DIOCESE OF TRENTON ENGLISH LANGUAGE ARTS CURRICULUM GUIDELINES

PRE-KINDERGARTEN TO SECONDARY LEVEL

Curriculum guidelines include strategies to support all aspects of a strong English Language Arts program.

January 2019

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In gratitude to the following English Language Arts committee members for completing this document: Notre Dame High School Contributors:

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The authors of a curriculum guide give hours of their own time to design and create a document in collaboration with the Department of Catholic Schools. This is exactly what happened in the writing of the revised Diocesan English Language Arts Curriculum Guidelines.

The members of the Department of Catholic Schools are very grateful for the continued persistence of this committee and their determination to complete this document. Many obstacles, personal and professional, interrupted the writing of this document. Each time the committee gathered together, they were dedicated to successfully completing this work.

These guidelines contain over three years of sharing educational expertise as well as national and state research. The recommendations shared by all the teachers who met to discuss their educational needs were also included. The curriculum was reviewed and accepted by a number of our classroom teachers.

In the early days of creating these guidelines, an English Language Arts representative from every school participated in roundtable discussions. Teachers generated suggestions about materials and teaching strategies that were needed to revise earlier guidelines. For example, the kindergarten through fourth grade teachers requested that the same format be continued in the revised edition of the guidelines. The committee adhered to this recommendation for grades Pre-K - 4. However, the guidelines and benchmarks for grades 5-12 follow a format that is slightly different but covers the same kinds of materials, procedures, and guidelines generated in the earlier grades.

Grades 5-8 (Middle School) were modeled after the expectations of grades 9-12 (High School). The groupings (Grades 5/6, 7/8, 9/10, and 11/12) are modeled after the New Jersey Student Learning Standards (English Language Arts) which assume an introduction to skills (first year) followed by mastery of skills (second year).

Diocesan English Language Arts Introduction Pre-K- 12

The Diocesan English Language Arts (ELA) Curriculum Committee was asked to craft a diocesan curriculum for ELA grades Pre K -12 in order to develop a distinct set of expectations for all teachers that adheres to the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (2012) and incorporates and exceeds the New Jersey Student Learning Standards.

Teachers are encouraged to use this curriculum as a working document in which they can note their own reflections in the space provided in the hope that these reflections will be shared with our teaching community through the <u>Diocesan Extranet</u>. Please communicate with other diocesan colleagues at least once a year via the Diocesan Extranet.

The result is the attached document which contains a skill based curriculum that defines grade level benchmarks in Reading (Literature and Informational Text/Nonfiction), Writing, Speaking, and Listening, integrating the Gospel values of the Catholic Church.

The Mission of the Department of Catholic Schools in the Diocese of Trenton

The mission of the Department of Catholic Schools in the Diocese of Trenton is to provide leadership, direction, support, and service to pastors, principals, and school communities as they form students in the Catholic faith and develop each child's potential.

The Mission of the English Language Arts Curriculum

The mission of the English Language Arts Curriculum is to educate Pre-Kindergarten through twelfth grade students in English Language Arts to prepare the students for success in their reading, writing, speaking, and listening skills across *all* disciplines.

The Vision of the English Language Arts Curriculum

The English Language Arts Curriculum vision is to prepare *all students in all disciplines* in the Diocese of Trenton to become lifelong learners, to read widely and deeply, to become culturally literate, to use written and verbal communication to express opinions, to demonstrate critical analysis, and to convey meaningful experiences while infusing the tenets of the Catholic faith.

This curriculum is designed to build upon the foundation of Elementary Language Arts in order to promote 21st century academic skills that encourage students to think critically and make independent moral decisions which reflect their personal relationship with God. (Reflect on the concepts of Evangelization)

Goals

It is expected that all students in the development of English Language Arts studies

- will receive a foundation for post-secondary education and careers.
- will understand the value of reading critically, analytically, and reflectively.
- will write effectively in order to communicate clearly and purposefully.
- will communicate effectively in order to engage in civil discourse.
- will gain cultural awareness by experiencing a wide variety of texts from diverse cultures, different time periods, and varied disciplines.

This curriculum document incorporates the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, the New Jersey Student Learning Standards, suggested assessments, sample instructional strategies, teacher resources and teacher expertise.

Resources

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS) https://www.catholicschoolstandards.org

New Jersey Student Language Standards (NJSLS) http://www.nj.gov/education

Teacher Extranet http://extranet.dioceseoftrenton.org/tei

PRE-KINDERGARTEN GUIDELINES

Pre-Kindergarten Curriculum Guidelines - English Language Arts Introduction

Learning to pray, to play, and to build relationships with classmates, encourage curiosity, imagination and creativity are the foundation of Pre-K. Along with this, the teacher is to begin to teach the students the concepts of English Language Arts.

Pre-K educational environment, while different than K-8, provides a healthy foundation for introducing four-year-old students to formal education. Pre-K students need to be taught to comprehend the visibility of learning in the classroom. The main focus of these guidelines is to prepare students to seamlessly integrate into the school's kindergarten

It is important for the Pre-K teachers to align their curriculum with the Diocesan Early Childhood Affective Guidelines. Emotional development is important to help the students feel very comfortable at school. During Pre-K, introduce the parent partnership concept to guide the parents, new to the educational environment. Recommend that parents read to their children at least fifteen minutes a day.

Share with the parents and students what an excellent Catholic school is and how important the aspects of community are important to the development of their children achieving their God-given potential. Discuss and explain the goals of these guidelines and note that the focus is that students will be able to read simple passages, and comprehend the focus of a story and how it impacts the characters in the story. Time will be spent emphasizing phonics, letters and writing short sentences.

The components of an English Language Arts Curriculum are Reading, Listening, Writing, and Speaking. There are outcomes in each area as well as Essential Questions that are to be implemented. The Essential Questions are the same as the Kindergarten Essential Questions as a way to build the foundation for preparing the Pre-K students to be ready for Kindergarten.

Primary Sources

- National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (2012)
- Pre-School Teaching and Learning Standards, Department of Education of New Jersey (2014)
- Early Childhood Affective Guidelines, Diocese of Trenton (2018)
- Expertise of diocesan pre-school educators
- Various school Pre-school Handbooks: such as Saint Elizabeth Catholic School, Rockville, Maryland

It is the diocesan expectation that all Pre-K teachers become familiar with the **National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS).** Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. (Standard 7, Benchmark 3)

Pre-Kindergarten - READING

(Introduce as a preparation for Kindergarten)

ESSENTIAL QUESTIONS::

- Reading Foundational Skills
 - o How does the learner recognize basic print features?
 - o How does the learner acquire grade-level phonological/phonemic awareness and word analysis skills in decoding words?
- Reading Informational Text
 - O How do students use text features to understand material?
- Reading Literature
 - How does the learner become an independent reader through understanding and connection of content to self, text, and world?
- Vocabulary
 - o How are the students being made aware of new vocabulary words and connecting them to real life experiences?
- STEM/STREAM
 - Using metacognition how does the learner understand the connections within the (STEM/STREAM) process? **†**

OUTCOMES: (Introduce)

Students will begin to learn to:

- Read simple books
- Comprehend simple stories
- Complete a story line from their own experiences
- Read nonfiction aross disciplines

CONTENT OUTCOME: Social and Emotional Development	
Assessment Strategies	Instructional Strategies
Ask the students how they played together	During playtime give the students strategies to play together
	Share a gospel story
CONTENT OUTCOME: begin decoding strategies/ phonics	
Assessment Strategies	Instructional Strategies
Ask the students to share the story of the song they heard	Create a wall of words
Ask the students to sing the song	Find objects that match the words on the wall
What sounds did they hear?	Use the integrated white board, iPad, or chrome book
	Listen to songs about Jesus
CONTENT OUTCOME: introduce literary elements	
Assessment Strategies	Instructional Strategies
Draw a picture about the beginning of a story	Introduce how a story begins
Share a favorite story	Invite an author to visit and read their book
CONTENT OUTCOME: teach multicultural awareness	
Assessment Strategies	Instructional Strategies
Invite the students to bring in something that represents their	Teach about the different cultures represented in the classroom
cultural experiences	Ask parents to visit the classroom and share their cultural aspects
Share the components of the Our Father to learn to appreciate all	
classmates	

Pre-Kindergarten - LISTENING

ESSENTIAL QUESTIONS:

Listening Comprehension (Introduce)

- How will the learner understand the rules for good listening?
- How does the learner demonstrate proper listening?
- How does the learner listen and process information across the curriculum?

OUTCOMES:

Students will begin to learn to:

- Listen to directions for play, assessments, story time, school rules
- Articulate the teacher directions to the class

CONTENT OUTCOME: Listening skills introduced		
Assessment Strategies	Instructional Strategies	
Ask the students to listen to a school announcement and share what	Discuss feelings related to hearing an announcement	
they heard		
CONTENT OUTCOME: Follow teacher directions		
Assessment Strategies	Instructional Strategies	
Give 1-2 part directions	Incorporate direction gradually	
Introduce a poem read by teacher	Develop a listening chart	

Pre-Kindergarten - WRITING

ESSENTIAL QUESTIONS:

• Have the students put words together to form a complete thought

OUTCOMES:

Students will begin to learn to:

- Recognize simple words on the word wall
- Write words that they learn
- Possibly put words together to form a complete thought

CONTENT OUTCOME: write simple sentence		
Assessment Strategies	Instructional Strategies	
Students will try to write words that form a complete thought	Read story and demonstrate specific words from the story for the	
	students to recognize	
CONTENT OUTCOME: describe a story		
Assessment Strategies	Instructional Strategies	
Write a simple story of one sentence	Teacher will read a simple story	
Draw a picture in a group that describes part of a story		
CONTENT OUTCOME: Introduce Editing Techniques		
Assessment Strategies	Instructional Strategies	
Have the students draw a picture about a chapter of a story and ask	Share self-writing sentence with a peer for editing	
other students to help them "fix" the picture	Introduce the use of "My First Dictionary" to select words	
	Try to recognize beginning, middle and end of a story	
	Read written sentences for clarity	
	Model simple editing techniques using a chart or technology	
CONTENT OUTCOME: Publishing Techniques		
Assessment Strategies	Instructional Strategies	
Discuss with the students how they want to share their drawings	Have the students work together to select the ways to "fix" their	
with the school community such as on the website	drawings and have them explain their drawing to the Kindergarten	

Pre-Kindergarten - SPEAKING

ESSENTIAL QUESTIONS:

• What opportunities were given for the students to speak in front of the class and explain their projects?

OUTCOMES:

Students will begin to learn to:

- Speak clearly when answering a question
- Speak directly to the audience
- Become comfortable speaking in front of an audience

CONTENT OUTCOME: social and emotional development	
Assessment Strategies	Instructional Strategies
Draw a picture about how student feels about a story	Select a story that describes how a child feels during a particular
Ask the students to share their feelings about coming to school each	day
day	
CONTENT OUTCOME: Peer sharing	
Assessment Strategies	Instructional Strategies
Ask for volunteers to share their story and why they liked the story	Let the student select a book, read it, and share the story

Teacher Notes and Comments

Kindergarten – Grade 4 Curriculum Guidelines – English Language Arts Introduction

The Diocesan English Language Arts (ELA) Curriculum Committee was asked to create a diocesan curriculum for ELA grades Pre K-12 in order to develop a distinct set of expectations for all teachers that adheres to the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (2012) and incorporates and exceeds the New Jersey Student Learning Standards. This introduction applies to elementary grades K-4.

The elementary guidelines for K-4 are based in the four concepts of reading, listening, writing and speaking. This document is a revision of the 2005 guidelines but includes updated research in regards to the teaching and learning of English Language Arts. After consultation with Diocesan teachers this simple two-column format was chosen. Teachers are encouraged to use this curriculum as a working document in which they can note their own reflections that they are encouraged to share with colleagues.

There are two sets of outcomes: content and overall. The overall outcomes include process, assessment, affective development, interdisciplinary (cross-curricula) approaches and ethnic diversity. This document includes all aspects of English Language Arts – reading, listening, writing, speaking as well as alternative assessment, differentiated instruction, technology, (STEM/STREAM), and integration of Gospel values of the Catholic Church. It is the expectation for teachers in all discipline areas to utilize the ELA curriculum for focus and application.

KINDERGARTEN GUIDELINES

Kindergarten - READING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. (Standard 7, Benchmark 3)

Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable them to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

- Foundational Skills
 - o How does the learner recognize basic print features?
 - o How does the learner acquire grade-level phonological/phonemic awareness and word analysis skills in decoding words?
- Reading Informational Text
 - o How do students use text features to understand material?
- Reading Literature
 - How does the learner become an independent reader through understanding and connection of content to self, text, and world? †
- Vocabulary
 - o How does the learner acquire and accurately use grade level appropriate words and phrases? **†**
- STEM/STREAM
 - Using metacognition how does the learner understand the connections within the (STEM/STREAM) process? **†**

OUTCOMES:

CONTENT OUTCOME: Develop and apply decoding strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listening to oral reading	Find objects to match sound(s) of the lesson
Draw or match pictures to match words	Use of manipulatives to blend and segment sounds (textured
Recall of word wall words	letters, magnetic letters)
Repeat sounds of the week	Word families
Act out a song for repetition	Use of text illustrations
Show and Tell format for sound of the week	Word Walls/Sight Words (reading, science, math, religion, social
	studies, art, music)
	Interactive Whiteboard opportunities
	Read and reread a variety of nursery rhymes, poetry books,
	stories and other meaningful text to identify sound patterns and
	rhymes
	Listen to songs that include a variety of sounds
CONTENT OUTCOME: Initiate and apply vocabulary strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Locate words in other subject areas	Create class experience charts and stories
Observe correct choice of words for written sentences or oral	Develop a word wall that includes vocabulary from cross-
communication	curricular experiences
Student guesses vocabulary word based upon teacher provided	Play game emphasizing weekly words
clues	Interactive Whiteboard opportunities
Student illustrate or match opposites or definitions	Introduce a picture dictionary (including (STEM/STREAM))
Student sorts picture cards into categories such as food, clothing,	Emphasize vocabulary using poems and songs
shapes, things that move	Use opposites and definitions (antonyms and synonyms) to
	extend vocabulary understanding

CONTENT OUTCOME: Develop comprehension strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Retell story in correct sequence	Use pictures to practice sequencing story events (STEM/STREAM)
Sequence pictures of story events	Read stories ad discuss characters, favorite parts or cause and
Respond to cues	effect
Dramatize a story or a sentence	Dramatization of a story or puppet show
Illustrate a story to demonstrate comprehension	Retell or act out a story
Read or retell a part of a story based on an illustration	Provide texts which elicit varied emotions
With prompting and support, students discuss ways illustration	Encourage students to provide text in repetitive stories
and descriptions of a topic are the same or different.	Draw pictures of scenes from a story
	Demonstrate how illustrations in a story support the text
	(STEM/STREAM)
	Discuss how two texts on the same topic are alike or different
CONTENT OUTCOME: Introduce literary elements.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Complete a picture or written journal prompt	Relate text to self
Use manipulatives to illustrate character's feelings	Model character's feelings
Act out a fantasy and real life situation	Introduce fiction and non-fiction
Identify books according to fiction or non-fiction	Identifying basic parts of a book
lacinity books according to netion of non-netion	Recognize beginning, middle and end of a story
CONTENT OUTCOME: Begin to be aware and appreciate author's	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student shares orally their preference and reason for liking a	Discuss an author or an illustrator
particular author	Read biographies of authors and illustrators
	Share reasons for writing a story
Draw pictures to demonstrate an author's purpose	Make predictions about a story
	Create word webs
Follow a word web to tell a story	Present to students several books by an author and varied genre
	Use interactive whiteboard to discover author's purpose

OVERALL OUTCOMES: Begin the first steps in the reading process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Begin to read orally using correct understanding and intonation.	
Participate in shared reading activities.	Use <i>picture walk</i> through a book for author, title, print conventions, characters and setting
Student retells story including how, why, what.	Use interactive whiteboard to model left to right progression
	when reading, punctuation awareness, not stopping at the end of a
Draw a picture of a favorite part of a story	line in a story.
Tell your favorite story about Jesus	Demonstrate phrasing or scooping words when reading
Locate specific words in a story	Identify high frequency words
Listen and respond to questions such as, Who or what is main character in the story? Did you enjoy this story, why or why not?	Build concept vocabulary (STEM/STREAM)
(STEM/STREAM)	Identify beginning, middle and end of a story using cross-
	curriculum material

OVERALL OUTCOMES: Assessment Introduce the idea of self-assessment through self-monitoring	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Make predictions using text and illustrations.	Work with partner to follow a simple teacher created rubric.
	(STEM/STREAM)
Draw about a story relating to text and to self.	
	Build a group K-W-L chart or any other type of comprehension
Conference with teacher to identify "best" effort to be placed in	chart.
portfolio	
	Use of technology game or activity to self-monitor the reading
Record student reading or retelling a selection. Teacher asks	process.
questions to evaluate student's self-assessment awareness.	
(STEM/STREAM)	Experience choral reading using early reader books or stories on
	interactive whiteboard
	Show examples of work that meet a specific criteria established by
	the teacher. (STEM/STREAM)
OVERALL OUTCOMES: Affective Development Understand student	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student identifies and corrects own mistakes.	Explore connection between title and story.
Student recognizes and applies new reading skills.	
	Teacher models examples of correct and incorrect intonation,
	phrasing, expression, etc.

