

# LANGUAGE OBJECTIVES

## Vocabulary Acquisition and Uses

Kindergarten	First Grade	Second Grade
<p>1. Determine word meanings (based on kindergarten reading).</p> <ul style="list-style-type: none"> <li>a. sort common objects into categories (e.g. shapes, food)</li> <li>b. identify new meanings for familiar words and apply them accordingly (e.g., knowing duck as a bird and learning the verb to duck).</li> <li>c. use the most common affixes in English (e.g., -ed, -s, re-, un-, pre-, -ful, -less,) as a clue to the meaning of an unknown word.</li> </ul>	<p>1. Determine word meanings (based on first grade reading).</p> <ul style="list-style-type: none"> <li>a. sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. use sentence-level context as a clue to meaning of an unknown word.</li> <li>c. use common affixes in English as a clue to the meaning of an unknown word.</li> <li>d. define words by category and by one or more key attributes (e.g., duck is a bird that swims, a tiger is a large cat with stripes).</li> <li>e. demonstrate understanding of the concept of multiple-meaning words (e.g. match, kind, play) by identifying meanings of some grade-appropriate examples of such words.</li> </ul>	<p>1. Determine word meanings (based on second grade reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.</li> <li>b. explain the meaning of grade-appropriate compound words (e.g., birdhouse, lighthouse, bookshelf).</li> <li>c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>d. determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy).</li> </ul>
<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. build real-life connections between words and their use. (e.g., note places in school that are colorful)</li> <li>b. distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> <li>c. use common adjectives to distinguish objects (e.g. the small blue square; the shy white rabbit).</li> <li>d. demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).</li> <li>e. introduce common homonyms (e.g. to, two).</li> </ul>	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. build real-life connections between words and their use (e.g., note a place at home that is cozy).</li> <li>b. distinguish shades of meaning among verbs differing in manner (e.g., look, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings.</li> <li>c. identify and use common homonyms and synonyms.</li> </ul>	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. build real-life connections between words and their use (e.g. describe foods that are spicy or juicy).</li> <li>b. distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>
<p>3. Use newly learned words acquired through conversations, reading and responding to texts.</p>	<p>3. Use newly learned words acquired through conversations, reading and responding to texts.</p>	<p>3. Use newly learned words acquired through conversations, reading and responding to texts.</p>

# SPEAKING AND LISTENING OBJECTIVES

## Comprehension and Collaboration

Kindergarten	First Grade	Second Grade
<p>1. Participate in conversations with peers and adults about kindergarten topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. listen to others and take turns speaking.</li> <li>b. continue a conversation through several exchanges.</li> <li>c. demonstrate respect for others' and their opinions in discussion.</li> </ul>	<p>1. Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. follow agreed-upon rules for discussion such as listening to others, speaking one at a time, and gaining the floor in respectful ways.</li> <li>b. respond to comments of others through multiple exchanges.</li> <li>c. ask questions to clear up confusion about a topic.</li> <li>d. demonstrate respect for others' and their opinions in discussions.</li> </ul>	<p>1. Engage in group discussions on grade 2 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. follow agreed-upon rules for discussion, such as listening to others, speaking one at a time, and gaining the floor in a respectful way.</li> <li>b. stay on topic by linking their own additions to the conversation to the previous remarks of others.</li> <li>c. ask for clarification and further explanation as needed.</li> <li>d. extend their ideas and understanding in light of the discussion.</li> <li>e. demonstrate respect for others' opinions in discussion.</li> <li>f. demonstrate respect for others</li> </ul>
<p>2. Confirm understanding of information presented orally or through media by asking and answering questions about the key details.</p> <ul style="list-style-type: none"> <li>a. retell stories with assistance.</li> </ul>	<p>2. Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key tell.</p> <ul style="list-style-type: none"> <li>a. retell stories.</li> </ul>	<p>2. Retell details or ideas presented orally or through media.</p>
<p>3. Ask questions to get information , seek help, or clarify something not understood.</p>	<p>3. Ask questions to get information, clarify something that is not understood, or gather additional information.</p>	<p>3. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.</p>

## SPEAKING AND LISTENING OBJECTIVES

### Presentation of Knowledge and Ideas

Kindergarten	First Grade	Second Grade
1. Describe familiar people, places, things, and events, and with prompting and support, provide additional details.	1. Describe familiar people, places, things and events with relevant details, expressing ideas and feelings clearly.	1. Recount stories or experiences with appropriate facts and descriptive details.
	2. Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.	2. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns.
3. Ask questions to get information , seek help, or clarify something not understood.	3. Ask questions to get information, clarify something that is not understood, or gather additional information.	3. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.

## WRITING OBJECTIVES

Kindergarten	First Grade	Second Grade
1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is...)	1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.	1. Write opinions in which they introduce the topic or books directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reasons (e.g., because, and, also), and provide a sense of closure.
2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.	2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.	2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
4. Write with guidance and support from adults, add details to strengthen writing as needed through revision.	4. With guidance and support from adults, add details to strengthen writing as needed through revision.	4. With guidance from adults, strengthen writing as needed by revising and editing.
5. Gather information from experience and provide text sources to answer a specific question.	5. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	5. With guidance from adults, use technology to produce writing.
6. Write first and last name.	6. Gather information from experiences or provided text sources to answer specific questions.	6. Gather information from experiences or provided text sources to answer specific questions.
7. Use coordinated eye-hand movement: <ol style="list-style-type: none"> <li>a. work from left to right, top to bottom.</li> <li>b. mark answers (underline, draw a line across, mark with X).</li> <li>c. locate pages</li> <li>d. hold pencil, marker or crayon correctly.</li> <li>e. fold paper</li> <li>f. complete puzzle</li> <li>g. cut along dotted lines</li> </ol>	7. Use symbols and drawings to convey information.	7. Use symbols and drawings to convey information.

## WRITING OBJECTIVES

Kindergarten	First Grade	Second Grade
	<p>8. Use the conventions of print such as the following in purposeful writing activities:</p> <ul style="list-style-type: none"> <li>a. work from left to write, top to bottom.</li> <li>b. correct manuscript letter formation and maintain correct handwriting position.</li> <li>c. directionality</li> <li>d. spacing</li> <li>e. upper and lower case letters.</li> <li>f. ending punctuation.</li> <li>g. mark answers (underline, draw a line across).</li> <li>h. use of commas, apostrophes, and question marks.</li> </ul>	<p>8. Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:</p> <ul style="list-style-type: none"> <li>a. correct letter formation (manuscript and cursive if taught in second grade) and maintain correct handwriting position.</li> <li>b. capitalization</li> <li>c. punctuation</li> </ul>
<p>9. Demonstrate letter sound correspondence through writing.</p>	<p>9. Explore voice by use of personal, high interest vocabulary when writing.</p>	<p>9. Demonstrate the ability to integrate spelling strategies into written context.</p>
<p>10. Use conventions of print:</p> <ul style="list-style-type: none"> <li>a. demonstrate left to right, top to bottom progression</li> <li>b. increase use of correct letter formation</li> <li>c. use uppercase letters in the beginning of names and sentences.</li> <li>d. use ending punctuation (period, question mark)</li> <li>e. demonstrate proper spacing</li> <li>f. print all capital letters and some lower case letter of the alphabet</li> </ul>		<p>10. Demonstrate ability to use descriptive language in writing.</p>
<p>11. Explore his/her voice through the use of personal, high interest vocabulary when writing.</p>		<p>11. Develop voice by use of high interest vocabulary when writing.</p>

## GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

Kindergarten	First Grade	Second Grade
<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ul style="list-style-type: none"> <li>a. form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, fish, fishes) when speaking.</li> <li>b. form regular past tense verbs orally (e.g., played, walked)</li> <li>c. understand and use the most frequently occurring prepositions in English (e.g., to/from, in/out, on/off, for, of, by, With) when speaking.</li> <li>d. produce and expand complete sentences in shared language and writing activities.</li> <li>e. understand and use questions words (e.g., who, what, where, when, why and how) in discussions.</li> </ul>	<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ul style="list-style-type: none"> <li>a. print all upper – and lowercase letters.</li> <li>b. use singular and plural nouns with matching verbs in simple sentences (e.g., He hops, we hop).</li> <li>c. use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my, they, them, their).</li> <li>d. use verbs to convey a sense of past, present and future in writing and speaking (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>e. understand and use frequently occurring prepositions in English (e.g., during, beyond, toward).</li> <li>f. produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts and questions.</li> <li>g. understand that, minimally, every sentence must be about something (subject) and tell something (predicate) about its subject.</li> </ul>	<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ul style="list-style-type: none"> <li>a. form common irregular plural nouns (e.g., feet, children, teeth)</li> <li>b. form the past tense of common irregular verbs (e.g., sat, hid, and told).</li> <li>c. produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.</li> <li>d. produce and expand complete sentences to provide requested detail or clarification.</li> </ul>
<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. capitalize the first word in a sentence and the pronoun I.</li> <li>b. name and identify end punctuation, including periods, questions marks, and exclamation points.</li> <li>c. spell simple words phonetically using knowledge of sound-letter relationships.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. capitalize names, places and dates.</li> <li>b. use end punctuation for sentences, including periods, questions marks, and exclamation points.</li> <li>c. use commas in dates and to separate single words in a series.</li> <li>d. use conventional spelling for words with common spelling patterns and for common irregular words.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. capitalize holidays, product names, geographic names, and important words in a title.</li> <li>b. use commas in greetings and closing letters.</li> <li>c. use apostrophes to form contractions and common possessives.</li> <li>d. generalize learned spelling patterns when writing words (e.g., cage—badge, boy—boil).</li> </ul>

# GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

Kindergarten	First Grade	Second Grade
	<ul style="list-style-type: none"> <li>e. use phonetic spelling for untaught words, drawing on phonemic awareness and spelling conventions.</li> <li>f. form new words through addition, deletion and substitution of sound and letters (e.g.an—man—mat—mast—must—rust—crust).</li> </ul>	<ul style="list-style-type: none"> <li>e. consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> <li>f. identify use of quotation marks in dialogue.</li> </ul>

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Craft and Structure

Kindergarten	First Grade	Second Grade
1. Ask questions about unknown words in a text.	1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1. Identify words and phrases (e.g., regular beats, rhymes and repeated lines) that supply rhythm and meaning in a story or poem.
2. Recognize common types of texts (e.g., storybooks, poems).	2. Distinguish major categories of writing from each other (e.g., stories and poems, drawing on a wide reading of a range of text types).	2. Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about specific text.
3. Name the author and illustrator of a text and define the role of each.	3. Arrange events from reading selection in chronological order.	3. Distinguish between characters by speaking in a different voice for each character when reading aloud.
4. Locate basic information in a text.	4. Learn and determine the meaning of words and phrases encountered in text relevant to grade 1 topic or subject area.	4. Learn and determine the meaning of words and phrases encountered in text relevant to grade 2 topic or subject area.
5. Classify objects according to use and categories.	5. Describe how a text groups information into general categories (e.g., cows, pigs, and horses are farm animals).	5. Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.
	6. Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	6. Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.
	7. Identify who is speaking at various points in a text (e.g., story, myth, fable, or narrative poem).	

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Integration of Knowledge and Ideas

Kindergarten	First Grade	Second Grade
1. Relate pictures or illustrations to the overall story or text in which they appear.	1. Use pictures, illustrations, and detail in a story to describe characters, events, or settings.	1. Explain how images and illustrations contribute to and clarify a story or informational text.
2. With prompting and support compare and contrast the adventures of characters in familiar stories.	2. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2. Compare and contrast characters or events from different stories addressing similar themes.
3. With prompting and support, recognize basic similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions).	3. Use pictures, illustrations, and detail in a text to describe key ideas.	3. Distinguish between characters by speaking in a different voice for each character when reading aloud.
	4. Identify cause and effect relationships in a text.	4. Explain how specific causes link key events or ideas together in a text.
5. Select books related to class themes for a variety of reading purposes.	5. Identify similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions).	5. Describe similarities in and differences between two texts on the same topic.
6. Identify signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).	6. Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	6. Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.
7. Read to and with others.	7. Read signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).	7. Use signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).
8. Discuss a book or story read aloud.	8. Compare and contrast personal knowledge and experience with events or characters within a story or text.	8. Compare and contrast personal knowledge and experience with events or characters within a story or text.
9. Choose age – and ability- appropriate material for a variety of reading purposes.	9. Choose appropriate reading material for a variety of reading purposes.	9. Choose appropriate reading material for a variety of reading purposes.
10. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes about reading material of grade level text.	10. Interpret written directions for grade level materials.	10. Interpret written directions for grade level materials.
11. Apply Catholic values and teachings in the evaluation of literary themes and plots.	11. Apply Catholic values and teachings in the evaluation of literary themes and plots.	11. Apply Catholic values and teachings in the evaluation of literary themes and plots.

## READING OBJECTIVES IN PHONOLOGICAL AWARENESS

Kindergarten	First Grade	Second Grade
1. Demonstrate understanding of spoken words, syllables, and phonemes.	1. Demonstrate understanding of spoken words, syllables, and phonemes.	
2. Recite and produce rhyming words	2. Aurally distinguish long from short vowel sounds in spoken single-syllable words. (e.g./tap/vs./tape/, /sock/vs./soak/, /sit/vs./sight/.	
3. Count, pronounce, blend, and segment syllables in spoken words.	3. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g./cats/, /black/blast/).	
4. Count individual words in spoken phrases or simple sentences.	4. Isolate and pronounce initial, medial vowel, and final phonemes in spoken singly-syllable words. (e.g. fast, fast, fast.)	
5. Blend and segment consonants and rimes of spoken words (/g/ -/oat/, /bl/ - /ack/).	5. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/-/f/-/l/-/a/-/p/).	
6. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words. (e.g./save/, /ham/)  <i>This does not include CVCs ending with /l/, /r/, or/x/.</i>		
7. Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/ - /sat/ - /mat/ - /map/).	7. Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g.,/at/ - /sat/ - /mat/ - /map/).	

## READING OBJECTIVES FOR PRINT CONCEPTS

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.               <ol style="list-style-type: none"> <li>a. identify the front cover, back cover, and title page of a book.</li> <li>b. follow words from left to right, top to bottom, and page to page.</li> <li>c. understand that words are separated by spaces in print.</li> <li>d. recognize in sequence and name all upper- and lowercase letters of the alphabet.</li> <li>e. demonstrate book handling skills.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Locate the parts of a book including: title page, table of contents, author, illustrator, and glossary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find information in informational text using different parts of that book. (glossary, graphs, table of contents)</li> </ol>
	<ol style="list-style-type: none"> <li>2. Recognize that the dictionary is organized in alphabetical order.</li> </ol>	<ol style="list-style-type: none"> <li>2. Recognize that the dictionary is organized in alphabetical order.</li> </ol>
	<ol style="list-style-type: none"> <li>3. Demonstrate application of alphabetical sequencing by locating words in the dictionary.</li> </ol>	<ol style="list-style-type: none"> <li>3. Demonstrate application of alphabetical sequencing by locating words in the dictionary.</li> </ol>

## READING OBJECTIVES FOR FLUENCY

Kindergarten	First Grade	Second Grade
<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. read emergent texts with purpose and understanding.</li></ul>	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. read on-level text with purpose and understanding.</li><li>b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. use context to confirm or self-correct word recognition and understanding, reading as necessary.</li></ul>	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. read on-level text with purpose and understanding.</li><li>b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. use context to confirm or self-correct word recognition and understanding, reading as necessary.</li></ul>

Third Grade
<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. read on-level text with purpose and understanding.</li><li>b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. use context to confirm or self-correct word recognition and understanding, reading as necessary.</li><li>d. use punctuation cues to add meaning to text.</li></ul>

## READING OBJECTIVES IN PHONICS AND WORD RECOGNITION

Kindergarten	First Grade	Second Grade
<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.</li> <li>b. associate the long and short sounds of graphemes for the five major vowels</li> <li>c. read at least 25 very high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat vs. sat, cat, vs. can, hit vs. hot).</li> <li>e. identify the sequence of the alphabet.</li> <li>f. identify capital letters.</li> </ul>	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. know the spelling-sound correspondence for common consonant digraphs (e.g., ck, wr, tr, th, sh).</li> <li>b. decode regularly spelled one-syllable words (e.g., lock, much, see, rain, slide, bake).</li> <li>c. know final -e (e.g. take, side) and common vowel team conventions (e.g., rain, day, week, seat, road, show) for representing long vowels.</li> <li>d. use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. decode two syllable words following basic patterns (e.g., rabbits) by breaking the words into syllables.</li> <li>f. read words with inflectional endings (e.g., -s, -es, -ing, -er, -est).</li> <li>g. recognize and read grade-appropriate irregularly spelled words (e.g., said, were, could, would, their, there, through, none, both).</li> <li>h. read at least 50 high frequency words by sight.</li> <li>i. associate the various families of blends with the sounds they represent (e.g., R-S-L).</li> <li>j. associate the sound of “Y” when it is used as a vowel with either the long /e/ or long /i/.</li> <li>k. know the sound correspondence for hard and soft/c/and/g/.</li> </ul>	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., hop vs. hope).</li> <li>b. know spelling sound correspondence for additional common vowel teams (e.g., loud, cow, look, loop, boy, boil).</li> <li>c. decode words with common prefixes and suffixes (e.g., unhappy, carefully, goodness).</li> <li>d. decode regularly spelled two-syllable words with long vowel sounds (e.g., surprise, remain, needle, baby).</li> <li>e. recognize and read grade appropriate irregularly spelled words (e.g., thought, eyes, busy, ocean, island, people).</li> <li>f. decode words with /r/ controlled vowels.</li> <li>g. identify antonyms, synonyms, and homonyms.</li> <li>h. recognize and read correctly-formed contractions.</li> <li>i. read at least 100 high frequency words by sight.</li> </ul>

## READING OBJECTIVES IN PHONICS AND WORD RECOGNITION

### Third Grade

1. Know and apply grade-level phonics and word analysis in decoding words.
  - a. identify and know the meaning of the most common prefixes and derivational suffixes (e.g., un-, re-, mis-, -ful, -less, -able.)
  - b. decode words with common suffixes (e.g., -tion/-sion, -ture, -tive/sive, -ify, -ity, -ment).
  - c. decode multi-syllable words (e.g., supper, chimpanzee, refrigerator, terrible, frightening).
  - d. read grade-appropriate irregularly spelled words (e.g., although, science, stomach, machine).
  - e. decode words with common roots (e.g., object, reject, propel, repel).

