
- ✚ Students create graphs describing the inequality of the consumption of the world's resources and design service projects that address local and global injustice. (Math, Religion, Science)

**\*Parental permission should be sought whenever students write letters that might be published.**

**Sharing Catholic Social Teaching Selected Resources:  
Background for Teachers and Reading  
Materials for Older Students**

- Compendium of the Social Doctrine of the Church (Pontifical Council for Justice and Peace; Order through USCCB, 1/800-235-8722). Provides a complete and systematic overview of the Church’s social teaching with an extensive index for easy reference on almost any topic.
- A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Protect the Dignity of All God’s Children (USCCB, 1/800-235-8722). The U.S. bishops remind us that central to our identity as disciples of Jesus Christ is our concern for those who are poor or suffering.
- Faithful Citizenship: A Catholic Call to Political Responsibility (USCCB, 1/800/235-8722) The 2003 bishops’ statement includes Church teaching about civic participation, as well as the Church’s position on a range of issues.
- The Challenge of Faithful Citizenship (USCCB, 1/800/235-8722) This two-color brochure summarizes the bishops’ statement, Faithful Citizenship: A Catholic Call to Political Responsibility and includes “Question for the Campaign” for voters and candidates.
- Sharing Catholic Social Teaching: Challenges and Directions (USCCB, 800/235-8722) A statement of the U.S. bishops urging that Catholic social teaching be incorporated into every Catholic educational program. Identifies seven key themes of Catholic social teaching.
- A Leader’s Guide to Sharing Catholic Social Teaching (USCCB, 800/235-8722) Step-by-step process to help catechetical leaders and other adults explore Catholic social teaching. Includes camera-ready handouts.
- Leaven for the Modern World: Catholic Social Teaching and Catholic Education (National Catholic Education Association, 202/337-6232) A resource designed to help educators at the secondary level deepen their understanding of Catholic social teaching and explore ways to share it with young people.
- Everyday Christianity: To Hunger and Thirst for Justice (USCCB, 202/835-8722) The most important way lay Catholics work for justice and peace is through their choices and actions every day.
- Brothers and Sisters to Us/Nuestros Hermanos y Hermanas (USCCB, 800/235-8722) The U.S. bishops promote discussion and action against racism.
- The Challenge of Peace (USCCB, 800/235-8722) U.S. bishops’ landmark pastoral on nuclear weapons and the arms race.

- Living the Gospel of Life: A Challenge to American Catholics (USCCB, 800/235-8722) Calls U.S. Catholics to recover their identity as followers of Jesus Christ and to be leaders in the renewal of U.S. respect for the sanctity of life.
- Sharing the Light of Faith: An Official Commentary (USCCB, Department of Education, 800/235-8722) Chapter VII explores Catholic social teaching and guidelines on catechesis for social ministry.
- Confronting a Culture of Violence: A Catholic Framework for Action (USCCB, 800/235-9722) This statement recognizes programs in dioceses, parishes and schools across the country.
- Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy by the U.S. bishops (USCCB, 800/235-8722) Resources such as posters and suggestions for using the pastoral letters in the classroom.
- Renewing the Earth (National Catholic Rural Life Conference, 515/270-2634) Study guides for children, teens and adults on the bishops' environment statement. Materials for Classroom and Small Groups
- In the Footsteps of Jesus: Resource Manual on Catholic Social Teaching (USCCB, 800/253-8722) Provides background reading, lesson plans for all ages, camera-ready resource, and other tools. Designed to be used with the video, *In the Footsteps of Jesus*.
- From the Ground Up: Teaching Catholic Social Principles in Elementary Schools (National Catholic Education Association, 202/337-6232) A faculty preparation guide that includes a process for faculty development and sample activities for sharing the seven key themes of Catholic social in grades K through 8.
- Excerpts from Sharing Catholic Social Teaching (USCCB, 800/253-8722) An easy to distribute card summarizing the seven themes of Catholic social teaching. Also available as a poster.
- Making a Place at the Table (USCCB, 1/800235-8722) A brief, compelling, four-panel brochure summarizing the bishops' statement on poverty.
- That's Not Fair! (Tom Turner, Bishop Sullivan Center, 816-231-0984) A complete kit with exercises and handouts to teach middle school students about Catholic social doctrine, culminating in an advocacy/lobbying project on a social justice issue.
- Lesson Plans on Poverty ([www.povertyusa.org](http://www.povertyusa.org)). Lesson plans for grades K-12 and adults developed by the Catholic Campaign for Human Development.