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula) including (STEM/STREAM)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Match a word to a picture	Use technology to listen to or read selections across the
	curriculum.
Relate a character (fictional or non-fictional) to subjects across	
the curriculum.	Use technology assisted games and activities to improve and
	enhance reading skills in various subjects
Use an independent activity (color a picture, match word to	
picture) to demonstrate understanding of a story presented	Become familiar with written words by viewing computer
using technology or the teacher reading.	directions.
	Play phonological games to enhance reading skills (clap words in a
	sentence)
OVERALL OUTCOMES: Ethnic Diversity *Become aware of cultural	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Celebrate traditions of other cultures	Explore language of different cultures by counting or giving
	simple greetings.
Use art to feature different cultures (STEM/STREAM)	
	Celebrate special holidays
Student presents a <i>show and tell</i> object from another country.	
	Discuss how we are alike and different
	Use technology to broaden students' knowledge of various
	cultural experiences. (STEM/STREAM)
	Sharing family ancestral history.

Kindergarten - LISTENING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. (Standard 7, Benchmark 3)

Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

National Standard for English/Language Arts: http://www.ncte.org/standards/ncte-ira

- How will the learner understand the rules for good listening?
- How does the learner demonstrate proper listening?
- How does the learner listen and process information across the curriculum?

CONTENT OUTCOME: Set a purpose for listening.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recall details from presentation	Identify rhymes in literature
Participate in conversation and predications based upon picture prompt (STEM/STREAM) Design a rubric for a listener	Use rhyme ball Play Simon Says, Follow the Leader
Ask questions reflecting the topic	Demonstrate an effective <i>show and tell</i> presentation so listener
Read a story and share insights based upon specific questions	can recall facts (STEM/STREAM)
redu a story and share maights based upon specific questions	Encourage active participation
Sing poem or song (STEM/STREAM)	
Follow 1- 2- 3 directions (STEM/STREAM)	Observe and discuss picture prompts (STEM/STREAM)
Tollow 1- 2-3 directions (STEM/STREAM)	Use a motivational opening sentence
	Display a listening chart
	Role play effective and ineffective listening
	Establish a signal for students when listening is imperative (STEM/STREAM)
	Read a story orally for enjoyment and follow-up with student activity (drawing, questions, sharing interpretations)

CONTENT OUTCOME: Receive and attend to the message		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Draw a picture based upon specific oral directions (STEM/STREAM)	Echo a message Give only a few directions at one time	
Follow directions given by a peer	Give several descriptions for a picture prompt	
Express what is heard in a message (STEM/STREAM) Demonstrate multi-step directions.	Review signals for listening	
Understand a message format	Role play following directions (STEM/STREAM)	
	Listen to a message and tell its source	
CONTENT OUTCOME: Assign meaning to the message		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Restate in own words what was heard	Dictate two or three phrases and have child repeat them.	
Draw pictures about what was read	Introduce three part directions in a game or activity (first, next, last)	
Observe questions student asks of the speaker		
	Model rephrasing to enhance understanding.	
Use questions, pictures or actions to follow directions.	Model different transport avections to sale a secolar	
Ask questions about story or poem that was presented (STEM/STREAM)	Model different types of questions to ask a speaker (STEM/STREAM)	
Repeat directions (in proper sequence or correct order)	Storytime with teacher reading or using interactive whiteboard (STEM/STREAM)	
Perform a specific task to demonstrate understanding (STEM/STREAM)		
Perform a specific task to demonstrate understanding	(,	

CONTENT OUTCOME: Respond to the message		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Repeat directions in correct order (STEM/STREAM)	Identify vocabulary for understanding directions (STEM/STREAM)	
Present a good listener award		
	Give simple directions	
Repeat directions		
Sequence events from story	Read a list of items or tell a story with a series of words. Children recall items in discussion. (STEM/STREAM)	
Raise hand or otherwise to indicate readiness to answer questions. (STEM/STREAM)	For practice, give oral directions for movement activity within the classroom	
Join a discussion based on an activity or story (STEM/STREAM)	Use interactive whiteboard to listen to a story (STEM/STREAM)	
CONTENT OUTCOME: Begin to develop listening comprehension-mo	onitoring strategies and extend the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Summarize the speaker's main message (STEM/STREAM)	Reinforce following simple directions (STEM/STREAM)	
Role play a character from a story (STEM/STREAM) Draw a picture of a favorite part of a story	Play "Telephone" or "Whisper Down the Lane" to identify barriers to effective listening	
Use information from the message or story and apply to own experiences (STEM/STREAM)	Discuss feelings and experiences related to listening (STEM/STREAM)	
Students retell gospel stories and relate them to personal life.	Use technology to listen to holiday stories and songs	

OVERALL OUTCOME: Begin the first steps in the listening process	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Identify sounds or high frequency words via technology or recitation (STEM/STREAM)	Increase directions gradually Gather in a special place to prepare for a listening experience
Give 1-2-3 part directions for student to follow (STEM/STREAM)	(STEM/STREAM)
Use a poem to show both loud and soft tones	Use clues for gaining attention.
Follow directions presented in a poem, story or song	Review listening chart
	Explain the steps in listening process: listen, think, react (STEM/STREAM)
	Use technology to listen to stories or music
OVERALL OUTCOMES: Affective Development –Create an environment that encourages, respects and enables the individual to learn and	
to grow in the listening process. ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Demonstrate behavior of a good listener (STEM/STREAM)	Establish a quiet atmosphere in the classroom
Observe students participating in an authentic listening environment (STEM/STREAM)	Create classroom rules which encourage respect (STEM/STREAM)
Give positive reinforcement	Model ways to respect others when someone is speaking
	Continue to give clear and specific directives (STEM/STREAM)
Student demonstrates listening posture	
Observe children at play	Provide opportunities for individual or small group listening (STEM/STREAM)
	Help students to determine their personal listening style (needing a visual or tactile experience) (STEM/STREAM)

OVERALL OUTCOMES Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Sequence or summarize what was heard using technology (STEM/STREAM)	Use technology to listen to selections across the curriculum (STEM/STREAM)
Ask questions based upon movie, play, recording, song or homily	Use technology assisted games and activities to improve and enhance listening skills in various subjects (STEM/STREAM)
	Provide necessary devices for students with hearing challenges (headphones, microphone) (STEM/STREAM)
OVERALL OUTCOMES: Ethnic Diversity Recognize and respect cultural differences through listening experiences	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Students present a play about a different culture and share insights	Use technology to broaden students' knowledge of various cultural experiences (STEM/STREAM)
Student demonstrates an appreciation for cultural differences presented across the curriculum (music, art, events, speaking, history) (STEM/STREAM)	Sharing family customs

Kindergarten - WRITING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

National Standard for English/Language Arts: http://www.ncte.org/standards/ncte-ira

- How will the learner become aware of the steps in the writing process?
- How will the learner develop the necessary skills to write a complete sentence?
- How will the learner express an original idea in a complete sentence?

CONTENT OUTCOME: Prewriting Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Share a sentence about a specific topic (STEM/STREAM)	Locate words on word charts or interactive whiteboards
Match a new vocabulary word with a picture or meaning	Discuss favorite stories (STEM/STREAM)
Express an opinion and tell why (Monkeys are funny because)	Initiate correct letter formation
(STEM/STREAM)	Use a variety of tactile materials to practice writing letters.
Properly sequence simple sentences or story events	Use puppets to introduce characters
	Use sentence starters for student completion based upon student
	ability at this time
	Play a game to sequence sentences
	Build and emphasize vocabulary (STEM/STREAM)
CONTENT OUTCOME : Drafting strategies. *Apply grade level appropriately spelling, sentence structure, parts of speech, handwriting.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use words in meaningful sentences or stories	Play a game emphasizing weekly sight words
Organize sentences matching ideas with pictures	Share various endings to a story
Share a new idea following a sentence model (STEM/STREAM)	Use Interactive Whiteboard opportunities for sentence frames
Beginning with a simple picture, students will add additional	Present a topic sentence for extension (STEM/STREAM)
details to the picture and then add text to a starter sentence.	
Draw pictures to tell a story (STEM/STREAM)	After reading a book, develop information based upon pictures.
	Add definite vocabulary words from story to word wall for future
	writing
	Guided formation of a three sentence story
	Model a complete sentence identifying grade level appropriate parts of speech and punctuation.

CONTENT OUTCOME: Revision Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Identify errors in a sentence and rewrite correctly	Introduce basics of grammar and sentence structure.
Student assists in creating a class chart with word substitutions	Discuss changing and substituting words.
and variations and beginnings.	Model how to retell stories (STEM/STREAM)
Retell a story or poem (STEM/STREAM)	Tell a story with different beginnings and endings
Sequence pictures of story events with matching sentences	Use a graphic organizer or chart to show ideas about sentence
(STEM/STREAM)	structure
(STEW/STREAM)	Dramatization of a story or puppet show to practice sentence
	structure (STEM/STREAM)
	Structure (STEM/STREAM)
CONTENT OUTCOME: Editing Strategies	T
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Complete a picture or written journal prompt and self- edit	Share self-writing sentence with a peer for editing
Space words and sentences correctly	Introduce the use of "My First Dictionary" to select words
Apply capitalization and grammar rules	Recognize beginning, middle and end of a story
Write a sentence about a picture match (STEM/STREAM)	Read written sentences for clarity
	Model simple editing techniques using a chart or technology
	Use a Word Wall or Sight Words in written samples and highlight
	them (STEM/STREAM)
CONTENT OUTCOME: Publishing Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Share thank you thought or welcome sentence with the class	Write a sentence using inventive spelling to say thank you or to
(STEM/STREAM)	welcome someone.
	Use pictures or sentences to sequence in logical order
Using technology, student creates their own story	(STEM/STREAM)
(STEM/STREAM)	Teacher provides support using computer or digital tools for
	communicating information and publishing writing.
Print legibly	Display published work (STEM/STREAM)

OVERALL OUTCOME : Begin using the first steps in the writing process.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Create webs verifying correct use of the writing process. Participate in shared writing activities. (STEM/STREAM)	Utilize simple writing webs and graphic organizers (STEM/STREAM)	
Write short sentences independently	Peer varied leveled partnering to share writing	
Demonstrate holding a pencil correctly	Create a song for each of the steps in the writing process for	
Include high frequency words in a sentence	review	
	Designate certain students to demonstrate each step in the writing process	
OVERALL OUTCOMES: Assessment: Attempt to self-assess a personal	l piece of writing	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Create a revised journal entry	Read aloud to peers	
Share an original complete sentence or a poem (STEM/STREAM)	Show organization of ideas with a story or poem (STEM/STREAM) Recognize invented spelling Edit a piece of writing	
	Use of technology game or activity to self-monitor the writing process.	
	Set up a writing journal. Show students how to compare prior writings or word choice to improve writing. (STEM/STREAM)	
OVERALL OUTCOMES: Affective Development Develop and maintain a positive environment which inspires students to express individuality through writing		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Present a poem for "Poet's Day"	Model how music can evoke feelings. Create a picture based upon	
Listen to music and draw a picture and write a sentence related to	the music and write a sentence. (STEM/STREAM)	
the music feeling (STEM/STREAM)	Read different kinds of literature and poetry.	
Student attempts to identify and correct own mistakes in a piece	Plan a Poet's Day	
of writing.	Write original class poems and stories (STEM/STREAM)	
Student recognizes and applies new writing skills learned across	Create activities or access technology to lead students to form	
different curriculum areas.	ideas to write	
Give students a list of ideas or words. Let them choose one and write a simple sentence about it (STEM/STREAM)	Choose sets of opposites and have students write or share about one idea in a set (hot/cold, near/far, young/old, salt/pepper)	

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Match a word to a picture and write about it. (STEM/STREAM) Extend a story based on a technology activity Write a telling sentence or riddle about a cross-curriculum topic (STEM/STREAM)	Model changing sentences on the computer screen and interactive whiteboard Use technology assisted games and activities to improve and enhance writing skills in various subjects (STEM/STREAM)	
	Present basic computer editing tools.	
	Using technology, share pictures of animals, weather, community helpers for discussion and/or writing. (STEM/STREAM)	
OVERALL OUTCOMES : Ethnic Diversity *Begin to recognize and respect cultural differences through writing experiences.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Draw and label pictures that relate to a culture	Use technology to broaden students' knowledge of various cultures. (STEM/STREAM)	
Student illustrates and writes a sentence or two about their favorite Christmas custom	Share family customs at Christmas	
Using a word bank, student matches or writes word from a different language	Use maps to locate and introduce various countries and cultures	
	Present simple vocabulary words in different languages (STEM/STREAM)	

Kindergarten - SPEAKING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. (Standard 7, Benchmark 3)

Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

National Standard for English/Language Arts: http://www.ncte.org/standards/ncte-ira

- How will the learner know the rules for good speaking?
- How does the learner demonstrate essential speaking skills?
- How does the learner use speaking and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Observe models of authentic and purposeful oral language.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student presents a show and tell (STEM/STREAM)	Demonstrate an effective show and tell presentation (STEM/STREAM)
Verbalize through role play	Model purposeful language through listening to recorded stories.
Recite rhymes, songs, phrases or prayers	Display a speaking chart of <i>How to be a Good Speaker</i> created with input from students
	Introduce rhymes and rhythms
	Read Dr. Seuss book and have students repeat/recall rhymes from the story
	Role play effective and ineffective speaking
CONTENT OUTCOME: Identify audience and purpose.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Observe students following a rubric for effective speaking Students demonstrate appropriate voice for various activities (i.e.	Modify conversation based on audience through use of proper language. (STEM/STREAM)
at play, at church, at home) (STEM/STREAM)	Learn to leave an accurate telephone message or repeat an accurate message
Contribute to a class story or discussion (STEM/STREAM)	Express a personal need accurately
	Create an ending to a story
	Practice modulating voice based on activity and location (inside vs. outside voice)

CONTENT OUTCOME: Access and organize information for speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Retell a story in correct sequence using transition words effectively	Organize a show and tell presentation through accurate description.
Share the results of the student created picture board. Select a word or topic that the student speaks about spontaneously	Answer questions about events in morning afternoon and evening Share ideas about a literary character or story content. Each student creates a picture board or collage about
Use pictures or an object when describing a topic	himself/herself to present themselves to the class. Introduce different topics that students could speak about with
Introduce and present Show, Tell, Share (STEM/STREAM)	emphasis on clearly spoken sentences (avoid and, um, like) (STEM/STREAM)
	Introduce transition words used for effective speaking
	Draw and color pictures to use in oral presentation (STEM/STREAM)
CONTENT OUTCOME: Deliver a message effectively	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to self through use of technology (STEM/STREAM)	Practice pronunciation by sharing an experience (STEM/STREAM)
Observation of student pronunciation	Demonstrate an effective <i>Show and Tell</i> which enables the audience to recall information from the presentation
Interpret a rhyme with expression	F 111 11 22
•	Model correct and incorrect audience contact, posture, volume
Share morning message, calendar and weather, etc. (STEM/STREAM)	and use of props