# LANGUAGE OBJECTIVES

## Vocabulary Acquisition and Uses

Third Grade	Fourth Grade	Fifth Grade
<p>1. Determine word meaning (based on grade 3 reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence, analyzing the word’s sound, spelling, and meaningful parts; consulting glossaries or beginning dictionaries, both print and digital.</li> <li>b. use known root word as a clue to the meaning of an unknown word with the same root (e.g., company/ companion).</li> <li>c. determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, heat/preheat).</li> <li>d. distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).</li> </ul>	<p>1. Determine word meanings (based on grade 4 reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using, semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word’s position of function in a sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</li> <li>b. use known root word as a clue to the meaning of an unknown word with the same root (e.g., telegraph, photograph, autograph).</li> <li>c. explain the meaning of simple similes and metaphors (e.g. pretty as a picture).</li> <li>d. paraphrase common idioms, adages, and proverbs.</li> </ul>	<p>1. Determine word meanings (based on grade 5 reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</li> <li>b. use a known word as a clue to meaning of an unknown word with the same root (photograph, photosynthesis).</li> <li>c. interpret figurative language, including similes and metaphors.</li> <li>d. explain the meaning of common idioms, adages, and proverbs.</li> </ul>
<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. build real-life connections between words and their use. (e.g., describe people that are helpful or friendly)</li> <li>b. distinguish among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspect, heard, wondered).</li> </ul>	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. build real-life connections between words and their various uses and meanings.</li> <li>b. define relationships between words (e.g., how ask is like and unlike demand).</li> <li>c. distinguish a word from other words with similar but not identical meanings (synonyms).</li> </ul>	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. build real-life connections between words and their various uses and meanings.</li> <li>b. define relationships between words (e.g., how smirk is like and unlike smile).</li> <li>c. distinguish a word from other words with similar but not identical meanings. (synonyms)</li> </ul>
<p>3. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/ social studies and science) taught directly and acquired through reading and responding to texts.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>

## SPEAKING AND LISTENING OBJECTIVES

### Comprehension and Collaboration

Third Grade	Fourth Grade	Fifth Grade
<p>1. Initiate and engage in group discussions on grade 3 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. follow the agreed-upon rules for discussion and carry out assigned roles in small-group discussions.</li> <li>b. pose relevant questions and link their own additions to the conversation to the previous remarks of others.</li> <li>c. extend their ideas and understanding in light of the discussions.</li> <li>d. demonstrate respect views of others judging new ideas in light of Catholic doctrine.</li> </ul>	<p>1. Initiate and engage in group discussions on grade 4 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic.</li> <li>b. pose and respond to questions as well as build on the ideas of previous speakers.</li> <li>c. acknowledge new information provided by others and incorporate it into their own thinking as appropriate.</li> <li>d. demonstrate respect views of others judging new ideas in light of Catholic doctrine.</li> </ul>	<p>1. Initiate and engage in group discussions on grade 5 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic.</li> <li>b. respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers.</li> <li>c. ask questions to clarify or follow up on ideas or information presented orally or through media.</li> <li>d. draw conclusions based on the ideas of others and incorporate them in their own thinking as appropriate.</li> <li>e. demonstrate respect views of others judging new ideas in light of Catholic doctrine.</li> </ul>
<p>2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodal.</p>	<p>2. Paraphrase the key information or ideas presented graphically, visually, orally, or multimodal.</p>	<p>2. Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodal.</p>
<p>3. Ask and answer questions about presentations, offering appropriate elaboration and detail.</p>	<p>3. Identify the claims and supporting evidence used by speaker or a presenter.</p>	<p>3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence</p>

## SPEAKING AND LISTENING OBJECTIVES

### Presentation of Knowledge and Ideas

Third Grade	Fourth Grade	Fifth Grade
1. Report on a topic or recount stories or experiences with appropriate facts and descriptive details.	1. Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas.	
2. Produce simple visual displays for reports.	2. Incorporate visual displays and digital media into presentations when appropriate.	2. Incorporate visual displays and digital media into presentations when appropriate.
3. Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun antecedent agreement.	3. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g. presenting ideas vs. small group discussion); Use formal English when appropriate to task and situation.	3. Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation.
4. Use appropriate manners and speech when addressing individuals or groups.	4. Use appropriate manners and speech when addressing individuals or groups	4. Use appropriate manners and speech when addressing individuals or groups

## WRITING OBJECTIVES

Third Grade	Fourth Grade	Fifth Grade
<p>1. Write opinions in which they:</p> <ul style="list-style-type: none"> <li>a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.</li> <li>b. provide reasons that support opinion.</li> <li>c. use appropriate words to link opinions and reasons (e.g., because, therefore, in order, since, for example).</li> <li>d. provide sense of closure</li> </ul>	<p>1. Write opinions in which they:</p> <ul style="list-style-type: none"> <li>a. introduce an opinion about a concrete topic and create an organizing structure where related ideas are grouped to support the writer's purpose.</li> <li>b. provide reasons that are supported by facts and details.</li> <li>c. link reasons and details together using words and phrases (e.g., so, then, for instance, in addition).</li> <li>d. adopt an appropriate style for sharing and defending an opinion.</li> <li>e. provide a concluding statement or section.</li> </ul>	<p>1. Write opinions in which they:</p> <ul style="list-style-type: none"> <li>a. introduce an opinion about a concrete topic and create an organizing structure where related ideas are grouped to support the writer's purpose.</li> <li>b. provide reasons that are supported by facts and details.</li> <li>c. link reasons and details together using words and phrases (e.g., consequently, generally, specifically).</li> <li>d. adopt an appropriate style for sharing and defending an opinion.</li> <li>e. provide a concluding statement or section.</li> </ul>
<p>2. Write informative/explanatory pieces in which they:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and create organizational structure that presents information together.</li> <li>b. provide some details to develop points.</li> <li>c. use linking words (e.g., also, another, and, more) to connect ideas with categories of information.</li> <li>d. include a concluding sentence or section.</li> </ul>	<p>2. Write informative/explanatory pieces in which they:</p> <ul style="list-style-type: none"> <li>a. state the topic clearly and group related information in paragraphs and sections.</li> <li>b. develop the topic using facts, concrete details, quotations, or other information and examples.</li> <li>c. use appropriate links and transition words to join ideas within categories of information.</li> <li>d. employ domain-specific vocabulary when appropriate.</li> <li>e. provide a conclusion related to the information or explanation offered.</li> <li>f. identify the need for correct citation of sources to avoid plagiarism.</li> </ul>	<p>2. Write informative/explanatory pieces in which they:</p> <ul style="list-style-type: none"> <li>a. state the topic clearly and group related information in paragraphs and sections.</li> <li>b. develop the topic using facts, concrete details, quotations, or other information and examples.</li> <li>c. use appropriate links and transition words to join ideas within categories of information.</li> <li>d. employ domain-specific vocabulary when appropriate.</li> <li>e. provide a conclusion related to the information or explanation offered</li> <li>f. identify the need for correct citation of sources to avoid plagiarism.</li> </ul>

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## WRITING OBJECTIVES

Third Grade	Fourth Grade	Fifth Grade
<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. establish a situation, introduce a narrator and/or characters, and organize an event sequence</li> </ul>	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.</li> <li>b. use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events.</li> <li>c. use a variety of temporal words and phrases to manage the sequence of events.</li> <li>d. use concrete and sensory words and phrases to convey events and experiences precisely.</li> <li>e. provide a satisfying conclusion that follows from the narrative's events.</li> </ul>	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally and logically.</li> <li>b. use narrative techniques such as dialogue, pacing, and description to develop events and show the characters' external behaviors and internal responses to events.</li> <li>c. use a variety of temporal words and phrases and clauses to manage the sequence of events.</li> <li>d. use well-chosen words and phrases to convey events and experiences precisely.</li> <li>e. provide a satisfying conclusion that follows from the narrative's events.</li> </ul>
<p>4. Write with guidance and support from adults, add details to strengthen writing as needed through revision.</p>	<p>4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types defined in previous objectives).</p>	<p>4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types defined in previous objectives).</p>
<p>5. Gather information from experience and provide text sources to answer a specific question.</p>	<p>5. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).</p>	<p>5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>
<p>6. Perform short, focused research tasks that build knowledge about a topic.</p>	<p>6. Gather information from experiences or provided text sources to answer specific questions.</p>	<p>6. With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.</p>
<p>7. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.</p>	<p>7. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.</p>	<p>7. Perform short focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.</p>