- A Catholic Framework for Economic Life (USCCB, 800/235-8722) A card containing ten key principles of Catholic social teaching on economic life.
- Catholic Call to Justice: An Activity Book for Raising Awareness of Social Justice Issues ([www.usccb.org/CCHD](http://www.usccb.org/CCHD)) A lesson plan designed for ages 14-22 to experience through an obstacle course the major themes of Catholic social teaching.
- Teaching Resources on Sweatshops & Child Labor (Diocese of Newark, 973-497-4000) A complete kit including video, background materials, and classroom exercises and handouts to help educators teach about sweatshops and child labor.
- Integrating Catholic Social Teaching in the High School Curriculum: English and Religion (University of St. Thomas, 651-962-5712) A curriculum resource developed by Catholic high school educators.
- Building God’s Kingdom: Implementing Catholic Social Teaching—Resources and Activities for Grades K – 12 (Religious Education Dept., Diocese of Toledo, 419/244-6711) Resources for schools and religious education programs.
- A Good Friday Appeal to End the Death Penalty (USCCB, 800/235-8722) A brochure containing the U.S. bishops’ 1999 statement urging abolition of the death penalty.
- Sharing the Tradition, Shaping the Future (Catholic Campaign for Human Development, 800/541-3212). A small group workbook on seven themes of Catholic social teaching.
- Educating for Peace and Justice: Religious Dimensions, Grades 7-12 and Grades K-6 by James McGinnis (Institutes for Peace and Justice, 314/533-4445)
- Food Fast (Catholic Relief Services, 800/222-0025) Free materials include a detailed coordinator’s manual with an outline for a 24-hour fast and activities that can be used in a classroom setting to explore issues of hunger and poverty.
- Math for a Change/Math for a World that Rocks (Mathematical Teachers’ Association, 847/827-1361) Two booklets that use situations of injustice to apply or illustrate mathematics for grades 8-12.



- Offering of Letters Kit and other resources (Bread for the World, 301/608-2400)
- Operation Rice Bowl (Catholic Relief Services, 800/222-0025) Lenten program of fasting, education, almsgiving and prayer. The free materials include a video and religious educator's guide.
- Videos *In the Footsteps of Jesus* (USCCB, 800/235-8722) Part I (9 minutes): A compelling overview of seven key themes of Catholic social teaching. Part II (19 minutes): A more in-depth illustration of the seven themes highlighting people who have lived them.
- Faithful Citizenship (USCCB, 800/235-8722) Great for small groups and classes, an appealing video message about the Catholic tradition of political responsibility.
- Global Solidarity (USCCB, 800/235-8722) The U.S. bishops' message of solidarity with our brothers and sisters throughout the world.
- Sisters and Brothers Among Us (Catholic Campaign for Human Development, 202/541-3212) A 16-minute video that tells the story of poverty through the faces and voices of the poor.

## Web Sites –

- [www.usccb.org/sdwp](http://www.usccb.org/sdwp) -- The USCCB Department of Social Development and World Peace website—background information and action alerts on a variety of domestic and international issues, as well as general information on educating for justice and political responsibility.
- [www.usccb.org/faithfulcitizenship](http://www.usccb.org/faithfulcitizenship) --Provides statements from the U.S. bishops and a wide range of resources, including lesson plans for all ages on Faithful Citizenship, Solidarity, Human Dignity, and the Option for the Poor.
- [www.catholicrelief.org/what/advocacy--Up-to-date](http://www.catholicrelief.org/what/advocacy--Up-to-date) information on international public policy issues and how you and your students can act.
- [www.catholiccharitiesusa.org/programs/advocacy](http://www.catholiccharitiesusa.org/programs/advocacy) ---Up-to date information on domestic public policy issues and how you and your students can act. Includes a special section for children/youth and for teachers and catechists.
- [www.povertyusa.org](http://www.povertyusa.org) --Extensive information on poverty in the United States, including lesson plans.
- [www.educationforjustice.org](http://www.educationforjustice.org) --The Center of Concern offers a wide range of educational materials on issues of justice and peace. Membership fee required.
- [www.osjspm.org](http://www.osjspm.org) --The Office for Social Justice of the Diocese of St. Paul/Minneapolis offers a variety of first rate resources for justice education, including an annotated bibliography and information on models and ideas from their Catholic Justice Educator's Network.
- [www.stthomas.edu/cathstudies/cst/educ](http://www.stthomas.edu/cathstudies/cst/educ) -- The University of St. Thomas in St. Paul, MN offers a clearinghouse of resources and models for weaving Catholic social teaching into education programs at all levels.

## Suggested Resources:

In all strands of language arts instruction, teachers/schools should use a variety of tools, processes, and resources.