CONTENT OUTCOME: Apply self-regulating and self-correcting procedures to speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Observe increasing control of grammar, new vocabulary and ability to communicate ideas Share information correctly (STEM/STREAM) Observe how students take turns when speaking Student speaks correctly in complete sentences (STEM/STREAM) Express feeling according to simple rubric	Restate incorrect speaking in the correct way Role play effectively using correct tone, pitch, volume, posture (STEM/STREAM) Brainstorm the qualities of a good speaker.
CONTENT OUTCOME: Respond creatively and critically	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Present poetry in choral form	Practice choral reading of poems and rhymes
Encourage an audience response to the message from story presentation Add meaningful additions to a discussion (STEM/STREAM)	Use puppets to relate information or tell a story Use books, pictures or experiences to enhance knowledge for discussion (STEM/STREAM)
	Act out or retell a story about Jesus

OVERALL OUTCOMES: Process: Follow all steps in the speaking process with guidance		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Follow a role model through repetition	Practice using pauses and voice intonations	
Student introduces himself/herself or a classmate using complete	Teacher models speaking in complete sentences using all the steps	
sentences	correctly in the speaking process	
OVERALL OUTCOMES: Assessment: Review effectiveness of a speaking opportunity through self-assessment strategies		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Use a simple rubric to assess recorded voice	Explain a simple rubric as a guide to effective speaking	
Present examples of varied speaking	Listen to others and self through use of technology (STEM/STREAM)	
Student demonstrates a correctly spoken poem, sentences or presentations. (STEM/STREAM)	Model ways to improve speaking attempts	
	Use repetition for effective speaking	
OVERALL OUTCOMES: Affective Development: Develop and maintain a positive environment that inspires students to express individuality		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Demonstrate an awareness for how and when to speak	Applaud instances of correct speaking	
Participate in cooperative learning activities (STEM/STREAM) Student responds to open ended statement such as "God is"	Match a picture to the way to the way the word is spoken (happy, sad, disappointed, surprised, upset) Encourage students to share ideas about God	
Student is given a picture that includes a feeling so the student can express the feeling in a sentence	Demonstrate and foster polite ways to participate in a group discussion. (STEM/STREAM)	

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Students self-assess results a selected speaking or storytelling app	Use technology to reinforce effective speaking (STEM/STREAM)
Observe presentations for correct components of effective speaking (STEM/STREAM)	Choose an app that provides opportunities for speaking and storytelling (STEM/STREAM)
	Use number stories, graph interpretation or word problems to provide cross- curricula speaking opportunities
	Use living vs non-living picture charts for student presentation (STEM/STREAM)
OVERALL OUTCOMES: Ethnic Diversity: Use knowledge of varying	ng cultures as a means to tell stories.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Express understanding that each country has its own language and customs.	Introduce other languages using conversational expressions, words, numbers, and color.
Share a few sentences about a culture or folk tale.	Share stories about various cultures
Celebrate a holiday, a culture or folk tale	Use technology to discover different customs and cultures (speech, customs) (STEM/STREAM)
	Share folk tales from different countries

TEACHER NOTES AND COMMENTS

READING GUIDELINES Grades 1-4

Grade 1 - Reading English/Language Arts

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All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

ESSENTIAL QUESTIONS:

- Foundational Skills
 - o How does the learner demonstrate understanding of basic print features?
 - o How does the learner apply grade-level phonics and word analysis skills in decoding words?

• Reading Informational Text

o How do students use text features to decipher informational materials? **†**

• Reading Literature

How does the reader use comprehension strategies to demonstrate understanding and connection of content to self, text, and world? †

Vocabulary

o How does the learner acquire and accurately use grade level appropriate words and phrases? **†**

STEM/STREAM

CONTENT OUTCOME: Continue to develop and apply decoding strategies including phonological awareness and word recognition.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listening to oral reading	Find objects to match sound(s) of the lesson
Draw pictures to match words	Use of manipulatives for blends, segment onsets and rimes,
Recall of word wall words	consonant digraphs, short and long vowel sounds (textured
Spelling sounds of the week	letters, magnetic letters)
	Chunking syllables
	Word families
	Use of text illustrations
	Word Walls/Sight Words (reading, science, math, religion, social
	studies, art, music)
	Interactive Whiteboard opportunities (STEM/STREAM)
CONTENT OUTCOME: Continue to identify and apply vocabula	ry strategies.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use words in meaningful sentences or stories	Play game emphasizing weekly words (STEM/STREAM)
Locate words in other genres	Seek opportunities to integrate more extensive vocabulary within
Observe correct choice of words for written sentences or oral	the students' experiences (e.g. Fancy Nancy) (STEM/STREAM)
communication (STEM/STREAM)	Interactive Whiteboard opportunities (STEM/STREAM)
CONTENT OUTCOME: Continue to develop comprehension strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES

CONTENT OUTCOME: Extend understanding of literary elements.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Complete a picture or written journal prompt	Relate text to self
Use paper plate or popsicle sticks to illustrate character's feelings	Model character's feelings
(STEM/STREAM)	Introduce fiction and non-fiction elements
Act out a fantasy and real life situation	Identifying parts of a book
Sort books according to fiction or non-fiction	Recognize beginning, middle and end of a story
CONTENT OUTCOME: Begin to understand and appreciate author's purpose and style.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Have students respond to prompt "If I wrote a book, it would be	Read biographies of authors and illustrators (STEM/STREAM)
about".	Share reasons for writing a story
Student shares in writing or orally their preference and reason	
for liking a particular author based upon the writer's purpose	
and/or style.	
Group discussion of author's purpose and style	

OVERALL OUTCOMES: Experience all steps in the reading process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Read orally using correct understanding and intonation.	Student reads a book of their choice to the class.
Create webs verifying correct use of the reading process.	Utilize a variety of reading comprehension webs (e.g. main
Participate in shared reading activities.	idea/detail, sequencing, cause and effect). (STEM/STREAM)
Student retells story.	Peer varied leveled partnering to share reading.
Student completes an assignment or creates a project based upon	Make predictions and comparisons. (STEM/STREAM)
teacher directed independent reading.	
OVERALL OUTCOMES: Assessment Become aware of self-assessment	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Adjust predictions using text and illustrations. (STEM/STREAM)	Work with partner to follow a simple rubric.
Write or draw about a story relating to text and to self.	Build a group K-W-L chart or any other type of comprehension
	chart.
	Use of technology game or activity to self-monitor the reading
	process.
OVERALL OUTCOMES: Affective Development Be cognizant of studen	, i
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student identifies and correct own mistakes.	Search for clues in text and use prior knowledge.
Student recognizes and applies new reading skills learned across	(STEM/STREAM)
different curriculum areas. (STEM/STREAM)	Distinguish similarities and differences in various stories and
	relate to self.
	Create activities or access technology to assist students in
OVERDALL OUTGOMES I. I. I. I. D. I. I. (C. C. I.	drawing conclusion. (STEM/STREAM)
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Currio	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Match a word to a picture	Use technology to listen to selections across the curriculum
Relate a character (fictional or non-fictional) to subjects across	Use technology assisted games and activities to improve and
the curriculum.	enhance reading skills in various subjects
OVERALL OUTCOMES: Ethnic Diversity *Recognize and respect cult	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Students present a play about a different culture.	Use technology to broaden students' knowledge of various
Explain information included in a Venn diagram.	cultural experiences.
Student presents a <i>show and tell</i> object from another country.	Sharing family ancestral history.
(STEM/STREAM)	

Grade 2 - READING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

ESSENTIAL QUESTIONS:

Foundational Skills

- How does the learner apply grade-level phonics and word analysis skills in decoding words?
- o How does learner use text to confirm or self-correct word recognition and understanding?

• Reading Informational Text

- o How does the learner use text features to decipher informational materials? **†**
- o How does the learner connect information on the same topic in different reading materials?
- o How does the learner ask key questions to obtain information? **†**

• Reading Literature

- o How does the learner use context to determine meaning of words and phrases?
- How does the learner use comprehension strategies to demonstrate understanding and connection of content to self, text, and world? †
- o How does the learner acknowledge and demonstrate understanding of different literary elements?

Vocabulary

- o How does the learner acquire and accurately use grade level appropriate words and phrases?
- o How does the learner use reference tools to develop and expand vocabulary in reading, listening, writing, and speaking? †

• STEM/STREAM

CONTENT OUTCOME: Further develop and apply decoding strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student applies selected strategies to understand or interpret	Find words within words and identify base words and endings.
word meaning and/or correct usage. (STEM/STREAM)	(reading, science, math, religion, social studies, art, music)
Match pictures to words by internal vowel sounds.	Decode words using context clues.
Sorting words by variant vowel sounds.	Read stories such as Dr. Seuss series or poetry to emphasize
	rhyming words and word families.
CONTENT OUTCOME: Expand and apply vocabulary strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Draw, write or act out a definition.	Use interactive white board activities and/or board games to
	extend student vocabulary. (STEM/STREAM)
Demonstrate knowledge of word meaning through games and	
interactive white board activities.	Model use of resource materials (dictionary, thesaurus, glossary,
	on-line resources) for vocabulary enhancement.
Write complete sentences or stories using vocabulary words.	
Utilize dictionary, thesaurus and glossary (book or on-line	Present new words using word sorts, Frayer model, concept maps
resources).	and word walls. (STEM/STREAM)
CONTENT OUTCOME: Strengthen comprehension strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Retell a story using role play or mime.	Read different version of same story.
Write questions and answer partner's questions. (STEM/STREAM)	Make inferences orally.
Explain a prediction or inference providing proof from the story.	Sequence story events using pictures or phrases. (STEM/STREAM)
Create an alternate ending to a story.	Use a graphic to present the basics or sequence of the story.
	Use a <i>Predict-o-Gram</i> to activate a student's background vocabulary knowledge.
	Practice comprehension through Somebody wanted, but, so, then.

CONTENT OUTCOME: Widen recognition and understanding of literary elements.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Act out or illustrate the feelings of one or more characters	Create a story web using technology (Kidspiration, Power Point)	
Create dialogue balloons	Compare and contrast genre of different selections	
Reveal one or more characters through symbols	Small group discussion of characters, setting and main idea concluding with results using a simple graphic (STEM/STREAM)	
Retell a story sequentially focusing on character, setting and plot.	Dramatize various characters' feelings	
CONTENT OUTCOME: Interpret and appreciate author's purpose and style.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Compare several works by one author in literature groups	Investigate author's background and inspiration	
Explain how illustrations help to express author's style	Read and compare stories by the same author	
Respond to introductory question related to author's purpose	Learner expresses positive and/or negative feelings about author's writing style.	

OVERALL OUTCOMES: Apply the steps of the reading process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Retell a story and extend story to next probable event by working in groups through a creative activity (puppets, dramatization, story board)	Provide practice with identifying inferences and conclusions Working in small groups learner creates an alternate ending to a story
Read and explain a new selection including meaning of new vocabulary, citing character, plot and setting.	Play a word game using antonyms and synonyms Utilize the Somebody, wanted, but, so, then model to summarize a story.

OVERALL OUTCOMES: Assessment Be aware of self-assessment through self-monitoring.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Retell a story relating to personal experiences Identify which strategies are used to assist with reading a selection (STEM/STREAM) Create a story map (STEM/STREAM)	Make bookmarks listing strategies used for meaningful reading Create KWL chart or web to obtain prior knowledge Review and apply key words which lead to self-monitoring and self- assessment (STEM/STREAM)	
OVERALL OUTCOMES: Affective Development Be cognizant of studen	t self-awareness strategies within the reading process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Present specific situations for students to apply appropriate reading strategies Writing a journal entry based upon a key element of the story *interesting vocabulary * favorite part * text connections (text to self, text to world)	Model the use of context clues to identify unfamiliar words and enhance comprehension Brainstorm ideas to be included in a reading notebook Use technology assisted games and activities to broaden understanding and application of reading strategies (STEM/STREAM)	
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Currie		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Write about or illustrate the life of an author or illustrator from	Use technology to listen to selections across the curriculum	
various selections Create a Power Point to demonstrate understanding of a topic (STEM/STREAM)	Use technology assisted games and activities to improve and enhance reading skills in various subjects (STEM/STREAM)	

OVERALL OUTCOMES: Ethnic Diversity *Recognize and respect cult	tural differences through reading experiences
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Present a research activity comparing cultures (STEM/STREAM)	Read or listen to stories in various languages
Use a graphic that demonstrates the value of diverse cultures	Read different versions of same story highlighting various cultures
Create a symbol or design based upon stories that were shared	Create a Venn diagram or other graphic organizer to compare the culture in a story to our culture (STEM/STREAM)
	Create an ancestry graph based upon students in the class and discuss results (STEM/STREAM)
	Read and discuss folktales

Grade 3 - READING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

ESSENTIAL QUESTIONS:

Foundational Skills

- o How does the learner apply grade-level phonics and word analysis skills in decoding words?
- How does the learner use accuracy and fluency to support comprehension?

• Reading Informational Text

- o How does the learner use text features and search tools to understand informational materials? **†**
- o How does the learner connect information on the same topic in different reading materials?
- o How does the learner ask key questions to obtain information? **†**
- o How does the learner recognize differences in reader/author points of view?

• Reading Literature

- o How does the learner use context to determine meaning of words and phrases?
- o How does the learner use comprehension to demonstrate understanding and connection of content to self, text, and world? †
- o How does the learner acknowledge and demonstrate understanding of different literary elements?
- o How does the learner distinguish their own point of view from that of the narrator and/or characters? **†**

Vocabulary

- o How does the learner acquire and accurately use grade level appropriate words and phrases?
- How does the learner use reference tools to develop and expand vocabulary in reading, listening, writing, and speaking?
- How does the learner relate new vocabulary to a particular culture? **†**
- How does the learner apply analogies and figures of speech to the understanding of words and story content?