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## WRITING OBJECTIVES

Third Grade	Fourth Grade	Fifth Grade
8. Exhibit an awareness of word meaning and spelling patterns in writing.	8. Perform short focused research tasks that build knowledge through investigation of different aspects of a single topic.	8. Gather relevant information from experience as well as print and digital sources summarize or paraphrase information in notes and finished work, provide basic bibliographic information using MLA format.
9. Use conventional spelling in final drafts.	9. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information using MLA format.	9. Write in response to literary or informational sources, drawing evidences from the text support analysis and reflection as well as to describe what they have learned.
10. Demonstrate the ability to use conventions of print such as the following in meaningful writing activities: correct letter formation (cursive should be taught by the end of third grade) capitalization punctuation	10. Write in response to literary or informational sources, drawing evidences from the text support analysis and reflection as well as to describe what they have learned.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes, and audiences.
11. Use correct punctuation in final draft.	11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes, and audiences.	11. Adapt style of writing to a purpose.
12. Maintain correct handwriting position	12. Expand vocabulary in written pieces by using various resources including a thesaurus and dictionary.	12. Use prewriting strategies (webbing, outlining, clustering and note taking).
13. Write complete paragraphs	13. Demonstrate ability to use punctuation to affect meaning and flow of written piece.	13. Demonstrate ability to use punctuation to affect meaning and flow in written piece.
14. Use pictures and symbols to convey information.	14. Demonstrate the ability to use conventions of print in meaningful writing activities: <ul style="list-style-type: none"> <li>a. correct letter formation in both manuscript and cursive.</li> <li>b. capitalization</li> <li>c. punctuation</li> </ul>	14. Apply spelling and grammar rules to all content areas. <ul style="list-style-type: none"> <li>a. produce legible work in cursive.</li> </ul>

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## WRITING OBJECTIVES

Third Grade	Fourth Grade	Fifth Grade
	<p>15. Write a well-developed paragraph including:</p> <ul style="list-style-type: none"> <li>a. topic sentence</li> <li>b. supporting sentences</li> <li>c. unity</li> <li>d. coherence</li> <li>e. concluding sentence</li> <li>f. proper punctuation</li> </ul>	<p>15. Emphasize content as well as mechanics in spelling in production of written work.</p>
	<p>16. Write thank you notes, friendly letters and correctly address envelopes for correspondence.</p>	<p>16. Demonstrate the ability to use conventions of print such:</p> <ul style="list-style-type: none"> <li>a. correct letter formation</li> <li>b. capitalization</li> <li>c. punctuation</li> <li>d. correct spelling</li> <li>e. correct indentation of paragraphs</li> </ul>
		<p>17. Develop paragraphs that include:</p> <ul style="list-style-type: none"> <li>a. topic sentence</li> <li>b. supporting details</li> <li>c. unity</li> <li>d. coherence</li> <li>e. concluding sentence</li> <li>f. proper punctuation</li> </ul>
		<p>18. Compose paragraphs that are based on information, flow from reading, and describe events and observations.</p>
		<p>19. Expand use of vocabulary appropriate to purpose.</p>

## WRITING OBJECTIVES

Third Grade	Fourth Grade	Fifth Grade
		20. Compose business and friendly letters and correctly address envelopes for correspondence.
		21. Develop skills in peer editing and revision.

## GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

Third Grade	Fourth Grade	Fifth Grade
<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ul style="list-style-type: none"> <li>a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.</li> <li>b. identify and use singular and plural nouns, common and proper nouns, and personal pronouns.</li> <li>c. form and use the simple (e.g. I walked, I walk, I will walk) verb tense.</li> <li>d. ensure subject-verb and pronoun antecedent agreement.</li> <li>e. differentiate and produce simple, compound, and complex sentences.</li> <li>f. identify complete subject and complete predicate in a sentence.</li> <li>g. identify compound subjects and compound predicates.</li> <li>h. identify the four types of sentences (declarative, interrogative, exclamatory and imperative).</li> </ul>	<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ul style="list-style-type: none"> <li>a. form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb aspects.</li> <li>b. form and use adjectives and adverbs (including comparative and superlative forms) placing appropriately within sentences.</li> <li>c. produce complete sentences, avoiding rhetorically poor fragments and run-ons.</li> <li>d. correctly use frequently confused words (e.g., to, too, two, there, their).</li> <li>e. use and punctuate declarative, interrogative, exclamatory and imperative sentences.</li> <li>f. differentiate between and write simple and compound sentences.</li> <li>g. identify and use the following parts of speech: singular and plural nouns, common and proper nouns, personal pronouns, possessive pronouns.</li> <li>h. identify the person, case, gender, and number of nouns.</li> <li>i. identify and use interrogative pronouns (who, whom, what, which).</li> <li>j. identify, define and use adjectives.</li> <li>k. identify and use the appropriate tense of regular verbs.</li> <li>l. identify and use linking/state of being verbs.</li> <li>m. identify and use irregular verbs.</li> <li>n. identify and use prepositions.</li> </ul>	<p>1. Observe conventions of grammar and usage.</p> <ul style="list-style-type: none"> <li>a. form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb aspects.</li> <li>b. recognize and correct inappropriate shifts in verb tense and aspect.</li> <li>c. use and punctuate declarative, interrogative, exclamatory, and imperative sentences.</li> <li>d. identify and use the following parts of speech: singular and plural nouns, common and proper nouns.</li> <li>e. identify the person, case, gender, and number of nouns.</li> <li>f. use possessive pronouns and personal pronouns.</li> <li>g. identify and use interrogative pronouns (who, whom, what, which).</li> <li>h. identify demonstrative pronouns (this, that, these and those) and indefinite pronouns (e.g. most, some, all, everybody).</li> <li>i. identify, define and use adjectives.</li> <li>j. identify and use appropriate tense of regular verbs.</li> <li>k. identify and use linking/state of being verbs, auxiliary / helping verbs, irregular verbs, transitive and intransitive verbs.</li> <li>l. identify and use preposition.</li> <li>m. identify and use objects of prepositions.</li> <li>n. identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).</li> </ul>

## GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

Third Grade	Fourth Grade	Fifth Grade
	<ul style="list-style-type: none"> <li>o. identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).</li> <li>p. identify and use possessive case.</li> <li>q. identify compound subjects and compound predicates.</li> <li>r. use and define subject/verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>o. use and define subject / verb agreement.</li> <li>p. identify direct objects.</li> <li>q. identify active and passive voice.</li> <li>r. identify and use adverbs.</li> <li>s. identify and use conjunctions and interjections.</li> </ul>
<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. produce grammatically correct work.</li> <li>b. apply spelling skills to all written work.</li> <li>c. use correct punctuation in written work, including end marks, commas, and apostrophes.</li> <li>d. recognize correct use of quotation marks.</li> <li>e. identify and use capitalization rules for sentences and proper nouns.</li> <li>f. use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. consult reference materials, including dictionaries, as needed to check and correct spellings.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. use quotation marks to mark direct speech and quotations from a text.</li> <li>b. spell grade appropriate words correctly, consulting references as needed.</li> <li>c. produce grammatically correct work.</li> <li>d. use the following marks of punctuation: commas, end marks, and apostrophe.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. use punctuation to separate items in a series.</li> <li>b. use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. use underlining, quotation marks, or italics to indicate titles of works.</li> <li>d. write and punctuate simple and compound sentences.</li> <li>e. use the following marks of punctuation: comma, quotation marks, and apostrophe.</li> <li>f. identify and use the following marks of punctuation: hyphen, colon, and semi-colon.</li> <li>g. spell grade-appropriate words correctly, consulting references as needed.</li> <li>h. produce grammatically correct work.</li> </ul>
<p>3. Produce legible written work applying the standards of correct manuscript and cursive.</p>	<p>3. Produce legible written work applying the standards of correct cursive.</p>	<p>3. Produce legible written work applying the standards of correct cursive.</p>

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## GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

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Third Grade	Fourth Grade	Fifth Grade
<p>4. Make effective language choices.</p> <ul style="list-style-type: none"><li>a. use words for effect.</li></ul>	<p>4. Make effective language choices</p> <ul style="list-style-type: none"><li>a. use punctuation for effect.</li><li>b. maintain consistency in style and tone.</li><li>c. choose words and phrases to convey ideas</li></ul>	<p>4. Make effective language choices.</p> <ul style="list-style-type: none"><li>a. expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li></ul>

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Key Ideas and Details

Third Grade	Fourth Grade	Fifth Grade
1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	1. Draw on details and examples from a text to support statements about the text.	1. Quote from a text to support statements about the text.
2. Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	2. Summarize a text derive a theme of a story, drama, or poem from the details in the text.	2. Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe the main characters in a story (e.g. their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	3. Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).	3. Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.
4. Determine the main idea of a text and explain how it is supported by key details.	4. Determine the main idea and supporting details of a text; summarize the text.	4. Determine two or more main ideas and how they are supported by details; summarize text.
5. Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect. (e.g., timelines)	5. Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.	5. Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.
6. Self-correct when miscues interfere with meaning.	6. Self-correct when miscues interfere with meaning.	6. Collaborate with others to construct meaning through participation in literature groups.
7. Use predicting and confirming strategies to achieve meaning while reading.	7. Distinguish between significant and insignificant details in text.	
8. Differentiate between fact and opinion.	8. Differentiate between fact and opinion.	8. Describe the mood of selected literature or poetry.
9. Draw inferences from ideas and concepts presented in text.	9. Draw inferences from ideas and concepts presented in text.	9. Draw inferences from ideas and concepts presented in text.
	10. Explain how author's purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade).	10. Explain how author's purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade).