1. **The following texts are required resources.** All texts should be chosen from the *Approved Programs and Texts* published each spring by the Office of Catholic Schools:

- 📖 K-5 Core reading program (Required)
- 📖 6-8 Literature or core reading program (Required)
- 📖 Language Arts/English Text (Required)
- 📖 Spelling Text (Required 3-5)
- 📖 Spelling or Vocabulary text (Required 6-8)
- 📖 K-3 Phonics Program (Required)
- 📖 K-6 Handwriting workbook and alphabet model (Required)

Although recommended, it is not required that students in grades one and two have a language arts (English) text. Usually the language arts provided in reading programs at this level is sufficient. Schools also have the option of purchasing the TE of the English text used in the school and instructing from that.

2. ***Suggested Reading List*** from the Office of Catholic Schools: This is a list of recommended books and resources compiled by the Archdiocesan Language Arts and Reading Curriculum Committee that can be used to choose supplemental reading for students. Updates will be available on the Office of Catholic Schools website. This should be available to each classroom. NCEA has published *A Working Reading List for Catholic Schools Students* that comes in grade level editions and is an exceptional guide to finding appropriate reading material for classroom and school libraries. Additionally, there are a variety of commercially produced children's book lists that are excellent resources.

When assigning required reading for students, teachers should communicate with colleagues in other grades (and on the secondary level) to avoid situations in which students read and study the same literature selections multiple times.

Teachers should never require that students read a book that the teacher has not read thoroughly.

3. **Classroom, school and public libraries:** Classrooms should be print-rich, filled with excellent writing. Students should be encouraged to use the resources of the public library and to engage in reading online materials – including e-books. They should also use audio books, video/DVD versions of books

4. **Newspapers** (children's section is particularly appropriate for primary and early childhood years) The *Hartford Current* and most town and city newspapers have special programs and learning opportunities for students at minimal cost.

5. **Magazines**, such as *Read, Weekly Reader, Scholastic, Time, Newsweek, Calliope, Ladybug, Ranger Rick, Cricket, Spider, Muse, etc.* Teachers should make every effort to relate reading world current events to all curriculum areas.

6. **Teachers' collections** of favorite read aloud poems, novels, nonfiction books.
7. **Word processing** software
8. **Classroom Equipment:** Chalkboard, dry erase board, overhead projector, charts, Smart Board
9. **Internet resources** (Check the *Approved Programs and Text Publication* from the Office of Catholic Schools for some suggested sites.)
10. **Word Games:** electronic, commercial, teacher/student-made, text-connected, etc.
11. **Variety of written and visual materials**, both text and electronic, to use as writing models for students (i.e., pictures, videos, CDs, speeches, poems, screen plays, various dramas, essays, etc.)
12. **Daily Oral Language** activities
13. **Online practice/resources** (Text will contain websites.)
14. **Handwriting:** white boards, desk strips, charts and poster, Classroom alphabet border, primary level: #2 pencils, pencil grips, appropriately ruled paper,); 3/8" ruled paper – for refining primary proportioned cursive writing
15. **Handwriting and spelling:** Paper with raised or colored lines; material for tactile experiences (sand, paint, air)
16. **Flashcards, Chunk Walls, Word Walls**
17. **Collections** of tapes and CDs that model good speech
18. Specific **teacher resources:**
  - + *Modern Curriculum Press Games*
  - + *Cunningham-Phonics* Grades 1,2,3 (Supplemental to text)
  - + *Guided Comprehension in the Primary Grades* (McLaughlin)
  - + *Storybook Weaver*
  - + *Beginning Writing* by Jo Fitzpatrick
  - + *First Steps* (Reis)
  - + *Key Paragraphs* (Locker-Halmy)
  - + *Four Square Writing Method* (Judith Gould)
  - + *Reading Strategies for the Content Areas* (Beers & Howell)
  - + *Teaching Reading in the Content Areas* (Billmeyer & Barton)
  - + *Games and Activities for Readers and Spellers* (Coultas and Whitney)

- ✚ *Spelling Strategies That Work* (Hong and Stafford)
- ✚ *The Spelling Book* (Rosencrans)
- ✚ *Word Wall* posters – Carsen-Dellosa
- ✚ *Daily Oral Language*

19. **Student journals** (student collections of favorite books, writing ideas, records of events, etc.) and blogs (Online journals)
20. **Graphic organizers** (Available on-line or in most textbooks), Square writing, CTP graphic organizers
21. **Dictionaries and thesauri** both electronic and text; student-made dictionaries of frequently misspelled words
22. **Phonebooks** and electronic search media (titles of doctors, dentists, etc.)
23. **Magazines (Text and On-line) and Books** that publish student work (*Kinderpress* – online; *The Looking Glass Gazette*-text)
24. Websites for generating rubrics:  
[http://teach-nology.com/web\\_tools/rubrics/general/](http://teach-nology.com/web_tools/rubrics/general/)  
<http://edtech.kennesaw.edu/intech/rubrics.htm>