• STEM/STREAM

CONTENT OUTCOME: Further develop and apply decoding strategies consistently.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
From another sources, locate and sort words by variant vowel sounds.	Model the use of references such as dictionary, glossary or thesaurus
Create a jump rope rhyme or cheer for select phonetic sound (STEM/STREAM)	Word scrambles or word searches for practicing sounds (reading, science, math, religion, social studies, art, music) Use various contextual clues to decode unknown words
	Identify vowel sounds and spelling patterns in a variety of sources
CONTENT OUTCOME: Build vocabulary strategies routinely.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Act out definitions while peers try to determine word	Form vocabulary committees for discovery of vocabulary words from different sources (reading, science, math, religion, social
Create sentences stressing opposite relationships	studies, art, music)
Match affix with a base word and give its meaning (written or illustration) (reading, science, math, religion, social studies, art,	Use context clues to identify unknown words
music)	Demonstrate the effect of affixes
	(reading, science, math, religion, social studies, art, music)
	Use technology to identify and understand the use of synonyms,
CONTENT OUTCOME Dead and a second a second and a second a	antonyms and homophones in context
CONTENT OUTCOME: Broaden comprehension strategies.	INCTRICTIONAL CTRATECIES
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES Establish heals talks and literature singles
Compose questions about the story	Establish book talks and literature circles
Identify and draw main events sequentially	Model different styles of questions (how, when, where, why,
Seek specific information from literature or dramatization	what) (reading, science, math, religion, social studies, art, music)
Answer inferential questions	Self-question to predict and evaluate (STEM/STREAM)

CONTENT OUTCOME: Promote knowledge of literary elements.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Design a diorama that reveals understanding of plot	Using charts or graphic organizers to identify plot, setting, mood
(STEM/STREAM)	and characters.
Create a diary written by a specific character	
dreate a diary written by a specific character	Introduce and practice drawing literal pictures for an idiom.
Apply a specific literary device in student's own writing	Compose sentences describing actual meaning.
Use a picture book read aloud that uses a specific element	
Make story maps (STEM/STREAM)	
CONTENT OUTCOME: Extend understanding and appreciate autho	r's purpose and style.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Identify author's purpose in a given piece of writing	Create discussion groups focusing on author's purpose and style
Present independent oral book reports	Identify genre and author's purpose (reading, science, math,
In small grown setting students present details and symbols	religion, social studies, art, music)
In small group setting, students present details and explain	Model identification of outhor's view sint veve aline what the
author's purpose	Model identification of author's viewpoint revealing what the
	author thinks or feels

OVERALL OUTCOMES: Process * Follow the reading process based on	models.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Participate in buddy reading activities	Model fluency and expression in oral reading
Follow a rubric to complete reading activities	Explain use of independent activities or centers/stations
Construct own Venn diagram for a reading selection	Compare similarities and differences by creating a Venn diagram
(STEM/STREAM)	in a group
	Review the reading process
OVERALL OUTCOMES: Assessment * Utilize self-assessment through s	elf-monitoring.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Write reflections in a journal	Make predictions, evaluate text and revise predictions
Create a K-W-L chart based upon a non-fiction selection	Model the value of K-W-L charts and graphic organizers to
	improve understanding
Predict ending to a story based upon story events	
	Have students share viewpoints about authors or reading
	selections and provide supporting evidence (reading, science,
	math, religion, social studies, art, music)
OVERALL OUTCOMES: Affective Development Be cognizant of studen	nt self-awareness strategies within the reading process.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Suggest a possible way to find an answer to a question	Write group questions to enhance reading comprehension
(STEM/STREAM)	
	Investigate ways to seek answers to questions (STEM/STREAM)
Identify unanswered questions	
	Discuss information to be included in a reading journal
Use journal entries to expand knowledge	
Create questions based upon sub-topics from a non-fiction	
selection (STEM/STREAM)	

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curric	rula) including (STEM/STREAM)
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Compare same story or topic using two different media	Examine same literary selection through various media
Present results of research in a specific format	Use technological devices to research stories, authors, and
	settings for specific purposes across the curriculum
OVERALL OUTCOMES: Ethnic Diversity *Recognize and respect cult	ural differences through reading experience.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Compare similar stories from different cultures (STEM/STREAM)	Compare and contrast cultures using Venn diagram
Identify the cultural background of a story	Discuss fiction and non-fiction books by authors from various
	cultural backgrounds (STEM/STREAM)
Through book or technology create a project (poster, booklet,	
food, costume) for a particular culture (STEM/STREAM)	
	Read myths, fables, and folktales from various countries
Summarize an ethnic fable, folktale or myth	

Grade 4 - READING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

ESSENTIAL QUESTIONS:

• Reading Informational Text

- o How does the learner use text features and search tools to decipher informational materials?
- How does the learner connect information on the same topic in different reading materials?
- o How does the learner ask key questions to obtain significant information? **†**
- o How does the learner recognize differences in reader/author points of view?
- o How does the learner differentiate between explicit and inferential information?

• Reading Literature

- o How does the learner use context to determine meaning of words and phrases?
- How does the learner use comprehension strategies to demonstrate understanding and connection of content to self, text, and world? †
- o How does the learner use details in a story to understand and draw inferences?
- o How does the learner demonstrate increased independence and proficiency in reading and comprehending a variety of genre?

Vocabulary

- o How does the learner acquire and accurately use grade level appropriate words and phrases?
- How does the learner use reference tools to develop and expand vocabulary in reading, listening, writing, and speaking?
- How does the learner relate new vocabulary to a particular culture? **†**
- How does the learner apply analogies and figures of speech to the understanding of literature and informational content?

• STEM/STREAM

CONTENT OUTCOME: Apply appropriate decoding strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Create a poem following a certain rhyme pattern	Model phonemic strategies to sound out words
Ability or decode when reading orally	Use nonsense poetry to introduce various rhymes
Identify number of syllables in word	Practice homophones
Write a story demonstrating phonemic awareness and use of new vocabulary (reading, science, math, religion, social studies, art, music)	Explain and apply affixes (inflectional endings, suffix, prefix) (reading, science, math, religion, social studies, art, music)
	Review importance of syllabification
CONTENT OUTCOME: Advance vocabulary development strateg	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use homophones in riddles to emphasize meaning and differences	Relate unfamiliar words to a known category (reading, science, math, religion, social studies, art, music)
Identify analogous relationships in discussion or activity (reading, science, math, religion, social studies, art, music)	Use word web to tap prior experiences (reading, science, math, religion, social studies, art, music)
Use "Word of the Week" in speaking and writing (reading, science, math, religion, social studies, art, music)	Create a "Word of the Week" display (reading, science, math, religion, social studies, art, music)
Create a word game to show understanding (memory or matching game)	Review synonyms and antonyms
	Study analogies and discuss the relationship of the words (reading, science, math, religion, social studies, art, music)

CONTENT OUTCOME: Foster comprehension strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Make up five questions you would ask a character in fiction or	Compare and contrast, formulate questions, make judgements
author in non-fiction selection (STEM/STREAM)	and predict outcomes (reading, science, math, religion, social
	studies, art, music)
Create a persuasive speech applying text features through use of	
PowerPoint, whiteboard/blackboard, Smart Board, poster	Use a variety of materials to form questions (newspapers,
board (STEM/STREAM)	shopping circulars, other text books) (reading, science, math,
	religion, social studies, art, music)
Present a soliloquy revealing the qualities of a character	
Duran a standard for the standard dita shows the	Use graphic organizer to identify inferences, events, characters,
Draw a stage setting for the story and its characters	setting.
	Identify text features in fiction and non-fiction selections
	(reading, science, math, religion, social studies, art, music
CONTENT OUTCOME: Deepen understanding of literary elemen	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Students design a graphic organizer for specific story elements	Collaborate while comparing personal thoughts to actual events in a
(STEM/STREAM)	story
Illustrate figurative language with or without use of technology	Use poems and stories to introduce similes and metaphors. Students
	work in small groups to create or find examples
Imitate the author's genre in a writing selection or speaking	Use graphic organizers to create main idea and supporting details
format	(STEM/STREAM)
	Point out different literary devices as children read
CONTENT OUTCOME: Interpret and appreciate author's purpos	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Make an advertisement for the story based on the author's purpose	Become aware of different writing styles through research and reading
Write a poem or short story in the author's style	books
write a poem of short story in the author's style	Encourage verbalization of different opinions
Students write a journal entry about the author's reason for writing a	
selection or create an interview with the author who reveals the	Discuss value in knowing the author's reasons for writing a particular
purpose.	selection and its style (reading, science, math, religion, social studies,
	art, music)

OVERALL OUTCOMES: Process *Model the reading process inde	ependently.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student writes and shares notes after reading short passage from	Read with partners
across the curriculum	
	Model quality reading and demonstrate effective reading
Follow a rubric to complete a project (STEM/STREAM)	strategies and text features
Perform an interpretive reading from a piece of literature	Review steps in the reading process
Peer reading discussion groups	Design rubrics for independent reading projects
Relate the essential question to the current selection	Model notetaking for information and understanding using a
·	variety of texts and on-line material (reading, science, math,
	religion, social studies, art, music)
	Introduce copyright rules
OVERALL OUTCOMES: Assessment * Enhance self-assessment throu	<u> </u>
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Predict endings based on story selections	Model the value of K-W-L charts and choice of graphic organizers
	to improve comprehension
Use self-correction materials	
	Design a rubric to enhance comprehension (reading, science,
Read using a rubric to monitor	math, religion, social studies, art, music)
Apply K-W-L charts and graphic organizers independently	Use technology (iPad apps, reading series on-line) to record or
	listen to oral reading and make suggestions for improvement
Visualize and sketch a scene	(reading, science, math, religion, social studies, art, music)

OVERALL OUTCOMES: Affective Development * Develop strategies for student self-awareness strategies within the reading process.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Connect situations to real life experiences	Within a group discuss students' reasons for their ideas	
	pertaining to the selection	
Ask the question: "Where am <i>I</i> in this story?"		
	Make logical predictions (STEM/STREAM)	
Create a symbol for a reading selection or unit (STEM/STREAM)		
	Find or draw pictures of important details	
Draw a picture of the main scene and make it into a puzzle for a		
partner to solve (STEM/STREAM)	Develop rubrics together	
OVERALL OUTCOMES: Interdisciplinary Development (Cross- Curricula) including (STEM/STREAM)		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Compare same story or topic using two different media	Examine same literary selection through various media	
Present results of research in a specific format	Use technological devices to research stories, authors, and	
	settings for specific purposes across the curriculum	
Design a cross-curriculum rubric for application of skills	Model methods of locating information with the use of	
	technology while respecting copyright rules	
	Collaborate with teachers across the curriculum for projects,	
	research and activities	

OVERALL OUTCOMES: Ethnic Diversity *Decipher and respect cu	ultural differences within the reading experience.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Compare similar stories from different cultures	Compare and contrast cultures using Venn diagram
	(STEM/STREAM)
Identify the cultural background of a story	
	Discuss fiction and non-fiction books by authors from various
Through reading and technology design an original project	cultural backgrounds (reading, science, math, religion, social
highlighting elements of a particular culture (STEM/STREAM)	studies, art, music)
Summarize an ethnic fable, folktale or myth	Read myths, fables, and folktales from various countries (reading,
	science, math, religion, social studies, art,
Write about an event in history from the point of view of a	music)
particular ethnic group	
	Research different categories that emphasize the uniqueness of
Use logical reasoning to explain relationships of people	different ethnic groups (reading, science, math, religion, social
	studies, art, music)

TEACHER NOTES AND COMMENTS

LISTENING GUIDELINES Grades 1-4

Grades 1- LISTENING English/Language Arts

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ESSENTIAL QUESTIONS:

- How will the learner know the rules for good listening?
- How does the learner demonstrate effective listening?
- How does the learner listen and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Activate prior knowledge and set a purpose for listening.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Recall details from presentation	Demonstrate an effective <i>show and tell</i> presentation	
	(Me Box presentation) (STEM/STREAM)	
Participate in conversation and predications based upon picture		
prompt (STEM/STREAM)	Encourage active participation	
Design a rubric for a listener	Observe and discuss picture prompts	
Ask questions reflecting the topic (STEM/STREAM)	Use a motivational opening sentence	
Read a story and share insights based upon specific questions (STEM/STREAM)	Display a listening chart created with input from students	
(STEM/STREAM)	Role play effective and ineffective listening	
	Establish a signal for students when listening is imperative	
	(STEM/STREAM)	
	Read a story orally for enjoyment and follow-up with student	
	activity (drawing, questions, sharing interpretations) (STEM/STREAM)	
CONTENT OUTCOME: Receive and attend to the message	1 (0 / / / /	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Draw a picture based upon specific oral directions	Echo a message	
Follow directions given by a peer	Give only a few directions at one time	
Respond, answer questions and predict outcomes	Begin a statement or story in a clear and enthusiastic voice	
(STEM/STREAM)	Give several descriptions for a picture prompt (STEM/STREAM)	
CONTENT OUTCOME: Assign meaning to the message		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Restate in own words what was heard (STEM/STREAM)	Introduce different types of questions (STEM/STREAM)	
Draw pictures about what was read (STEM/STREAM)	Refine understanding of prior knowledge (STEM/STREAM)	
Observe questions student asks of the speaker (STEM/STREAM)	Explain steps to making predictions (STEM/STREAM)	

CONTENT OUTCOME: Respond to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Follow how to directions (STEM/STREAM)	Identify vocabulary for understanding directions
	(STEM/STREAM)
Present a good listener award	
	Give specific and simple directions (STEM/STREAM)
Repeat directions (STEM/STREAM)	
	For practice, give oral directions for movement activity within
Sequence events from story	the classroom
	Use interactive whiteboard to listen to a story (STEM/STREAM)
CONTENT OUTCOME: Begin to develop listening comprehension-m	onitoring strategies and extend the message
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Summarize the speaker's main message (STEM/STREAM)	Reinforce following simple directions (STEM/STREAM)
Role play a character from a story	Demonstrate the effectiveness of role-playing for understanding
Draw a picture of a favorite part of a story	Play "Telephone" or "Whisper Down the Lane" to identify
	barriers to effective listening
Use information from the message or story and apply to own	
experiences	Discuss personal ideas, feelings and experiences related to
	listening (STEM/STREAM)
Students retell gospel stories and relate them to personal life.	
	Use technology to listen to gospel stories and songs

OVERALL OUTCOME: Experience all steps in the listening process	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use the listening process to discuss a topic with peers (STEM/STREAM)	Set a purpose, brainstorm, listen and predict (STEM/STREAM) Give oral direction and repeat the directives (STEM/STREAM)
Choose a well-known place or object in school and share directions to reach it	
OVERALL OUTCOMES: Affective Development -Be cognizant of stud	dent self-awareness strategies within the listening process.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Demonstrate behavior of a good listener (STEM/STREAM)	Establish a quiet atmosphere in the classroom
Discuss listening behavior of character in a story	Plan activities that motivate student enthusiasm (STEM/STREAM)
	Continue to give clear and specific directives (STEM/STREAM)
	Provide opportunities for individual or small group listening (STEM/STREAM)
	Help students to determine their personal listening style (needing a visual or tactile experience) (STEM/STREAM)
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curri	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Sequence or summarize what was heard using technology (STEM/STREAM)	Use technology to listen to selections across the curriculum (STEM/STREAM)
Have a small group discussion based upon movie, play, recording, song or homily	Use technology assisted games and activities to improve and enhance listening skills in various subjects (STEM/STREAM)
	Provide necessary devices for students with hearing challenges (headphones, microphone) (STEM/STREAM)

OVERALL OUTCOMES: Ethnic Diversity Recognize and respect cultural differences through listening experiences	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student demonstrates an appreciation for cultural differences	Use technology to broaden students' knowledge of various
presented across the curriculum (music, art, events, speaking,	cultural experiences (STEM/STREAM)
history) (STEM/STREAM)	
	Sharing family customs
Observe students' behavior after experiencing speakers or a	Learn songs and stories from different cultures
listening experience using technology (STEM/STREAM)	
	Invite speakers to tell about their cultures (STEM/STREAM)
Draw a picture of a family custom	
	Model vocabulary from World Language lessons into regular
	classroom instruction

Grade 2 - LISTENING English/Language Arts

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Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

ESSENTIAL QUESTIONS:

- How will the learner apply the rules for good listening?
- How does the learner extend the skills for effective listening?
- How does the learner listen and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Activate prior knowledge and set a purpose for listening.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recall details from presentation (STEM/STREAM)	Encourage active participation
Participate in conversation and predications based upon picture prompt	Give oral directions (STEM/STREAM)
Design a rubric for a listener	Discuss favorite word (STEM/STREAM)
	Recall some events remembered from specific holidays or events
Ask questions reflecting the topic (STEM/STREAM)	Use a motivational opening sentence
Read a story and share insights based upon specific questions	Recall reasons for good listening (STEM/STREAM)
Listen to a line of rhyme and repeat or add a line that rhymes	
Draw a picture after listening to a story or poem	Use technology to play listening games
Follow specific oral directions (STEM/STREAM)	Compare and contrast information that is heard
Recall a classmate's favorite word	(STEM/STREAM)
Play a game highlighting calendar events or holidays that were	Share poems with nonsense rhymes
discussed	Role play effective and ineffective listening
	Establish a signal for students when listening is imperative (STEM/STREAM)
	Read a story orally for enjoyment and follow-up with student activity (drawing, questions, sharing interpretations)

CONTENT OUTCOME: Receive and attend to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Respond to more complex oral directions (STEM/STREAM)	Demonstrate and identify listening posture
Repeat directions verbally or act out. (STEM/STREAM)	Practice closing eyes and forming a mental image of what was heard
Follow a set of directions in a game format	Read to students
Recall some specific word or information based upon discussion (STEM/STREAM)	Use a verbal or physical signal to get or maintain attention
Reflect upon a gospel message	Use technology to enhance listening games
	Listen to a pre-recorded message
Respond, answer questions and predict outcomes (STEM/STREAM)	Give oral directions to complete a task (STEM/STREAM)
	Echo a message
	Give only a few directions at one time (STEM/STREAM)
	Begin a statement or story in a clear and enthusiastic voice
	Give several descriptions for a picture prompt (STEM/STREAM)