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Craft and Structure

Third Grade	Fourth Grade	Fifth Grade
1. Interpret key words and phrases in text, distinguishing literal from figurative language.	1. Understand words and phrases in a text that allude to significant characters found in mythology (e.g., Herculean) drawing on a wide reading of myths from a variety of cultures.	1. Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.
2. Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	2. Explain major differences between poems and prose, and refer to structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.	2. Explain major difference between drama and prose stories, and refer to the structural elements of drama (e.g. casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.
3. Distinguish their own point of view from those of characters in a story.	3. Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	3. Identify how a narrator's point of view influences how events are described.
4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to grade 3 topic or subject area.	4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to grade 4 topic or subject area.	4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to grade 5 topic or subject area.
5. Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.	5. Use text features and search tools to locate and process information relevant to a given topic.	5. Describe how events, ideas, or information are organized (e.g. chronology, comparison, cause and effect) in a whole text or in part of a text.
6. Compare what is presented in a text with relevant prior knowledge and beliefs; making explicit what is new or surprising.	6. Compare an eyewitness account to secondhand account of the same topic or event.	6. Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.
7. Identify the elements of fiction and non-fiction books.		
8. Recognize structure of poetry within a variety of poetic forms (e.g., acrostic, couplets, cinquain, free verse, concrete)		

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Integration of Knowledge and Ideas

Third Grade	Fourth Grade	Fifth Grade
1. Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	1. Integrate information from several illustrations and other visual elements in a text with the words to develop understanding of how the setting and characters change and the plot develops.	1. Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they “see” or “hear” from reading the text.
2. Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar character	2. Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.	2. Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.
3. Integrate information from illustrations and other visual elements (e.g., maps, photographs in print and digital texts and as aid to understanding where, when, why, and how key events occur.	3. Interpret factual information presented graphically or visually (e.g. in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.	3. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
4. Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).	4. Explain how an author uses evidence to support his or her claims in a text.	4. Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).
5. Compare and contrast information drawn from two texts on the same subject.	5. Describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey.	5. Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.
6. Interpret written directions for grade level material.	6. Interpret written directions for grade level material.	6. Interpret written directions for grade level material.
7. Read assigned and self-selected non-fiction texts.	7. Read assigned and self-selected non-fiction texts.	7. Read assigned and self-selected non-fiction texts.
8. Compare and contrast personal experience and knowledge with events or characters in a story.	8. Compare and contrast personal experience and knowledge with events or characters in a story.	8. Compare and contrast personal experience and knowledge with events or characters in a story.
9. Demonstrate ability to relate new concepts to prior knowledge.	9. Demonstrate ability to relate new concepts to prior knowledge.	9. Demonstrate ability to relate new concepts to prior knowledge.
10. Explain author’s use of vocabulary during group discussions.	10. Explain author’s use of vocabulary during group discussions.	10. Explain author’s use of vocabulary during group discussions.
11. Apply Catholic values in evaluation of literary themes and plots.	11. Apply Catholic values in evaluation of literary themes and plots.	11. Apply Catholic values in evaluation of literary themes and plots.

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Integration of Knowledge and Ideas

Third Grade	Fourth Grade	Fifth Grade
12. Read across genres (myths, folktale, legend, fairytale, fable, fantasy, science fiction, mystery, contemporary fiction, autobiography, news story, historical fiction, content areas, and classical literature).	12. Read across genres (myths, folktale, legend, fairytale, fable, fantasy, science fiction, mystery, contemporary fiction, autobiography, news story, historical fiction, content areas, and classical literature).	12. Read across genres (myths, folktale, legend, fairytale, fable, fantasy, science fiction, mystery, contemporary fiction, autobiography, news story, historical fiction, content areas, and classical literature).
13. Apply dictionary skills to decode pronunciation and extend meaning of words.	13. Apply dictionary skills to decode pronunciation and extend meaning of words.	13. Apply dictionary skills to decode pronunciation and extend meaning of words.
14. Self-select appropriate reading material for independent reading.	14. Self-select appropriate reading material for independent reading.	14. Self-select appropriate reading material for independent reading.

# LANGUAGE OBJECTIVES

## Vocabulary Acquisition and Uses

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Determine word meaning (based on grade 6 reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence, analyzing the word's sound, spelling, and meaningful parts; consulting glossaries or beginning dictionaries, both print and digital.</li> <li>b. use known root word as a clue to the meaning of an unknown word with the same root (e.g., audience, auditory, audible).</li> <li>c. verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary).</li> <li>d. interpret various figures of speech (e.g., personification) relevant to particular texts.</li> </ul>	<p>1. Determine word meanings (based on grade 7 reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.</li> <li>b. use known root word as a clue to the meaning of an unknown word with the same root (e.g., belligerent, bellicose, rebel).</li> <li>c. verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary).</li> <li>d. interpret various figures of speech (e.g., allegory) relevant to particular texts.</li> </ul>	<p>1. Determine word meanings (based on grade 8 reading).</p> <ul style="list-style-type: none"> <li>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using, semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position of function in a sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</li> <li>b. use a known word as a clue to meaning of an unknown word with the same root (precede, recede, secede).</li> <li>c. verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary).</li> <li>d. interpret various figures of speech (e.g., verbal irony, puns) relevant to particular texts.</li> </ul>
<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.</li> <li>b. distinguish a word from other words with similar denotations but different connotations.</li> </ul>	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.</li> <li>b. distinguish a word from other words with similar denotations but different connotations.</li> </ul>	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> <li>a. trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.</li> <li>b. distinguish a word from other words with similar denotations but different connotations.</li> </ul>
<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>

## SPEAKING AND LISTENING OBJECTIVES

### Comprehension and Collaboration

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Initiate and engage actively in group discussions on grade 6 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussion</li> <li>b. cooperate with peers to set clear goals and deadlines.</li> <li>c. build on the ideas of others by asking relevant questions and contributing appropriate and essential information.</li> <li>d. review the key ideas expressed and extend their own ideas in light of new information learned.</li> <li>e. demonstrate respect for the views of others judging new ideas against Catholic values.</li> </ul>	<p>1. Initiate and engage actively in group discussions on grade 7 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</li> <li>b. cooperate with peers to set clear goals and deadlines.</li> <li>c. advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations.</li> <li>d. ensure a hearing for the range of positions on an issue.</li> <li>e. take the views of others into account and, when warranted, modify their own views in light of the evidence presented.</li> <li>f. demonstrate respect for the views of others judging new ideas against Catholic doctrine.</li> </ul>	<p>1. Initiate and engage actively in group discussions on grade 8 topics and texts being studied in class.</p> <ul style="list-style-type: none"> <li>a. prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</li> <li>b. cooperate with peers to set clear goals and deadlines.</li> <li>c. advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations.</li> <li>d. ensure a hearing for the range of positions on an issue.</li> <li>e. qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of evidence.</li> <li>f. demonstrate respect for the views of others judging new ideas against Catholic doctrine.,</li> </ul>
<p>2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.</p>	<p>2. Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to and understanding of a topic or issue under study.</p>	<p>2. Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodal.</p>
<p>3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.</p>	<p>3. Evaluate a speaker's or presenter's reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided.</p>	<p>3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.</p>

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## SPEAKING AND LISTENING OBJECTIVES

### Presentation of Knowledge and Ideas

Sixth Grade	Seventh Grade	Eighth Grade
1. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	1. Present claims and findings with relevant and specific descriptions, facts, and examples and use appropriate eye contact, adequate volume, and clear pronunciation.	1. Present claims and findings with relevant and specific descriptions, facts, and examples and use appropriate eye contact, adequate volume, and clear pronunciation
2. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	2. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	2. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	3. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	3. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.
4. Use appropriate manners and speech when addressing individuals or groups.	4. Use appropriate manners and speech when addressing individuals or groups.	4. Use appropriate manners and speech when addressing individuals or groups.

## WRITING OBJECTIVES

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"> <li>a. introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.</li> <li>b. support the claim with clear reasons and relevant evidence.</li> <li>c. use words, phrases, and clauses to convey relationships among claims and reasons.</li> <li>d. sustain an objective style and tone.</li> <li>e. provide a concluding statement or section that follows from the argument.</li> </ul>	<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"> <li>a. introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim.</li> <li>b. support the claim with logical reasoning and detailed, relevant evidence that demonstrates a comprehensive understating of the topic.</li> <li>c. use words, phrases, and clauses to convey relationships among claims and reasons.</li> <li>d. sustain an objective style and tone.</li> <li>e. provide a concluding statement or section that follows logically from the argument.</li> </ul>	<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"> <li>a. introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim.</li> <li>b. support the claim with logical reasoning and detailed, relevant evidence from credible sources to demonstrate a comprehensive understating of the topic.</li> <li>c. use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.</li> <li>d. sustain an objective style and tone.</li> <li>e. provide a concluding statement or section that follows logically from the argument.</li> </ul>
<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. use appropriate links and varied sentence structures to join and clarify ideas.</li> <li>d. use straightforward language to create an objective style appropriate for a reader seeking information.</li> <li>e. provide a conclusion that follows logically from the information or explanation presented.</li> <li>f. produce a 5 paragraph essay.</li> <li>g. use MLA style for bibliography.</li> </ul>	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. use appropriate links and varied sentence structures to create cohesion and clarify ideas.</li> <li>d. use precise language and sustain an objective style appropriate for a reader seeking information.</li> <li>e. provide a conclusion that follows logically from the information or explanation presented.</li> <li>f. use MLA formatting.</li> </ul>	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. introduce and establish a topic and organize information under broader concepts or categories.</li> <li>b. develop the topic with well-chosen, relevant, and accurate facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. use appropriate links and varied sentence structures to create cohesion and clarify ideas.</li> <li>d. use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.</li> <li>e. provide a conclusion that follows logically from the information or explanation presented.</li> <li>f. use MLA formatting.</li> </ul>

## WRITING OBJECTIVES

Sixth Grade	Seventh Grade	Eighth Grade
<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.</li> <li>b. develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.</li> <li>c. use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among the events and experiences.</li> <li>d. choose words and phrases to develop the events, experiences, and ideas precisely.</li> <li>e. provide a satisfying conclusion that follows from events, experiences, or ideas.</li> </ul>	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.</li> <li>b. develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.</li> <li>c. use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among the events or experiences.</li> <li>d. choose words and phrases to develop the events, experiences, and ideas precisely.</li> <li>e. provide a satisfying conclusion that follows from events, experiences, or ideas.</li> </ul>	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.</li> <li>b. develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.</li> <li>c. use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among the events or experiences</li> <li>d. choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.</li> <li>e. provide a satisfying conclusion that follows from events, experiences, or ideas.</li> </ul>
<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience</p>
<p>5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.</p>	<p>5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.</p>
<p>6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.</p>	<p>6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.</p>	<p>6. Use technology, including the Internet, to present and cite information effectively in digital format, including when publishing and responding to writing.</p>

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## WRITING OBJECTIVES

Sixth Grade	Seventh Grade	Eighth Grade
<p>7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.</p>	<p>7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.</p>	<p>7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of the others while avoiding plagiarism.</p>	<p>8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation.</p>	<p>8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation.</p>
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <ul style="list-style-type: none"> <li>a. apply grade 6 reading objectives to literature (e.g., Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar topics or themes).</li> <li>b. apply grade 6 reading objectives to literary nonfiction (e.g., Distinguish among fact, opinion, and reasoned judgment presented in text).</li> </ul>	<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <ul style="list-style-type: none"> <li>a. apply grade 7 reading objectives to literature (e.g. analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature genre) (e.g., the hero and the quest).</li> <li>b. apply grade 7 reading objectives to literary nonfiction (e.g., "Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached").</li> </ul>	<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <ul style="list-style-type: none"> <li>a. apply grade 8 reading objectives to literature (e.g., compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history").</li> <li>b. apply grade 8 reading objectives to literary nonfiction (e.g., "Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim").</li> </ul>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes, and audiences.</p>
<p>11. Use symbols, pictures and charts to convey thoughts and meaning in written piece.</p>	<p>11. Write response to literary or informational sources, drawing evidences from the text support analysis and reflection as well as describe what they have learned.</p>	<p>11. Adapt style of writing to a purpose.</p>

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## WRITING OBJECTIVES

Sixth Grade	Seventh Grade	Eighth Grade
12. Use varied vocabulary appropriate to purpose.	12. Expand vocabulary in written pieces by using various resources including a thesaurus and dictionary.	12. Use prewriting strategies (webbing, outlining, clustering and note taking).
13. Compose simple lyrical and narrative poems incorporating figurative and sensory language. <ul style="list-style-type: none"> <li>a. write analytical responses to poetry.</li> <li>b. identify and define the elements of poetry (e.g., rhyme, meter, sensory language, alliteration...).</li> </ul>	13. Write poetry and write analytical response to poetry.	13. Write poetry and write analytical response to poetry.
14. Write for correspondence: friendly and business letters, memos, thank you notes, e-mail and electronic notes.	14. Write for correspondence: friendly and business letters, memos, thank you notes, e-mail and electronic notes.	14. Write for correspondence: friendly and business letters, memos, thank you notes, e-mail and electronic notes.
15. Emphasize content as well as mechanics in written work.	15. Emphasize content as well as mechanics in written work.	15. Emphasize content as well as mechanics in written work.
16. Working with the support of peers and adults; revise and edit writing.	16. Working with the support of peers and adults; revise and edit writing.	16. Working with the support of peers and adults; revise and edit writing.
17. Demonstrate ability to use punctuation to affect meaning and flow in written piece.	17. Demonstrate ability to use punctuation to affect meaning and flow in written piece.	17. Demonstrate ability to use punctuation to affect meaning and flow in written piece.
18. Apply spelling and grammar rules to written work all content areas.	18. Apply spelling and grammar rules to written work all content areas.	18. Apply spelling and grammar rules to written work all content areas.

## GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Observe conventions of grammar usage.</p> <ul style="list-style-type: none"> <li>a. ensure that pronouns are in the proper case (subjunctive, objective, possessive).</li> <li>b. recognize and correct inappropriate shifts in pronoun number and person.</li> <li>c. recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents).</li> <li>d. identify and use relative pronouns, intensive/reflexive pronouns, demonstrative pronouns, possessive pronouns and indefinite pronouns. Identify the antecedent of the pronoun. Demonstrate agreement of antecedent with pronoun.</li> <li>e. identify direct and indirect objects.</li> <li>f. identify the use of words in the possessive case, nominative case and the objective case.</li> <li>g. identify the use of nouns of direct address and appositives.</li> <li>h. demonstrate understanding of and use predicate nominative and predicate adjective. (aka predicate nouns or subject complements)</li> <li>i. identify nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.</li> <li>j. identify and define the functions of the parts of speech including, adverbs, adjectives, interjections and conjunctions.</li> <li>k. identify and use verb phrases.</li> </ul>	<p>1. Observe conventions of grammar usage.</p> <ul style="list-style-type: none"> <li>a. explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</li> <li>d. demonstrate understanding of and use of predicate nominative and predicate adjective (aka predicate nouns and subject complements).</li> <li>e. identify nouns with particular emphasis on concrete, abstract, and collective nouns as parts of speech.</li> <li>f. use relative pronouns.</li> <li>g. identify and use intensive / reflexive pronouns and possessive pronouns. Identify the antecedent of the pronoun. Demonstrate agreement of antecedent with pronoun.</li> <li>h. identify and use verb phrases.</li> <li>i. identify and use verbals (gerunds, participles, and infinitives).</li> <li>j. use words in the possessive case, the nominative case and the objective case.</li> <li>k. identify and use direct and indirect objects.</li> <li>l. use nouns of direct address and appositives.</li> <li>m. identify and define the functions of the parts of speech including, adverbs, adjectives, interjections and conjunctions.</li> </ul>	<p>1. Observe conventions of grammar usage.</p> <ul style="list-style-type: none"> <li>a. form and use verbs in the active and passive voice.</li> <li>b. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</li> <li>c. use verb phrases.</li> <li>d. use and differentiate between clauses and phrases.</li> <li>e. identify and use verbal's (gerunds, participles, and infinitives).</li> <li>f. recognize and correct inappropriate shifts in verb voice and mood.</li> <li>g. demonstrate understanding of and use predicate nominative and predicate adjective.</li> <li>h. use nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.</li> <li>i. use relative pronouns. Use intensive/reflexive pronouns, demonstrative pronouns, possessive pronouns and indefinite pronouns.</li> <li>j. demonstrate agreement of antecedent with pronoun.</li> <li>k. use words in the possessive case, the nominative case and the objective case.</li> <li>l. use nouns of direct address and appositives.</li> <li>m. identify and define the functions of the parts of speech including, adverbs, adjectives, interjections and conjunctions.</li> </ul>

## GRAMMAR OBJECTIVES

(Conventions objectives need to be revised by students in subsequent grades as their writing and speaking grows in sophistication)

Sixth Grade	Seventh Grade	Eighth Grade
<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. use commas correctly</li> <li>b. use dashes, ellipses, brackets, and parentheses to set off nonrestrictive /parenthetical elements.</li> <li>c. apply conventions of punctuation.</li> <li>d. spell correctly</li> </ul>	<p>2. Observe conventions of capitalization, punctuation and spelling.</p> <ul style="list-style-type: none"> <li>a. use comma before a coordinating conjunction in a compound sentence.</li> <li>b. use dashes, ellipses, brackets, and parentheses correctly.</li> <li>c. apply conventions of punctuation.</li> <li>d. spell correctly.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not he wore an old (,) green shirt).</li> <li>b. use commas, ellipses, or a dash to indicate a pause or break.</li> <li>c. apply conventions of punctuation.</li> <li>d. spell correctly.</li> </ul>
<p>3. Produce legible written work applying the standards of correct cursive writing</p>	<p>3. Produce legible written work applying the standards of correct cursive writing.</p>	<p>3. Produce legible written work applying the standards of correct cursive writing.</p>
<p>4. Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. vary sentence patterns for meaning, reader/ listener interest and style.</li> <li>b. demonstrate the use of concrete, abstract, and collective nouns in original compositions.</li> </ul>	<p>4. Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.</li> <li>b. demonstrate the use of concrete, abstract, and collective nouns in original compositions.</li> </ul>	<p>4. Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. use verbs in active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.)</li> <li>b. demonstrate the use of concrete, abstract, and collective nouns in original compositions.</li> </ul>

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Key Ideas and Details

Sixth Grade	Seventh Grade	Eighth Grade
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite a wide range of evidence throughout the text to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a theme or central idea develops over the course of a text, drawing on key details.	2. Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.	2. Analyze how recurring images or events contribute to the development of a theme or central idea in a text.
3. Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.	3. Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.	3. Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects the characters).
4. Compare and contrast works of various authors.	4. Compare and contrast works of various authors.	4. Compare and contrast works of various authors.
5. Interpret text using background knowledge, literary elements, and inferences.	5. Interpret text using background knowledge, literary elements, and inferences.	5. Interpret text using background knowledge, literary elements, and inferences.
6. Analyze how a central idea develops over the course of a text, drawing on key details.	6. Analyze how two or more ideas in a text relate to one another, drawing on key details.	6. Provide an objective summary of a text, accurately conveying an author's view and specific points.
7. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.	7. Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g. through example or anecdotes).	7. Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between ideas is expressed.