CONTENT OUTCOME: Assign meaning to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Role play receiving or giving a telephone message and repeating	Organize a class discussion about proper oral message exchanges
the message	
	Use a K-W-L chart or Venn diagram to gather ideas about a topic
Share ideas or information discussed in creating chart or diagram (STEM/STREAM)	across the curriculum (STEM/STREAM)
	Apply understanding of different types of questions
Observe questions student asks of the speaker (STEM/STREAM)	(STEM/STREAM)
	Refine understanding of prior knowledge
CONTENT OUTCOME: Respond to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Share a response to an audio message (STEM/STREAM)	Follow specific directions (STEM/STREAM)
Show picture that was drawn from specific steps	Demonstrate how to respond to a given message
	(STEM/STREAM)
Present the result of a how to chart or diagram	
Follow how to directions	Use technology to listen to the sequence of making a craft
Repeat directions (STEM/STREAM)	Model drawing an animal following step by step oral directions
	3 · · · · · · · · · · · · · · · · · · ·
Sequence events from story	Use interactive whiteboard to listen to a story

CONTENT OUTCOME: Begin to develop listening comprehension-monitoring strategies and extend the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Summarize the speaker's main message (STEM/STREAM)	Keep asking what was heard and how processing happens
Role play a character from a story	Give multi-step directions orally (STEM/STREAM)
Use information from the message or story and apply to own experiences (STEM/STREAM)	Read aloud
Students retell gospel stories and relate them to personal life.	Demonstrate the effectiveness of role-playing for understanding
Students reten gosper stories and relate them to personal me.	Play "Telephone" or "Whisper Down the Lane" to identify
Teach classmate how to play board game	barriers to effective listening
After listening, follow the directions to complete a story map or write a paragraph (STEM/STREAM)	Play a board game after attentively listening to game directions
	Discuss personal ideas, feelings and experiences related to
	listening
	Use technology to listen to gospel stories and songs

OVERALL OUTCOMES: Follow all steps in the listening process with guidance	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Follow what the directions dictate (STEM/STREAM)	Give specific oral directions (STEM/STREAM)
Present a chart or model after listening to directions (STEM/STREAM)	Use and discuss visual aids such as models, pictures or charts to enhance the listening process (STEM/STREAM)
Draw what is heard in a story or musical piece	Through technology or alternate method listen to a piece of music or literature

OVERALL OUTCOMES: Assessment - Identify the steps which lead to self-monitoring for listening		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Create and share a rubric for a good speaker	Reinforce models of effective and ineffective steps for listening	
Explain to a peer what was liked about a story, project or poem	Encourage students to share ideas they hear from another piece	
(STEM/STREAM)	of literature or someone's story	
OVERALL OUTCOMES : Affective Development - Create an environm	nent that encourages, respects and enables the individual to learn	
and to grow in the listening process appropriate to the needs of the s	students.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Role play different scenarios as a good listener	Instruct and model how to be polite and non-interruptive listener	
	(STEM/STREAM)	
Introduce classmate with 2-3 facts learned about them		
	Demonstrate and explain how to be patient allowing a person to	
	complete their thoughts without being intrusive	
	(STEM/STREAM)	
	(STENI) STREETHIS	
	Share a story or information about yourself to the class	
	Share a story of information about yourself to the class	
	Search the Internet for listening goals, games and activities	
OVERALL OUTCOMES, Intendisciplinary Davidson ant (Cross Curvi		
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curri		
	INSTRUCTIONAL STRATEGIES	
Sequence or summarize what was heard using technology	Use technology to listen to selections across the curriculum	
(STEM/STREAM)	(STEM/STREAM)	
Have a small group discussion based upon movie, play, recording,	Use technology assisted games and activities to improve and	
song or homily	enhance listening skills in various subjects (STEM/STREAM)	
Use technology to listen to stories and to share specific	Provide necessary devices for students with hearing challenges	
information with one another. (STEM/STREAM)	(headphones, microphone) (STEM/STREAM)	

OVERALL OUTCOMES: Ethnic Diversity Recognize and respect cultural differences through listening experiences.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
After listening to various customs share one that you liked	Use technology to broaden students' knowledge of various cultural experiences
Recite a prayer for that you remember based upon the stories you heard	Discuss different cultures and listen to their customs
	Listen to the needs of other cultures and offer a prayer for people from other countries

Grade 3 - LISTENING English/Language Arts

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ESSENTIAL QUESTIONS:

- How does the learner prepare to focus on the speaker's topic?
- How does the learner apply what is heard to a particular task?
- How does the learner listen and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Activate prior knowledge and set a purpose for listening.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Repeat directions back to teacher or another child	Define purpose for listening remind students about listening	
(STEM/STREAM)	attentively (STEM/STREAM)	
Identify barriers for good listeners	Develop various scenes to show good listening	
Share information heard in a story or discussion (STEM/STREAM)	Identify author's purpose after listening to a story	
	Tell a story that relates to a discussion (STEM/STREAM)	
Draw what was heard from Internet research STEM/STREAM)		
	Use the Internet to gather information about a topic	
	(STEM/STREAM)	
CONTENT OUTCOME: Display readiness for listening		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Role play a good speaker and/or good listener	Review rules for listening	
Share ideas from notes that were recorded (STEM/STREAM)	Teach note-taking to remember information (STEM/STREAM)	
Draw a picture about a poem you heard	Provide opportunities for children to listen to effective poetry	
	opposition of the state of the	
Retell a poem or story		
CONTENT OUTCOME: Receive and attend to the message		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Design a rubric for following oral directions	Use a graphic organizer to instruct how to utilize key ideas or key	
	words for listening to a speaker, story or movie (STEM/STREAM)	
Use body language as a multiple intelligence choice for		
communicating positive information (STEM/STREAM)	Do simple activities that mentally show noting details: (STEM/STREAM)	
Present words in pantomime	Listen for key words, ideas, places, dates	
	 After listening to a brief story and ask students to recall 	
	key facts they remember without taking notes	

CONTENT OUTCOME: Assign meaning and respond to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to an explanation and share an opinion	Think of questions related to the topic (STEM/STREAM)
(STEM/STREAM)	
Self-question about a character or story	Ask comprehension questions in a literature circle discussion
Identify any personal connection to the message heard (STEM/STREAM)	Use a Venn diagram or other graphic organizer to compare and contrast (STEM/STREAM)
Draw a picture in sequence based on what is heard	Play a game that emphasizes following directions in a sequence
	Verbalize directions for an assignment (STEM/STREAM)
CONTENT OUTCOME: Develop comprehension-monitoring strategi	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Plan a debate based upon positive and negative view points	Teacher reads aloud a selected novel or biography (religious or
(STEM/STREAM)	historical figure).
Express an opinion about something that was read (STEM/STREAM)	Listen to story being read aloud using technology.
Ask specific questions pertaining to a particular topic (STEM/STREAM)	Encourage understanding of all viewpoints that might be expressed (STEM/STREAM)
	Determine author's purpose
Assess listening comprehension through dramatization, pictures	
or direct questions (STEM/STREAM)	Summarize main idea and properly sequence story event

CONTENT OUTCOME: - Extend the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to ideas of others and observe for developing a rubric	After listening to a story or selection identify emotions of the
	characters
Listen to a story and change the ending	
	Share personal feelings and experiences (STEM/STREAM)
Recognize types of literature through group discussion	
	Encourage questions and answers in a group discussion
Cite where, when and what from a virtual trip (STEM/STREAM)	(STEM/STREAM)
Present a <i>what if</i> after listening a story, character, experiment	Explore virtual field trips (STEM/STREAM)
or presentation. (STEM/STREAM)	

OVERALL OUTCOMES: Process: Model the listening process based on models		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Create an out of sequence story on puzzle pieces	Model the listening process	
Play a game together in the correct sequence	Participate in story sequencing	
Plan a listening rubric as a checklist and self-assessment	Listen to and gather information while interviewing another	
(STEM/STREAM)	person (STEM/STREAM)	
OVERALL OUTCOMES: Assessment –Distinguish and apply self-monitoring strategies for listening		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Role play various styles of listening both positive and negative	Brainstorm ways to be a good listener	
Listen to song or poem and repeat as much as you can remember	List positive aspects of good listening	

OVERALL OUTCOMES: Affective Development - Create an environment that encourages, respects and enables the individual to learn and	
to grow in the listening process appropriate to the needs of the students.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Demonstrate original creative responses to a short passage that was read aloud	Work on listening activities in groups (STEM/STREAM)
Student's completed picture or design of a teacher-directed "listen and draw" (e.g. Draw a circle in right corner of a rectangle. Put a large dot in the circle, etc.)	Teacher provides 3 step oral directions. Student self-evaluates outcome (STEM/STREAM)
Role play or plan group activities (STEM/STREAM)	Reinforce understanding of cooperative learning groups (STEM/STREAM)
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Currie	cula)
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Sequence or summarize what was heard using technology (STEM/STREAM)	Use technology to listen to selections across the curriculum (STEM/STREAM)
Complete a task as directions state using technology. (STEM/STREAM)	Use technology assisted games and activities to improve and enhance listening skills in various subjects (STEM/STREAM)
Present a PowerPoint project about listening.	Provide necessary devices for students with hearing challenges (headphones, microphone) (STEM/STREAM)
	Follow oral directions on a computer (STEM/STREAM)
	Listen to selection without video. (STEM/STREAM)

OVERALL OUTCOMES: Ethnic Diversity – Understand and respect diversity in any community through the listening process	
INSTRUCTIONAL STRATEGIES	
Encourage all viewpoints	
Show ways of respecting all opinions (STEM/STREAM)	
Compare and contrast different communities	
Listen to different dialects, cultures, ethnic groups, geographic regions, social roles and historical times.	

Grade 4 - LISTENING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

- How does the learner become an effective listener by extracting key words from a speaker's topic?
- How does the learner listen and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Set a purpose for listening	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Prepare rubric for listening activity	Discuss following directions and other purposes for listening
Design a cartoon to demonstrate a purpose for listening	Organize ideas, brainstorm and use a graphic organizer (STEM/STREAM)
Observation of students playing game after receiving oral	
directions (STEM/STREAM)	Provide students with different types of listening experiences (STEM/STREAM)
Give directions with steps in sequence as others follow	
(STEM/STREAM)	Model how to make something (STEM/STREAM)
	Plan original games with directions
	Read to students for enjoyment (STEM/STREAM)
CONTENT OUTCOME: Activate prior knowledge	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Present ideas about a picture from literature	Share interpretations of various pictures or scenes
Introduce another student to the class with obtained information	Develop students' sense of curiosity and wonder using K-W-L charts. (STEM/STREAM)
	Brainstorm ideas on a given topic (STEM/STREAM)
	Student interviews classmate with teacher specific or original questions (STEM/STREAM)

CONTENT OUTCOME: Display readiness for listening		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Design a rubric for good listening	Explain the importance of focusing attention on the speaker (STEM/STREAM)	
Follow cues or steps (STEM/STREAM)	Emphasize steps for good listening	
Create an advertisement for a new listening character	Design a chart brainstorming the qualities of a good listener	
	Create a good listening character	
CONTENT OUTCOME: Receive and attend to the message	CONTENT OUTCOME: Receive and attend to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Focus on dictation and share results (STEM/STREAM)	Focus on the source of the sound	
Use a rubric for distraction	Listen for clues when a person speaks (STEM/STREAM)	
Follow oral directions to make a poster or picture	Jot down important information as keywords (STEM/STREAM)	
Role play a <i>Detective for Listeners</i>	Create a detective model that focuses on the correct interpretation of clues for listening (who, what, when, where,	
Accurately deliver an oral message (STEM/STREAM)	why)	

OVERALL OUTCOMES: Assign meaning to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to a message and relay a message reminder for the recipient	Formulate meaningful questions (STEM/STREAM)
Pretend to own a business and explain how to listen to employees (STEM/STREAM)	Restate verbal messages (STEM/STREAM)
	Investigate reasons for good oral communication
Originate questions for a speaker expressing wonder and curiosity	Plan a virtual trip
Decode a specific message (STEM/STREAM)	Listen to interpretation of a code (STEM/STREAM)
Listen to and obey prompts in an instructional software program (STEM/STREAM)	Use Simon Says model to strengthen listening skills

CONTENT OUTCOME: Respond to the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Share at least one fact after listening to a speaker (STEM/STREAM)	Set up reading circles and focus on responses (STEM/STREAM)
Follow a set of oral directions (STEM/STREAM)	Through paraphrasing emphasize listening to each other (STEM/STREAM)
Listen to a piece of writing and make suggestions for editing and revising	Use technology to create characters with traits of a classmate for students to identify
Repeat directions verbally(STEM/STREAM)	Play guessing game with oral clues
Share ideas that resulted from a reading circle discussion	Listen to needs of classmates
Pray for needs of classmates	
CONTENT OUTCOME: Develop comprehension-monitoring strategi	es
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Plan a debate based upon positive and negative view points (STEM/STREAM)	Teacher reads aloud a selected novel or biography (religious or historical figure).
Express an opinion about something that was read (STEM/STREAM)	Listen to story being read aloud using technology. (STEM/STREAM)
Ask specific questions pertaining to a particular topic (STEM/STREAM)	Encourage understanding of all viewpoints that might be expressed
Assess listening comprehension through dramatization, pictures or direct questions	Determine author's purpose
Present the facts from a story or speech	Summarize main idea and properly sequence story events (STEM/STREAM) Take note about what is heard
	Listen to a writing selection for specific information

CONTENT OUTCOME: Extend the message	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to a piece of literature and extend (What else could	Work with the opinion or viewpoint of an author
happen?)	
	Teach the meaning of inferences through a story
Recognize types of literature through group discussion	
	Make inferences after listening to messages (STEM/STREAM)
Summarize a story or speech that was heard (STEM/STREAM)	
	Extend what happens in a fairy tale and listen to one another
Share a sentence or paragraph that includes an inference	share insights
Cite was in attendations from sintual twin (CTEM (CTDEAM)	Eurolana seiste al Gald terina (CTEM (CTDE AM)
Cite main attractions from virtual trip (STEM/STREAM)	Explore virtual field trips (STEM/STREAM)

OVERALL OUTCOMES: Process: Model the listening process independently	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to an excerpt from literature for interpretation and draw a	Listen to a passage and discuss the description and the setting
picture about what is heard	
	Students design a diagram of steps demonstrating good listening
Create a stage set based on listening to a story or excerpt of a	(STEM/STREAM)
story	Disgues readings and Coanal from wealthy Mass
Summarize a story or poem	Discuss readings and Gospel from weekly Mass
Summarize a story or poem	
Explain a diagram invented for a speaker (STEM/STREAM)	
OVERALL OUTCOMES: Assessment – Interpret and choose appropri	ate self-monitoring strategies for listening
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Listen to a familiar story and identify important and non-	Distinguish important and non-important information
important story details (use 2 paper plates or 2 strips of paper	(STEM/STREAM)
with yes/no or I and N)	
	Classify ideas or topics (STEM/STREAM)
Make a poster displaying good listening strategies	
	Students model samples of positive and negative listening
Student conferences with teacher to self- assess listening skills for	
a particular assignment (STEM/STREAM)	

OVERALL OUTCOMES: Affective Development - Create an environm	nent that encourages, respects and enables the individual to learn and
to grow in the listening process appropriate to the needs of the students.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Demonstrate original creative responses to a short passage that was read aloud (STEM/STREAM)	Work on listening activities in groups (STEM/STREAM)
Plan a panel discussion expressing facts and opinions based upon a given topic (STEM/STREAM)	Prepare an environment to acquire good listening habits amidst:
Critique a panel discussion based on a rubric	distractions
Role play or plan group activities (STEM/STREAM)	Reinforce understanding of cooperative learning groups (STEM/STREAM)
OVERALL OUTCOMES : Interdisciplinary Development (Cross-Currie	cula)
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Sequence or summarize what was heard using technology (STEM/STREAM)	Use technology to listen to selections across the curriculum (STEM/STREAM)
Ask questions based upon movie, play, recording, song or homily	Use technology assisted games and activities to improve and enhance listening skills in various subjects (STEM/STREAM)
Listen to and obey prompts in an instructional software program.	
Create a response to music in words or design on a computer.	Provide necessary devices for students with hearing challenges (headphones, microphone) (STEM/STREAM)
Use technology to assemble dictation or summarize information. (STEM/STREAM)	Become a character and share who you are in a video or on a computer. (STEM/STREAM)
	Investigate the meaning of various sounds in software programs.
	Show how music can be expressed in words or designs on a computer.