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Craft and Structure

Sixth Grade	Seventh Grade	Eighth Grade
1. Interpret figurative and connotative meanings of words and phrases as they are used in text (e.g., metaphor, simile, personification, alliteration, onomatopoeia, hyperbole and sensory language).	1. Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	1. Explain the comparison an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to a meaning.
2. Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of the text.	2. Describe how a sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	2. Compare a poem with conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.
3. Distinguish their own point of view from those of characters in a story.	3. Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	3. Identify how a narrator's point of view influences how events are described.
4. Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.	4. Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or events.	4. Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony )produces suspense or humor.
5. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	5. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects the meaning and tone.	5. Analyze in detail the structure of a specific paragraph of text, including the role of particular sentences in developing and refining a key concept.
6. Describe the structure an author uses to organize a specific text, including how major sections contribute to the whole.	6. Describe how any given sentence, paragraph, section or chapter fits into the overall structure of a text and contributes to the development of the ideas.	6. Compare and contrast the points of view and purposes of two authors writing about the same topic.
7. Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by a person and a biography about the same person).	7. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	7. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.
8. Compare and contrast literal and figurative meaning of a poem.		

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## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Craft and Structure

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Sixth Grade	Seventh Grade	Eighth Grade
9. Analyze how structure impacts the meaning of a poem.	9. Recognize structures, styles and genre in literature.	9. Recognize structures, styles and genre in literature.
10. Recognize the use of cultural dialects through reading experiences.	10. Recognize the use of cultural dialects through reading experiences.	10. Recognize the use of cultural dialects through reading experiences.
11. Discuss how text structure affects meaning including chronological order, order of importance and spatial order.	11. Discuss how text structure affects meaning including chronological order, order of importance and spatial order.	11. Discuss how text structure affects meaning including chronological order, order of importance and spatial order.

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Integration of Knowledge and Ideas

Sixth Grade	Seventh Grade	Eighth Grade
1. Compare and contrast the accounts of a subject in different mediums (e.g. person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.	1. Compare and contrast the impression conveyed by print text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).	1. Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic.
2. Distinguish among fact, opinion, propaganda, and reasoned judgment presented in a text.	2. Identify the stated and unstated premises of an argument and explain how they contribute to the conclusion reached.	2. Evaluate an argument's claim and reasoning as well as the degree to which evidence supports each claim.
3. Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading additional texts.	3. Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.	3. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different interpretations of facts.
4. Expand and use vocabulary critical to the meaning of text.	4. Expand and use vocabulary critical to the meaning of text.	4. Expand and use vocabulary critical to the meaning of text.
5. Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes.	5. Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes.	5. Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes.
6. Self-select appropriate text for research and personal reading.	6. Self-select appropriate text for research and personal reading.	6. Self-select appropriate text for research and personal reading.
7. Apply Catholic values and teachings in evaluation of literary themes and plots.	7. Apply Catholic values and teachings in evaluation of literary themes and plots.	7. Apply Catholic values and teachings in evaluation of literary themes and plots.
8. Expand the use of reference materials for gathering information and develop rubric for evaluating validity of sources from web sources.	8. Expand the use of reference materials for gathering information and develop rubric for evaluating validity of sources from web sources.	8. Expand the use of reference materials for gathering information and develop rubric for evaluating validity of sources from web sources.
9. Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.	9. Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.	9. Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.

## SPEAKING AND LISTENING OBJECTIVES

9th - 10th	11th - 12th
<p>1. Initiate and participate in group discussions on grades 9-10 topics, texts, and issues being studied in class.</p> <ul style="list-style-type: none"> <li>a. prepare for discussion by reading and researching material under study and explicitly draw on that preparation in discussions.</li> <li>b. cooperate with peers to set clear goals and deadlines and to establish roles.</li> <li>c. build on essential information from others' input by asking questions and sharing comments that enrich discussion.</li> <li>d. acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.</li> <li>e. evaluate whether the team has met its goals.</li> </ul>	<p>1. Initiate and participate in group discussions on grades 11-12 topics, texts, and issues being studied in class.</p> <ul style="list-style-type: none"> <li>a. prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussion.</li> <li>b. cooperate with peers to set clear goals and deadlines establish roles and determine ground rules for decision making.</li> <li>c. propel conversation forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.</li> <li>d. summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.</li> <li>e. evaluate whether the team has met its goal.</li> </ul>
<p>2. Synthesize information presented visually or multimodal with other information presented orally, noting any discrepancies between the data that emerge as a result.</p>	<p>2. Integrate multiple streams of data presented through various mediums, evaluating the reliability credibility of each source of information in order to answer questions, solve problems, or build knowledge.</p>
<p>3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used. Demonstrate respect for the views of others. Evaluate new ideas against Catholic doctrine.</p>	<p>3. Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence. Demonstrate respect for the views of others. Evaluate new ideas against Catholic doctrine.</p>
<p>4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audience and purpose.</p>	<p>4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.</p>
<p>5. Make strategic use of digital media elements and visual displays of data to enhance understanding.</p>	<p>5. Make strategic use of digital media and elements and visual displays of data to enhance understanding.</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated and appropriate.</p>

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## SPEAKING AND LISTENING OBJECTIVES

9th - 10th	11th - 12th
<p>7. When presented with a poem, speech, essay, novel excerpt or similar literary material of appropriate length will:</p> <ul style="list-style-type: none"><li>a. read the text aloud without consistently skipping or misreading words in front of the class in an audible voice.</li><li>b. use appropriate intonation to reveal a basic understanding of the tone of the passage.</li><li>c. provide adequate eye contact to maintain listener's interest.</li><li>d. orally provide a summary of the plot or content of the text</li><li>e. orally paraphrase specific lines or sentences when prompted.</li><li>f. use appropriate pauses for punctuation, paragraph breaks, and end of lines in poetry.</li></ul>	
<p>8. When presented with an oral presentation, class discussion, speech, or lecture of appropriate length, will:</p> <ul style="list-style-type: none"><li>a. identify and record key ideas in a notebook while maintaining close attention to the speaker.</li><li>b. organize ideas and points into a logical outline.</li><li>c. recognize and organize major vs. minor points.</li><li>d. identify and record details that support secondary points and ideas.</li><li>e. add personal viewpoints to notes.</li><li>f. reconstruct basis structure and recall the original oral message through review of notes.</li></ul>	

## WRITING OBJECTIVES

9th - 10th	11th - 12th
<p>1. Write arguments which they:</p> <ul style="list-style-type: none"><li>a. introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.</li><li>b. develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and weakness of the counterclaim.</li><li>c. use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, between claims and counterclaims.</li><li>d. sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as the audience's knowledge of the issue. (Avoid the use of personal pronouns.)</li><li>e. provide a concluding statement or section that follows logically from the arguments and offers a reflection or recommendation.</li></ul>	<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"><li>a. introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization of claims, reasons, and evidence that are purposefully and logically sequenced.</li><li>b. develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.</li><li>c. use precise words, phrases and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</li><li>d. sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.</li><li>e. provide a concluding statement or section that follows logically from the argument and offer a reflection or recommendation.</li></ul>
<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"><li>a. introduce the topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g. headings) and graphics (e.g. figures, tables) when useful to clarify ideas. Include a topic sentence that establishes an area of focus in the introductory paragraph with author(s), and appropriately punctuated title(s).</li><li>b. develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.</li><li>c. use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major section in the text.</li><li>d. use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as the expertise of likely readers.</li></ul>	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"><li>a. introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; including formatting (e.g., headings) and graphic (e.g., figures, tables) when useful to clarify ideas.</li><li>b. thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.</li><li>c. use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.</li><li>d. use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of the readers.</li></ul>