OVERALL OUTCOMES: Ethnic Diversity Understand and respect diversity in any community through the listening process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Share a family tradition and the feelings it evokes in an original speech.	Use themes including funny, serious, sad and delightful happenings
Write a thank you note to a guest speaker which includes information learned (STEM/STREAM)	Share insights about families using family stories or photos
	Explain or act out traditions as others listen and take notes
Play a matching game using information learned in family photo or tradition sharing	Initiate a virtual trip to another country (STEM/STREAM)
	Skype another school from a different cultural community (STEM/STREAM)
	Invite guest speaker from another culture (STEM/STREAM)
	Listen to music from other cultures

TEACHER NOTES AND COMMENTS

WRITING GUIDELINES Grades 1-4

Grade 1 - WRITING English/Language Arts

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- How will the learner prepare and organize thoughts for a writing assignment?
- How will the learner develop writing in different formats?
- How will the learner understand and apply the steps in the writing process?

CONTENT OUTCOME: Prewriting Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Explain a word web or graphic organizer	Brainstorm sentences that relate to specific topics
	(STEM/STREAM)
Share a sentence about a specific topic	
	Play a game to sequence sentences
Relate ideas based on a simple rubric	Use word webs and graphic organizers as writing tools
	(STEM/STREAM)
Match a new vocabulary word with a picture or meaning	
(STEM/STREAM)	Build and emphasize vocabulary
CONTENT OUTCOME : Drafting strategies. *Apply grade level appropriate conventions of standard English capitalization, punctuation,	
spelling, sentence structure, parts of speech, and handwriting.	T
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use words in meaningful sentences or stories (STEM/STREAM)	Play a game emphasizing weekly words
Locate words in other genres	Share various endings to a story based on a picture
Locate words in other genres	Share various changs to a story based on a picture
Organize sentences matching ideas with pictures	Use Interactive Whiteboard opportunities for sentence
	framesTHERE WAS A LONELY WHO
Draft first ideas for a story	
	Play Around the Circle as each student shares a different sentence
Share a new idea following a sentence model	opening
	Present a topic sentence for extension
	M 11 11 11 11 11 11 11 11 11 11 11 11 11
	Model a complete sentence identifying grade level appropriate
	parts of speech and punctuation.

CONTENT OUTCOME: Revision Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Sequence pictures of story events with matching sentences (STEM/STREAM)	Use pictures to write sequencing story events
Share a story beginning and conclusion	Discuss making predictions, sequencing, main idea and cause/effect (STEM/STREAM)
Conference with a teacher about an original revised story	Tell a story with different beginnings and endings
Choose a shape and write a story in it (a leaf, a puppy, a flower, a lollipop) (STEM/STREAM)	Refer to fundamentals of grammar and punctuation
Use a rubric to revise a draft	Share a self-written paragraph with a partner or small group
OSC a rubile to revise a drait	Use a graphic organizer or chart to show ideas about sentence structure
	Dramatization of a story or puppet show to practice sentence structure (STEM/STREAM)
CONTENT OUTCOME: Editing Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Complete a picture or written journal prompt and self- edit (STEM/STREAM)	Write a sentence and have peer review for accuracy.
Use technology to edit an incorrectly written sentence or story	Recognize beginning, middle and end of a story (STEM/STREAM) Read written sentences for clarity
	Use a Word Wall or Sight Words in written samples and highlight them (STEM/STREAM)
CONTENT OUTCOME: Publishing Strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Have students respond to a prompt "If I wrote a story, it would be	Use pictures or sentences to sequence in logical order
about" or choose a random picture. then create the story. (STEM/STREAM)	Listen to a partner's story and tell one thing you liked, one suggestion you would make, or ask a question (STEM/STREAM)
Publish a booklet with an original story with illustrations. Include the cover and title page (STEM/STREAM)	

OVERALL OUTCOME: Experience all steps in the writing process.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Create webs verifying correct use of the writing process.	Utilize a variety of writing webs (e.g. main idea/detail,	
	sequencing, cause and effect, editing, revising).	
Participate in shared writing activities. (STEM/STREAM)	(STEM/STREAM)	
Write a story and explain what steps were followed in the writing		
process	Peer varied leveled partnering to share	
	writing	
Student completes an assignment or creates a project based upon		
teacher directed writing topic (STEM/STREAM)	Create characters or a song for each of the steps in the writing	
	process for review	
	Designate certain students to demonstrate each step in the	
	writing process	
OVERALL OUTCOMES: Assessment: Follow steps to self-assess a per		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Write an original story relating to a specific topic or to self.	Work with partner to follow a simple rubric.	
(STEM/STREAM)		
	Use of technology game or activity to self-monitor the writing	
Share the best part of an original story	process.	
	Brainstorm story elements	
	Set up a writing portfolio. Show students how to select one of	
	their stories as a good writing sample (STEM/STREAM)	
OVERALL OUTCOMES: Affective Development Maintain a positive e		
writing	manually on ough	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Student identifies and corrects own mistakes in a piece of writing.	Distinguish similarities and differences in various stories and	
	relate to self.	
Student recognizes and applies new writing skills learned across		
different curriculum areas. (STEM/STREAM)	Create activities or access technology to lead students to form	
	ideas to write (STEM/STREAM)	
Give students a list of ideas or words. Let them choose one and		
write about it (STEM/STREAM)	Choose sets of opposites and have students write or share about	
	one idea in a set (today/yesterday, come/go, happy/sad,	
	rough/smooth)	

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Match a word to a picture and write about it. (STEM/STREAM)	Use technology to create and revise writing selections across the
	curriculum (STEM/STREAM)
Write about a character (fictional or non-fictional) to subjects	
across the curriculum. (STEM/STREAM)	Use technology assisted games and activities to improve and
	enhance writing skills in various subjects
Extend a story based on a technology activity	
	Present basic computer editing tools.
Write an original prayer to a saint or a story about a why you	
admire that saint (STEM/STREAM)	Share pictures of various saints or use technology.
	(STEM/STREAM)
OVERALL OUTCOMES: Ethnic Diversity * Recognize and respect cultural differences through writing experiences.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Students write a story or poem about a different culture.	Use technology to broaden students' knowledge of various
	cultural experiences. (STEM/STREAM)
Appoint a country to a student and have them write a prayer for	
the people who live there	Share family customs.
Student listens to a show and tell object from another country	
and writes about it.	

Grade 2 - WRITING English/Language Arts

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- How will the learner prepare and organize thoughts for writing in different genre?
- How will the learner develop writing in different formats?
- How will the learner develop a writing style?
- How will the learner understand and apply the steps in the writing process?
- How will the learner reach successful publication maximizing the writing process?

CONTENT OUTCOME: Prewriting strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student applies selected strategies by creating a story in sequence (STEM/STREAM).	Create a Treasure Chest of writing topics. (STEM/STREAM)
	Use a journal to present the writing process
Match pictures to words by internal vowel sounds. Use some	
matched words in sentences.	Read stories such as Dr. Seuss series or poetry to emphasize
	rhyming words and word families for writing poems.
Write an original poem patterned after words in a certain cluster.	
	Discuss and practice how to write to a particular audience.
Pretend you are writing for a certain audience. Create the first	
sentence in which you name the audience. (STEM/STREAM)	Use technology to cluster words using a graphic.
	(STEM/STREAM)
CONTENT OUTCOME: Drafting strategies. *Apply grade level appropriate conventions of standard English capitalization, punctuation,	
spelling, sentence structure, parts of speech, and handwriting.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Based on a nursery rhyme or a fairy tale, write a sentence that	Use interactive white board activities to present a story prompt.
presents an original conclusion to a story.	Experience a group response to the idea.
Write complete sentences or stories using vocabulary words.	Model use of resource materials (dictionary, thesaurus, glossary,
(STEM/STREAM)	on-line resources) for vocabulary and spelling enhancement.
	(STEM/STREAM)
Utilize dictionary, thesaurus and glossary (book or on-line	
resources). (STEM/STREAM)	Create a hypothesis and demonstrate how it leads to a conclusion.
	(STEM/STREAM)
	Read parts of stories and have students write conclusions based
	on information.
	Model a complete sentence identifying grade level appropriate
	parts of speech and punctuation.

CONTENT OUTCOME: Strengthen revision strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Prove that a title does not give away the story.	Identify the beginning, middle, ending of a story.
	(STEM/STREAM)
Write a prediction or inference providing proof from the story.	
	Brainstorm ways to avoid repetition of words and ideas
Create an alternate ending to a story.	
	Use whiteboard activities to practice revising a sample story.
Use interactive whiteboard or chart to highlight the main details	
of a story. (STEM/STREAM)	Provide sample stories and create a selection of meaningful titles.
CONTENT OUTCOME: Improve editing strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Express in writing the feelings of one or more characters	Create a story web and the completed story using technology
	(Kidspiration, Power Point).
Peer edit a story.	
	Present a chart with proofreading marks. Apply to a story.
Create flashcards for the main editing marks.	
	Read a story and match various characters' feelings with the
	words of the story.
	Give students various story samples using editing strategies, and
CONTENT OUTCOME D. LI'-L'	then have them make corrections.
CONTENT OUTCOME: Publishing strategies ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Compare several works by one author in literature group.	Investigate ideas for publishing a class book. (STEM/STREAM)
Contribute to a class hook (CTEM/CTDEAM)	Disgues magning of converget and its symbol
Contribute to a class book. (STEM/STREAM)	Discuss meaning of copyright and its symbol.
Develop a rubric to reflect appropriate writing standards of	Compare stories by the same author to observe any changes that
excellence.	occur.
excenence.	occur.
Apply copyright symbol to original writings. (STEM/STREAM)	Evaluate style, mechanics and sequence. Apply to an original
Tippiy copyright symbol to original writings. (31 Lim/ 31 (EAIM)	writing project. (STEM/STREAM)
	withing project (ordin/orthumi)

OVERALL OUTCOMES : Follow the writing process with guidance.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Keep a portfolio of writing samples. (STEM/STREAM)	Provide weekly opportunities to use the writing process.
	Initiate writing journals for Religion class.
Conference with a teacher about writing progress.	
	Working in small groups learner creates an alternate ending to a
Read and explain a new selection including meaning of new	story (STEM/STREAM)
vocabulary, citing character, plot and setting.	
Respond to a specific topic in a Religion journal.	
OVERALL OUTCOMES: Assessment Practice self-assessment through	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Identify which strategies are used to assist with writing a story.	Make bookmarks listing strategies used for meaningful writing.
Create a story map and follow with a completed story	Keep a daily journal in any subject area and present one step each
presentation.	day to be expanded upon by the student. (STEM/STREAM)
Choose items reflecting each step of the writing process and place	Design and south less would subject to deep self on suite view and
in a portfolio.	Review and apply key words which lead to self-monitoring and self- assessment
	Self- assessment
OVERALL OUTCOMES: Affective Development Maintain a positive e	 nvironment which insnires students to express individuality through
writing.	nvironment which hispites stauents to express marviadancy citi ough
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Present specific situations for students to apply appropriate	Use technology to unfold the many ways students can present
writing strategies	effective ideas to enhance writing skills: create book covers,
	illustrate scenes, interview the author, story titles
Write a journal entry about a book the learner would like to write.	(STEM/STREAM)
(STEM/STREAM)	
	Use technology assisted games and activities to broaden
	understanding and application of writing strategies.

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Write about an author or illustrator from various selections.	Use technology to write and share ideas across the curriculum.
	(STEM/STREAM)
Create a Power Point to demonstrate understanding of a topic.	
(STEM/STREAM)	Use technology assisted games and activities to improve and
	enhance writing skills in various subjects (STEM/STREAM)
	Use software that encourages sentence writing.
OVERALL OUTCOMES: Ethnic Diversity *Use the writing process to	describe similarities and differences in local communities.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use research and then present a written piece comparing	Use Venn diagram or graphic to show similarities and differences
cultures. (STEM/STREAM)	in various communities. (STEM/STREAM)
Use a graphic that demonstrates the value of diverse cultures	Create an ancestry graph based upon students in the class and
(STEM/STREAM)	write about the results that were observed.
Create a doll in original costume and write a poem or sentences	Present an opening sentence with a main cultural idea.
about that culture.	
	Students (individually or in a group) will complete the details in
	writing.

Grade 3 - WRITING English/Language Arts

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- How will the learner prepare and organize thoughts for writing in different genre?
- How will the learner develop writing in different formats?
- How will the learner develop his or her own writing style?
- How will the learner understand and apply the steps in the writing process?
- How will the learner reach successful publication maximizing the writing process?

CONTENT OUTCOME: Applying prewriting strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Create a story from a web	Model the use of references such as dictionary, glossary or
	thesaurus (STEM/STREAM)
Present a topic sentence	
	Organize questions into story webs
Choose 3 details to support your topic sentence.	
	Reflect on how to select a writing topic and
	make a list for choices
	Use journals to extend ideas (STEM/STREAM)
CONTENT OUTCOME: Enhance drafting strategies *Apply grade lev	
punctuation, spelling, sentence structure, parts of speech, handwritin	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Interview someone using the 5W's and create a story	Demonstrate the effect of affixes
Use on-line references to enhance a piece of writing STEM/STREAM	Use on-line thesaurus and dictionary for reference (STEM/STREAM)
Student creates a poster or Power Point of alternate word choices to enhance writing	Use interactive whiteboard for practicing paragraph structure
to emiance writing	Determine key words to extend a story prompt (STEM/STREAM)
	Model writing a paragraph with a strong topic sentences, several details and a satisfying conclusion.
	Use the 5 W's to gather story basics
	Demonstrate use of a complete sentence identifying grade level appropriate parts of speech and punctuation.

CONTENT OUTCOME: Apply revision strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Present a revised story or poem	Discuss steps for revising a rough draft (STEM/STREAM)
Follow a rubric for revision	Collaborate with peers about revisions
Complete a teacher created grammar Mad-Lib story.	Use on-line references or word wall (STEM/STREAM)
	Recall grammar rules for effective writing
	Brainstorm list of frequently misspelled words (STEM/STREAM)
	Devise a Mad-Lib style of story for group completion
CONTENT OUTCOME : Advancing editing strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student corrects proofread story according to symbols	Display a proofreading symbols chart
Edit a piece of writing	Use technology to practice using proofreading/editing marks
	Play Be the Editor with peers
CONTENT OUTCOME: Practice and apply publishing strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Explain the format of a published piece	Teach correct format for written or typed publication (STEM/STREAM)
Use story rubric to assess writing (STEM/STREAM)	
	Review and discuss a published piece of writing including a
Publish an original story or poem across the curriculum (STEM/STREAM)	variety of formats (STEM/STREAM)
	Discuss copyright rules (STEM/STREAM)

OVERALL OUTCOMES: Process * Follow the writing process based on models.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Present a piece of writing in a particular genre	Play a game to identify the steps in the writing process	
	Read a variety of genre for comparison	
Include samples of writing in portfolio (STEM/STREAM)		
	Use technology to model a well-written story, article or poem	
Submit published work including proof of all the steps in the	(STEM/STREAM)	
writing process.		
	Review basic rhyme schemes/patterns for poetry	
Write an original poem using a particular rhyme scheme/pattern		
(STEM/STREAM)	Create a writing portfolio (STEM/STREAM)	
OVERALL OUTCOMES : Assessment * Apply self-assessment through		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Apply a self-checklist for content and grammar (STEM/STREAM)	Extend writing in a journal	
Demonstrate facility in following a rubric (STEM/STREAM)	Model the use of checklist for content and grammar	
	(STEM/STREAM)	
Evaluate portfolio		
	Teach simple steps for designing rubrics	
	Has nortfolio to identify and dual improvement in somiting	
	Use portfolio to identify gradual improvement in writing (STEM/STREAM)	
OVERALL OUTCOMES: Affective Development Maintain a positive e		
writing	invironment which inspires students to express marriadality through	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Choose a specific genre for a written presentation	Encourage independent thoughts	
(STEM/STREAM)		
	Choose a point of view or opinion in an original work	
Include a variety of forms of writing in portfolio (STEM/STREAM)	(STEM/STREAM)	
Relate to author's life and/or writing style	Allow flexibility in topic choices (STEM/STREAM)	
STEM/STREAM		
	Review a variety of writing genre	
	Skype or invite an author to guest speak to class to share their	
	reasons for writing (STEM/STREAM)	

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Create a Power Point comic strip that demonstrates an understanding of a topic across the curriculum (STEM/STREAM)	Use technology to research, write and share ideas across the curriculum. (STEM/STREAM)
Write a story incorporating one of the Corporal or Spiritual Works of Mercy	Use technology assisted games and activities to improve and enhance writing skills in various subjects (STEM/STREAM)
Write observations and outcomes of a science lab experience (STEM/STREAM)	Use software that encourages story writing in a variety of genre (STEM/STREAM)
Create a diary entry for a person in a certain time in history	Research Corporal and Spiritual Works of Mercy and discuss how they are applied in our lives
OVERALL OUTCOMES: Ethnic Diversity *Incorporate concepts about	it culturally diverse groups in the writing process
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Create a travel brochure based upon a particular culture/country	Encourage students to research and respect cultures around the
to persuade others to visit. Use technology to research information (STEM/STREAM)	world.
Compare similar stories from different cultures	Brainstorm various cultural topics to be used for compare and contrast writing (STEM/STREAM)
Write a summary of an ethnic fable, folktale or myth	Write a group letter to a fictitious pen pal asking questions and showing information about that culture.
Compose a letter to a government official about a culturally diverse situation (STEM/STREAM)	Showing information about that culture.
Research and write a response to a letter received from a fictitious pen pal (change country for each student)	

Grade 4 - WRITING Reading English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. (Standard 7, Benchmark 3)

Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

- How will the learner prepare and organize thoughts for writing in different genre?
- How will the learner apply writing in different formats?
- How will the learner express his or her own writing style?
- How will the learner use the steps in the writing process?
- How will the learner successfully publish maximizing the writing process?

CONTENT OUTCOME: Employ appropriate prewriting strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Write a journal entry based upon specific questions	Make lists of topics and generate ideas (STEM/STREAM)
Observe a picture and make a web of descriptive ideas (STEM/STREAM)	Discuss reasons for writing: describe, inform, persuade, explain
	Show part of a movie with no sound several times and lead
Choose a reason for writing	students to review descriptive writing
	Use interactive whiteboard to organize questions into a story web (STEM/STREAM)
CONTENT OUTCOME: Heighten drafting strategies * Apply grade le	
punctuation, spelling, sentence structure, parts of speech, handwriting	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Share a writing summary of a group discussion (STEM/STREAM)	Use on-line thesaurus and dictionary for reference
Identify one strategy learned in a student/teacher conference Demonstrate positive critiquing for a piece of writing	Use interactive whiteboard for practicing paragraph structure and teach positive critiquing techniques
	Conference with teacher to explain ideas STEM/STREAM
	Respond to an idea in writing (STEM/STREAM)
	Use interactive groups to discuss a topic (STEM/STREAM)
	Demonstrate use of a complete sentence identifying grade level appropriate parts of speech and punctuation.

CONTENT OUTCOME: Practice revision strategies.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Demonstrate use of writing tools in a revision	Peer edit
Extend sentence writing with added details or description	Self-review by asking questions about content and language
Be a Grammar Cop by identifying any grammar errors in a piece of writing	Observe writing samples with details and descriptions for evaluation
	Refer to on-line references for writing to avoid repetition of words and ideas (STEM/STREAM)
	Recall grammar rules for effective writing
	Brainstorm list of frequently misspelled words
CONTENT OUTCOME: Further editing strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Peer edit	Self-edit a final draft
Compare original writing with a chosen model to evaluate effectiveness of style	Read a piece of writing aloud for a sense of grammatical accuracy and content flow (STEM/STREAM)
Paraphrase a writing from the past in religion, social studies or language arts using present day language. (STEM/STREAM)	Observe various styles of writing such as psalms, prayers, poems, etc. from a past era.
	Use technology to practice using proofreading/editing marks

CONTENT OUTCOME: Engage publishing strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Select writing samples for portfolio based upon criteria	Teach correct format for written or typed publication
Self-check that a rubric was followed correctly	Review and discuss a published piece of writing including a variety of formats (STEM/STREAM)
Design a quilt that includes the detail from a well written, original story	Discuss copyright rules (STEM/STREAM)
	Read an original writing sample aloud for cohesiveness
	Review criteria for publication
	Become aware of different writing styles through research and reading books
	Discuss value in knowing the author's reasons for writing a particular selection and its style

OVERALL OUTCOMES : Process *Model the writing process independently.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Follow a rubric to complete a writing project	Read with partners
Create an original poem with a specific rhyme scheme	Review steps in the writing process
Create an authentic letter (friendly or business)	Design rubrics for independent reading/writing projects
Write and present a biographical or persuasive essay	Model poetry format, forms of letter writing, essay writing
Select a graphic organizer based upon a specific style of writing	Review copyright rules
	Highlight the value of using graphic organizers to fit a style of writing

OVERALL OUTCOMES: Assessment * Extend self-assessment through the writing process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use self-correction materials	Examine rubrics for specific writing formats
Create and explain a choice of rubric for monitoring writing (STEM/STREAM)	Practice writing a spontaneous response to a question across the curriculum (STEM/STREAM)
	Use technology (iPad apps, reading series on-line) to critique a
	piece of writing and make suggestions for improvement
OVERALL OUTCOMES: Affective Development * Develop and maintain a positive environment which inspires students to express	
individuality through writing	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Reflect on a written piece and share observations (STEM/STREAM)	Encourage each student to find the writer within
Express a formed opinion based on reasons. (STEM/STREAM)	Choose a point of view or opinion in an original work (STEM/STREAM)
Choose a specific genre for a written presentation	
(STEM/STREAM)	Review the importance posture, position, pen, legible handwriting and computer format
Include a variety of forms of writing in portfolio	
	Evaluate a preferred style of writing and genre
Interpret and present an original or published descriptive poem dramatically	Allow flexibility in topic choices (STEM/STREAM)
	Choose a space for reflecting before writing

OVERALL OUTCOMES: Interdisciplinary Development (Cross- Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Design a Power Point memoir that demonstrates an	Use technology to research, write and share ideas across the
understanding of an individual across the curriculum	curriculum. (STEM/STREAM)
(STEM/STREAM)	
	Use technology assisted games and activities to improve and
Write observations and outcomes of a science lab experience	enhance writing skills in various subjects (STEM/STREAM)
and/or class field trip (STEM/STREAM)	
	Use software that encourages story writing in a variety of genre
Explore virtual class trips and write about the experience and its	
value (STEM/STREAM)	Compare and contrast different types of prayers.
Create an original prayer for a specific purpose and perhaps	
through the intercession of a particular saint	
OVERALL OUTCOMES : Ethnic Diversity *Decipher and respect cult	,,
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Compare similar stories from different cultures	Encourage students to research and respect cultures around the
	world. (STEM/STREAM)
Use technology to research and write creatively about a	
holiday/holy day of a specific culture. (STEM/STREAM)	Brainstorm various cultural topics to be used for compare and
	contrast writing
Celebrate a holiday/holy day according to a specific culture with	
costume, food, song, dance, symbol etc.	Discuss the variety of cultures in the United States
Create a graph of various cultures in the United States	Create a KWL chart of holidays/holy days of various cultures
(STEM/STREAM)	(STEM/STREAM)

SPEAKING GUIDELINES Grades 1-4

Grade 1 - SPEAKING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

Essential Questions - Speaking

- How will the learner know the rules for good speaking?
- How does the learner demonstrate effective speaking?
- How does the learner use speaking and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Observe models of authentic and purposeful oral language.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recall details from presentation (STEM/STREAM)	Demonstrate an effective <i>show and tell</i> presentation (<i>Me Box</i>
	presentation) (STEM/STREAM)
Participate in conversation and predications based upon picture	
prompt	Model purposeful language through listening to recorded stories.
	Interview an adult (parent or teacher) (STEM/STREAM)
Design a rubric for a speaker	
	Display a speaking chart created with input from students
Share interview results (STEM/STREAM)	Share picture prompt
	Role play effective and ineffective speaking
CONTENT OUTCOME: Identify audience and purpose.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Observe students following a rubric for effective speaking	Read aloud alone or with others
Students demonstrate appropriate voice for various activities	Role play presenter and audience member
(i.e. at play, at church, at home)	
	Practice modulating voice based on activity (STEM/STREAM)
Ask audience for feedback on presentation what was good	
about presentation, what needs to change with presentation	
(STEM/STREAM)	

CONTENT OUTCOME: Access and organize information for speaking		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Retell a story in correct sequence using transition words	Student orally shares information about oneself using an "All	
effectively	About Me" graphic organizer.	
Share the results of the "All About Me" graphic organizer	Teach time constraints and choice of words for explanation (STEM/STREAM)	
Select a word or topic that the student speaks about		
spontaneously	Share insights about a story and have other students ask questions	
Use pictures or an object when describing a topic		
	Introduce different topics that students could speak about with	
Discuss an experiment, presentation, map of school,	emphasis on clearly spoken sentences (avoid and, and, um, like)	
neighborhood or home using directional words. (STEM/STREAM)	(STEM/STREAM)	
	Draw and color pictures to use in oral presentation	
Introduce and present Show, Tell, Share	(STEM/STREAM)	
	Construct a map of the school and discuss navigating from place to place emphasizing use of directional words. (STEM/STREAM)	
	to place emphasizing use of directional words. (STEM/STREAM)	
	Provide opportunity for students to participate in <i>Show, Tell,</i>	
	<i>OShare</i> . Show a favorite item, tell a story, share a talent.	
CONTENT OUTCOME: Deliver a message effectively		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Use rubric to observe confidence, adaptation to an audience and	Model poise before an audience	
improvement over time		
Liston to colf through use of took note on company company	Discuss and act out stories (Gospel stories, literature stories,	
Listen to self through use of technology (STEM/STREAM)	historical stories)	
Pretend to be a character in a nursery rhyme and retell the	Work with a partner to prepare and practice a presentation	
rhyme in sequence	using paper plate puppets or other props (STEM/STREAM)	

CONTENT OUTCOME: Apply self-regulating and self-correcting procedures to speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Observe increasing control of grammar, new vocabulary and	Record a presentation and review to make corrections
ability to communicate ideas	
	Review the rules for effective speakers (STEM/STREAM)
Share information correctly	
CONTENT OUTCOME: Respond creatively and critically	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recite a poem or sing a song confidently with expression	Practice choral reading of poems and rhymes
	Write or dictate an original poem or sing and original song.
Present poetry in choral form	
	Use different voices for different characters
Encourage an audience response to the message from story	
presentation	Use puppets to relate information or tell a story
	Act out or retell a Gospel story or relate the message from a
	Gospel story

OVERALL OUTCOMES: Process: Experience all steps in the speaking process		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
State an opinion and support it with reasons (STEM/STREAM)	Clarify how to express an opinion (STEM/STREAM)	
Use verbal and non-verbal communication effectively in a presentation (STEM/STREAM)	Practice presentations with partners for specific audiences (STEM/STREAM)	
OVERALL OUTCOMES: Assessment: Review effectiveness of a speaking opportunity through self-assessment strategies		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Use a simple rubric to assess recorded voice	Work with teacher or peer to record a short message (STEM/STREAM)	
Describe the details and the message from a picture		
(STEM/STREAM)	Observe details within a picture and prepare information for	
	speaking (STEM/STREAM)	

OVERALL OUTCOMES: Affective Develonment: Develon and mainte	gin a nositive environment that inspires students to express
OVERALL OUTCOMES : Affective Development: Develop and maintain a positive environment that inspires students to express individuality	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Demonstrate an awareness for how and when to speak	Explain the difference between speaking formally and informally
(STEM/STREAM)	
	Use informal seating arrangements and a friendly environment
Participate in cooperative learning activities (STEM/STREAM)	(STEM/STREAM)
	Encourage students to share ideas about their faith
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Students self-assess results a selected speaking or storytelling	Show opportunities for students to prepare speaking
app (STEM/STREAM)	presentations based upon historical events, Bible stories, math
	word problems, scientific discoveries (STEM/STREAM)
Observe presentations for correct components of effectives	
speaking (STEM/STREAM)	Use technology to reinforce effective speaking (STEM/STREAM)
	Choose an app that provides opportunities for speaking and
	storytelling
OVERALL OUTCOMES: Ethnic Diversity: Use knowledge of varying cultures as a means to tell stories.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Identify similarities and differences in a regional area	Use technology to examine regional similarities and differences
	(speech, customs)
Celebrate a holiday, a culture or folk tale	
	Share folk tales, holidays around the world or family traditions

Grade 2 - SPEAKING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

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Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

- How will the learner know and apply the rules for good speaking?
- How does the learner demonstrate effective speaking?
- How does the learner use speaking and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Observe models of authentic and purposeful oral language.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Participate in conversation and predications based upon picture	Model purposeful language through listening to recorded stories.
prompt	
	Interview an adult (parent or teacher) (STEM/STREAM)
Design a rubric for a speaker	
	Display and discuss a speaking chart created with input from
Following the rules for effective speaking, share interview	students
results (STEM/STREAM)	
	Share picture prompt
	Dala play offactive and ineffective analying
CONTENT OUTCOME, Identify gudience and number	Role play effective and ineffective speaking
CONTENT OUTCOME: Identify audience and purpose.	INCORDICATIONAL CORRADOLEC
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Observe students following a rubric for effective speaking	Read aloud alone or with others
Students demonstrate appropriate voice for various activities	Role play presenter and audience member
(i.e. at play, at church, at home)	
	Practice modulating voice based on activity
Ask audience for feedback on presentation what was good	
about presentation, what needs to change with presentation	Establish ways to speak in a discussion being true to the topic or
(STEM/STREAM)	main idea (STEM/STREAM)
Participate in a discussion of different books by various authors.	
i al delpate in a discussion of different books by various authors.	