## WRITING OBJECTIVES

9th - 10th	11th - 12th
<p>e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.</p>	<p>f. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.</p>
<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.</li> <li>b. develop the narrative elements (e.g., setting, event sequence, dialogue, complex characters) with well-chosen, revealing details.</li> <li>c. use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. use precise language to develop a picture of how events, experiences, and ideas emerge and unfold (including sensory and figurative language).</li> <li>e. provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.</li> <li>b. develop the narrative elements (e.g., setting, event sequence, complex characters) with purposely selected details that call readers' attention to what is most distinctive or worth noticing.</li> <li>c. use a variety of techniques to build toward a particular impact (e.g., sense of mystery, suspense, growth, or resolution).</li> <li>d. use precise language to develop events, experiences, and ideas clearly and to reinforce the style.</li> <li>e. provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
<p>4. Write poetry in which they:</p> <ul style="list-style-type: none"> <li>a. demonstrate proper use of meter, rhythm and rhyme scheme.</li> </ul>	
<p>5. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>5. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>
<p>6. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.</p>	<p>6. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.</p>
<p>7. Use technology, including Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.</p>	<p>7. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.</p>

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## WRITING OBJECTIVES

9th - 10th	11th - 12th
<p>8. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.</p>	<p>8. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem</p>
<p>9. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.</p>	<p>9. Analyze evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific purpose, task and audience; and integrate selected information into the text, following a standard format for citation.</p>
<p>10. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. apply grades 9-10 reading standards to literature and informational texts (e.g., Analyze a wide range of 19<sup>th</sup> and 20<sup>th</sup> century literature comparing and contrasting approaches to similar ideas and themes, assess the truth of an argument’s explicit and implicit premises by determining the whether the evidence presented in the text justifies the conclusion.</p>	<p>10. Write in response to literary or informational sources, drawing evidence form the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. apply grades 11-12 reading standards to literature and informational texts (e.g., Analyze how an author draws on a story and transforms fictional source material, Evaluate the reasoning and rhetoric that supports an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning).</p>
<p>11. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day) for a range of tasks, purposes and audiences.</p>	<p>11. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day) for a range of tasks, purposes and audiences.</p>
	<p>12 Write and accurately document a 10-20 page literary research paper.</p> <p>a. demonstrate ability to research a topic independently.</p> <p>b. identify and use primary, secondary and tertiary resources.</p> <p>c. present and refute opposing viewpoints when appropriate.</p> <p>d. write a thesis that provides the student’s personal viewpoint through literary analysis.</p> <p>e. correctly assemble outlines, bibliographies, and works cited pages.</p> <p>f. provide adequate background materials and define key terms for arguments.</p> <p>g. provide solutions and conclusions.</p>

## GRAMMAR OBJECTIVES

9th - 10th	11th - 12th
<ol style="list-style-type: none"> <li>1. Observe conventions of grammar and usage.               <ol style="list-style-type: none"> <li>a. use parallel structure in writing.</li> <li>b. use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional and absolute and clauses, independent, dependent; noun, relative, adverbial) to add variety and interest to writing and presentations.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Observe conventions of grammar and usage.               <ol style="list-style-type: none"> <li>a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references as needed for guidelines.</li> <li>c. review grammar presented in previous years</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>2. Observe conventions of capitalization, punctuation and spelling.               <ol style="list-style-type: none"> <li>a. use semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. use a colon to introduce a list or quotation.</li> <li>c. spell correctly and use correct capitalization and punctuation in all assigned writing.</li> <li>d. identify mistakes in capitalization, commas and end punctuation.</li> <li>e. identify and correct errors in the use of ellipses, dashes, parentheses, brackets, apostrophe marks, colons, and semi-colons.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Observe conventions of capitalization, punctuation, and spelling.               <ol style="list-style-type: none"> <li>a. observe the conventions concerning hyphens to join words.</li> <li>b. spell correctly on all assigned writing in all content areas.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>3. Make effective language choices.               <ol style="list-style-type: none"> <li>a. write and edit work so that it conforms to the guidelines in the MLA style manual.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. Make effective language choices.               <ol style="list-style-type: none"> <li>a. write and edit work so that it conforms to the guidelines in the MLA style manual.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>4. When presented with a simple, compound, complex or compound-complex sentence in appropriate level writing:               <ol style="list-style-type: none"> <li>a. identify and use nouns, pronouns, adverbs, verbs, adjectives, conjunctions, prepositions and interjections.</li> <li>b. identify and use linking verbs versus action verbs.</li> <li>c. identify and use transitive versus intransitive verbs.</li> <li>d. identify subjects and predicates</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. .</li> </ol>

## GRAMMAR OBJECTIVES

9th - 10th	11th - 12th
<ul style="list-style-type: none"> <li>e. identify and use complements, indirect objects, direct objects, predicate adjectives, predicate nominatives, and object of prepositional phrases.</li> <li>f. demonstrate mastery of grade level grammar skills in all assigned writing.</li> <li>g. identify different types of pronouns (personal, reflexive, possessive)</li> <li>h. identify the antecedent of pronouns and be able to use pronouns that correctly agree with their antecedents and with their verbs.</li> <li>i. identify general, ambiguous, and weak pronoun reference errors.</li> <li>j. identify correct and incorrect subject verb agree, including cases and sentence with compound subjects or verbs or in cases of sentences with intervening phrases.</li> <li>k. distinguish between passive and active voice.</li> <li>l. identify the subjunctive mood.</li> </ul>	
<p>5. Identify verbals and verbal phrases.</p>	<p>5. Identify verbal sand verbal phrases.</p>
<p>6. Identify various types of phrases and clauses.</p> <ul style="list-style-type: none"> <li>a. identify and explain the difference between subordinate and independent clauses.</li> <li>b. identify and explain the difference between nominative and objective case in relation to proper usage.</li> </ul>	<p>6. Identify various types of phrases and clauses.</p> <ul style="list-style-type: none"> <li>a. identify and explain the difference between subordinate and independent clauses.</li> <li>b. identify and explain the difference between nominative and objective case in relation to proper usage.</li> </ul>

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Key Ideas and Details

Page 1 of 1

9th - 10th	11th - 12th
1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and is shaped and refined by specific details.	2. Analyze how multiple themes or ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze the interactions between and among ideas and events, including how ideas and events influence on another.	3. Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.
4. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	4. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
5. Summarize the plot or content of work orally or in writing.	5. Analyze the impact of history and scientific discovery on various eras of literature.
6. Recognize the basic thematic understandings within the work and how they reflect human nature and Catholic values.	

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Craft and Structure

9th - 10th	11th - 12th
<p>1. Evaluate how an author’s use of language, including formality and type of diction, shapes meaning and tone in texts (e.g., the formality of a court opinion or a newspaper article or in recent literature, how the language evokes a sense of time and place, how it sets formal or informal tone).</p>	<p>1. Analyze how an author uses and refines meaning of key terms over the course of a text (e.g. how Madison defines <i>faction</i> in Federalist No. 10 and No. 51)</p>
<p>2. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</p>	<p>2. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama) determining how specific word choices and multiple meanings shape the impact and tone.</p>
<p>3. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.</p>	<p>3. Analyze how an author’s choices concerning how to structure a text (e.g., electing at what point to begin or end a story OR how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.</p>
<p>4. Recognize the basic figurative language elements such as foreshadowing, personification, imagery, symbolism, metaphor and simile.</p>	<p>4. Analyze British and American poetry.</p>
<p>5. Analyze documents of historical and literary significance,.</p>	<p>5. Analyze documents of historical and literary significance, including U.S. foundational documents. Analyze how various authors express different points of view on similar events or issues, assessing the authors’ assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., The Federalist, or landmark U.S. Supreme court opinions and dissents).</p>
<p>6. Analyze a case in which the author’s work takes a position or a stance on a social issue or other topic and describe how the author carries out that purpose. Identify the use of sarcasm, irony, understatement in the author’s statements.</p>	<p>6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that require a reader to understand various layers of meaning in a text.</p>

## READING OBJECTIVES FOR LITERATURE AND INFORMATIONAL TEXTS

### Integration of Knowledge and Ideas

9th - 10th	11th - 12th
<p>1. Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.</p> <ol style="list-style-type: none"> <li>identify and record key ideas in a notebook without losing focus on the plot or message of the text.</li> <li>organize ideas and points into a logical outline form that reflects the logic and structure of the text.</li> <li>recognize and organize major versus minor points</li> <li>identify and record details that support secondary points and ideas.</li> <li>reconstruct the basic structure and recall the message of original written material through review of notes.</li> </ol>	<p>1. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p>
<p>2. Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusion. Analyze the truth of an argument in light of Catholic doctrine.</p>	<p>2. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning. Evaluate the reasoning and rhetoric of an argument in light of Catholic doctrine.</p>
<p>3. Analyze how authors argue with or otherwise respond to one another’s ideas or accounts of key events, evaluating the strength of each author’s interpretation.</p>	<p>3. Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.</p>
<p>4. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s <i>Musee de Beaux Arts</i> and Breughel’s <i>Landscape with the Fall of Icarus</i>)</p>	<p>4. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguish how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)</p>
<p>5. Analyze a wide range of nineteenth- and early-twentieth-century foundation works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.</p>	<p>5. Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).</p>
<p>6. Analyze a wide range of world literature.</p>	