CONTENT OUTCOME: Access and organize information for speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Retell a story in correct sequence using transition words	Student orally shares information about a topic using a graphic
effectively	organizer or any other type of visual (STEM/STREAM)
Distribute a word or topic that the student speaks about spontaneously	Emphasize time constraints and choice of words for explanation
	Share insights about a story and have other students ask
Use pictures or an object or other visual when describing a topic	questions
Student creates and presents a "How To" speech STEM/STREAM	Introduce different topics that students could speak about with emphasis on clearly spoken sentences (avoid and, and, um, like)
	Construct a map and discuss navigating from place to place emphasizing use of directional words (STEM/STREAM)
	Provide opportunity for students to participate in sharing an experience with another class
	Model a "How To" demonstration (STEM/STREAM)

CONTENT OUTCOME: Deliver a message effectively	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Summarize a piece of literature, a message or directions	Model the summary process
Use rubric to observe confidence, adaptation to an audience and	
improvement over time	Model poise before an audience
Listen to self through use of technology (STEM/STREAM)	Discuss and act out stories (Gospel stories, literature stories,
	historical stories)
Pretend to be a character in a story and retell the story with	
appropriate expression	Work with a partner to prepare and practice a presentation
	using puppets or other props (STEM/STREAM)
CONTENT OUTCOME: Apply self-regulating and self-correcting procedures to speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Observe increasing control of grammar, new vocabulary and	Record a presentation and review to make corrections
ability to communicate ideas	

	Review the rules for effective speakers
Share information correctly (STEM/STREAM)	
	Teach speaker and audience relationships
Observe audience reaction to student speaking	Play a game to discover whether a message has been received
Observe audience reaction to student speaking	correctly
Assess outcome of game and student makes revisions as needed	correctly
CONTENT OUTCOME: Respond creatively and critically	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recite a poem or sing a song confidently with expression	Discuss critiquing peer presentations
Encourage an audience response to the message from story	Practice appropriate questions and answers following an oral
presentation	presentation
Give an oral presentation followed by a question and answer	Deliver an original poem or sing and original song.
period	
	Use different voices for different characters
Identify setting verbally using maps and globes (STEM/STREAM)	
	Use puppets to relate information or tell a story
	Discuss setting through use of maps and globes (STEM/STREAM)
	Discuss secting unrough use of maps and globes (31 EM/ 31 NEAM)
	Act out or retell a Gospel story or relate the message from a
	Gospel story

OVERALL OUTCOMES: Process: Follow the speaking process with guidance.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
State an opinion and support it with reasons (STEM/STREAM)	Describe a variety of audiences	
Use verbal and non-verbal communication effectively in a	Discuss the organization and appropriateness of questions	
presentation		
	Model how to express an opinion (STEM/STREAM)	
Identify various audiences		
Formulate authorities and (CTEM/CTDEAM)	Practice presentations with partners for specific audiences	
Formulate authentic questions (STEM/STREAM)	(STEM/STREAM)	
Give logical responses to the comments of others		
dive logical responses to the comments of others		
OVERALL OUTCOMES: Assessment: Review effectiveness of a speak	king opportunity through self-assessment strategies	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Use a simple rubric to assess recorded voice. If needed adjust	Practice voice modulation in different circumstances	
voice to situation.		
	Model self-assessment of video recording	
Describe the details and the message from a picture	Observe details within a picture and prepare information for	
(STEM/STREAM)	speaking (STEM/STREAM)	
OVERALL OUTCOMES: Affective Development: Develop and maintain a positive environment that inspires students to express		
individuality	INCEDITORIAL CEDATECTEC	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Demonstrate an awareness for how and when to speak	Explain the difference between speaking formally and informally	
Participate in cooperative learning activities (STEM/STDEAM)	Use informal coating arrangements and a friendly environment	
Participate in cooperative learning activities (STEM/STREAM)	Use informal seating arrangements and a friendly environment (STEM/STREAM)	
Use circle-sharing for expressing ideas about a story,		
presentation or experiment. (STEM/STREAM)	Encourage students to share ideas about their faith	
procedured of experiments (or mily of themily)	2.100 at age seadenes to share racas about their faith	
Retell a favorite Gospel story		
	,	

OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Student presentation to other classes about sacrament	Show opportunities for students to prepare speaking	
preparation or reception.	presentations based upon sacrament preparation, historical	
	events, Bible stories, math word problems, scientific discoveries	
Students self-assess results about a selected speaking or	(STEM/STREAM)	
storytelling app		
Observe presentations for correct components of effectives	Use technology to reinforce effective speaking (STEM/STREAM)	
speaking (STEM/STREAM)		
	Choose an app that provides opportunities for speaking and	
	storytelling	
OVERALL OUTCOMES: Ethnic Diversity: Use the speaking process to describe similarities and differences in the local community and		
throughout the world.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Identify similarities and differences in a regional area	Compare local communities using a map	
(STEM/STREAM)		
	Use technology to examine regional similarities and differences	
Celebrate a holiday, a culture or folk tale	(speech, customs) (STEM/STREAM)	
Locate communities on a map and share insights	Share folk tales, holidays around the world or family traditions	

Grade 3 - SPEAKING English/Language Arts

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Diocesan Standard

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- How will the learner know and apply the rules for good speaking?
- How does the learner demonstrate effective speaking?
- How will the learner identify audience?
- How does the learner effectively utilize visual tools in presentations?
- How does the learner use speaking and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Observe models of authentic and purposeful oral language.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Summarize stories	Establish guidelines for public speaking
Present skits	Listen to stories and discuss dialogue
Follow guidelines to introduce a character or stuffed animal to	Role play making introductions
the group	
	Model purposeful language through listening to recorded stories.
Follow a rubric for a speaker	Later to the design of the control o
Following the rules for effective ancelring share interview	Interview an adult or peer (STEM/STREAM)
Following the rules for effective speaking, share interview results (STEM/STREAM)	Role play effective and ineffective speaking
CONTENT OUTCOME: Identify audience and purpose.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Present stories using different voices for various characters	Model changing voice for different characters
Identify audience and purpose for a presentation (STEM/STREAM)	Work in small group to tell a story using different voices for characters and participate in a discussion with guided questions.
Ask audience for feedback on presentation what was good about presentation, what needs to change with presentation STEM/STREAM	Discuss who, what, where, when, why, and to whom you are delivering message. (STEM/STREAM)
Participate in a group discussion of different books by various authors.	Practice ways to speak in a discussion being true to the topic or main idea (STEM/STREAM)
Create and present a news story based upon the 5 W's	

CONTENT OUTCOME: Access and organize information for speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Plan or present a speech	Listen to famous speeches from history, religion and science
	(STEM/STREAM)
Use an outline while presenting (STEM/STREAM)	
	Discuss parts of speech
	Use technology to gather information about a topic
Student creates and presents a "How To" speech focused on a	(STEM/STREAM)
specific subject (how to do long division, how to create a tornado in a bottle) (STEM/STREAM)	Practice note taking colecting acceptial details and developing
in a bottle) (STEM/STREAM)	Practice note taking, selecting essential details and developing an outline (STEM/STREAM)
	an outline (STEM/STREAM)
	Student orally shares information about a topic using a graphic
	organizer or any other type of visual (STEM/STREAM)
	Emphasize time constraints and choice of words for explanation
	(STEM/STREAM)
	Introduce different topics that students could speak about with
	emphasis on clearly spoken sentences (avoid and, and, um, like)
	Decall "How To " domenation (CTEM /CTDEAM)
	Recall "How To" demonstration (STEM/STREAM)

CONTENT OUTCOME: Deliver a message effectively		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Summarize a piece of literature, a message or directions	Listen to and discuss stories with a moral	
Use rubric to observe confidence, adaptation to an audience and improvement over time Listen to self through use of technology (STEM/STREAM)	Discuss and practice persuasive speaking Emphasize the impact of viewpoint of message delivery (STEM/STREAM)	
Pretend to be a character in a story and retell the story with appropriate expression	Practice presenting information to a small group (STEM/STREAM)	
Present a story with a moral from a fable or the Bible	Model good posture and body language before an audience	
Share viewpoints about a specific topic (STEM/STREAM)	Demonstrate how gestures can be used in effective speaking	
Persuade peers about a given idea	Discuss and act out stories (Gospel stories, literature stories, historical stories)	
	Work with a partner to prepare and practice a presentation using props (STEM/STREAM)	
CONTENT OUTCOME: Apply self-regulating and self-correcting procedures to speaking		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Observe increasing control of grammar, new vocabulary and	Discuss effective speaking strategies	
ability to communicate ideas (STEM/STREAM)		
	Role play student-teacher or peer conferences	
Observe audience reaction to student speaking		
Dartisinate in student teacher or near conferences	Teach speaker and audience relationships	
Participate in student-teacher or peer conferences		

CONTENT OUTCOME: Respond creatively and critically	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recite a poem or sing a song confidently with expression	Model the process to create a rubric
Encourage an audience response to the message from story presentation	Introduce debate techniques
	Discuss critiquing peer presentations
Pretend to be a news reporter and give a presentation based upon the 5 W'	Practice appropriate questions and answers following an oral presentation
Present effective arguments for and against a topic (STEM/STREAM)	Deliver an original poem or sing and original song. (STEM/STREAM)
Use a rubric to assess a presentation	
Give an oral presentation followed by a question and answer period (STEM/STREAM)	Use different voices for different characters Review the 5 W's Discuss setting through use of maps and globes (STEM/STREAM)
Explain setting verbally using maps and globes (STEM/STREAM)	Act out or retell a Gospel story or relate the message from a Gospel story

OVERALL OUTCOMES : Process: Follow the speaking process based	on models.
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Give verbal instructions for peers to follow	Design charts based on information across the curriculum and
	prepare a speaking presentation (STEM/STREAM)
Deliver a presentation about the information on originally	
created charts (STEM/STREAM)	Create webs and discuss formats
	Model how to express an opinion (STEM/STREAM)
Use a rubric based on speaking elements	
State an opinion and support it with reasons (STEM/STREAM)	Demonstrate how to use gestures effectively in a speech
	presentation
Use verbal and non-verbal communication effectively in a	
presentation	
Identify verious audiences (CTEM /CTDEAM)	
Identify various audiences (STEM/STREAM)	
Formulate authentic questions and insights (STEM/STREAM)	
Tormulate duthentic questions and misignes (611111) 611(11111)	
Give logical responses to the comments of others	
OVERALL OUTCOMES : Assessment: Review effectiveness of a speak	ring opportunity through self-assessment strategies
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Show quality of a good speaker through a chart, speech or TV ad.	Practice voice modulation in different circumstances
Use technology and a rubric to assess recorded voice. If needed	Model self-assessment of video recording
adjust voice to situation.	
	Practice critiquing effects of speaking
Describe the details and the message from a picture	
(STEM/STREAM)	Model various speaking elements (STEM/STREAM)

OVERALL OUTCOMES : Affective Development: Develop and maintain a positive environment that inspires students to express		
individuality		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Participate in a peer conference	Demonstrate creativity in self-expression	
Give positive reinforcement and constructive feedback	Develop rules or suggestions for peer conferences collectively	
Demonstrate an awareness for how and when to speak (STEM/STREAM)	Explain the difference between speaking formally and informally (STEM/STREAM)	
Participate in cooperative learning activities (STEM/STREAM)	Use informal seating arrangements and a friendly environment (STEM/STREAM)	
Use circle-sharing for expressing ideas (STEM/STREAM)	Encourage students to share ideas about their faith	
Retell a favorite Gospel story or historical event		
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Student shares presentation to other classes (STEM/STREAM)	Show opportunities for students to prepare speaking	
	presentations based upon, historical events, Bible stories, math	
Students self-assess results about a selected speaking or	word problems, scientific discoveries (STEM/STREAM)	
storytelling app		
	Use technology to reinforce effective speaking (STEM/STREAM)	
Observe presentations for correct components of effectives		
speaking	Choose an app that provides opportunities for speaking and	
	storytelling	
Report on a current event based upon the 5 W's	DI COMPLA (COMPLANC)	
(STEM/STREAM)	Discuss current events (STEM/STREAM)	

OVERALL OUTCOMES : Ethnic Diversity: Incorporate concepts about cultural diversity among groups in the speaking process.	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Compare a culturally diverse character with self	Introduce similarities and differences in personal backgrounds (STEM/STREAM)
Identify similarities and differences in different cultures (STEM/STREAM)	Search for cultural diversity in a piece of literature
Celebrate a culture day	Use technology to examine regional similarities and differences (speech, customs) (STEM/STREAM)
	Share folk tales, holidays around the world or family traditions

Grade 4 - SPEAKING English/Language Arts

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECESS)

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. (Standard 7, Benchmark 3)

Literacy: New Jersey Student Learning Standards (NJSLS)

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Diocesan Standard

Every reading lesson will incorporate a moral value connected to the concepts found in the Catholic faith. Every student will become a reader who is able to comprehend a variety of genre that will enable then to develop an appreciation and respect for cultural change as they move through the grades into adulthood. Every student will be encouraged to enjoy reading as a way to live life, work and socialize in the ongoing developing global world.

- How will the learner know and apply the rules for good speaking?
- How does the learner demonstrate effective speaking?
- How will the learner identify audience?
- How does the learner effectively select and adapt visual tools in presentations?
- How does the learner use speaking and process information presented in different modes across the curriculum?

CONTENT OUTCOME: Observe models of authentic and purposeful oral language.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Retell information and its importance	Discuss an author's use of language	
Perform in skits and school productions	Listen to a homily	
Explain effective communication (volume, pitch, clarity, voice projection, audience contact, body language, content)	Participate in word play activities	
Follow a rubric for a speaker	Reinforce the guidelines for effective public speaking	
rollow a rubite for a speaker	Role play	
Following the rules for effective speaking formally and		
informally (STEM/STREAM)	Model purposeful language through listening to recorded stories. (STEM/STREAM)	
CONTENT OUTCOME: Identify audience and purpose.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Create a commercial (STEM/STREAM)	Study vocabulary through technology (STEM/STREAM)	
Present a persuasive speech (STEM/STREAM)	Make a table of possible audiences with purposes for addressing each (STEM/STREAM)	
Create a pamphlet demonstrating purposes for speaking to varied audiences	Use guided questions	
Present stories using different voices for various characters	Model changing voice for a definite purpose	
Identify audience and purpose for a presentation (STEM/STREAM)	Discuss who, what, where, when, why, and to whom you are delivering message. (STEM/STREAM)	
Ask audience for feedback on presentation what was good about presentation, what needs to change with presentation	Practice ways to speak in a discussion being true to the topic or main	
Participate in a group discussion on subjects across the curriculum (STEM/STREAM)	idea (STEM/STREAM)	
Create and present a news story based upon the 5 W's (STEM/STREAM)		

CONTENT OUTCOME: Access and organize information for speaking	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Use technology to create graphic organizers and charts with	Use graphic organizers (STEM/STREAM)
important details for a presentation (STEM/STREAM)	
	Use technology to make charts (STEM/STREAM)
Retell information from functional text (directions, school	Has colou as dad index sands to grown information
bulletins, letters) (STEM/STREAM)	Use color-coded index cards to group information Role play interview techniques
	Role play litter view techniques
Interview peers and organize information. Prepare a summary	Listen to famous speeches from history, religion and science (STEM/STREAM)
or riddle format for others to identify	(SIEM/SIREAM)
Plan or present a speech (STEM/STREAM)	Discuss parts of speech
	Was to shoot a seather of the seather than the seather th
STEM/STREAM	Use technology to gather information about a topic (STEM/STREAM)
Use an outline while presenting	(6 - 2 - 1 , 6 - 2 - 2 - 3 ,
P 131 8	Practice note taking, selecting essential details and developing
Student creates and presents a "How To" speech focused on a	an outline (STEM/STREAM)
specific subject (how to do long division, how to create a tornado	
in a bottle) (STEM/STREAM)	Student orally shares information about a topic using a graphic organizer or any other type of visual (STEM/STREAM)
	organizer of any other type of visual (STEM/STREAM)
	Emphasize time constraints and choice of words for explanation
	(STEM/STREAM)
	Introduce different topics that students could speak about with
	emphasis on clearly spoken sentences (avoid and, and, um, like)
	Effective use of "How To" demonstration (STEM/STREAM)

CONTENT OUTCOME: Deliver a message effectively		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Summarize a piece of literature, a message or directions	Listen to and discuss stories with a moral	
Use rubric to observe confidence, adaptation to an audience and improvement over time	Discuss and practice persuasive speaking (STEM/STREAM) Emphasize the impact of viewpoint of message delivery	
Listen to self through use of technology (STEM/STREAM)	(STEM/STREAM)	
Pretend to be a character in a story and retell the story with appropriate expression	Practice presenting information to a small group (STEM/STREAM)	
Present a story with a moral from a fable or the Bible	Model good posture and body language before an audience Demonstrate how gestures can be used in effective speaking	
Share viewpoints about a specific topic (STEM/STREAM)	Discuss and act out stories (Gospel stories, literature stories, historical stories)	
Persuade peers about a given idea (STEM/STREAM)	1	
	Work with a partner to prepare and practice a presentation using props (STEM/STREAM)	
CONTENT OUTCOME: Apply self-regulating and self-correcting procedures to speaking		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Observe increasing control of grammar, new vocabulary and ability to communicate ideas	Discuss effective speaking strategies	
Observe audience reaction to student speaking (STEM/STREAM)	Role play student-teacher or peer conferences	
Participate in student-teacher or peer conferences	Teach speaker and audience relationships (STEM/STREAM)	
i ai delpate in student-teacher of peer conferences		

CONTENT OUTCOME: Respond creatively and critically	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Recite a poem or sing a song confidently with expression	Model the process to create a rubric
	Introduce debate techniques (STEM/STREAM)
Encourage an audience response to the message from story	
presentation	Discuss critiquing peer presentations
Pretend to be a news reporter and give a presentation based	Practice appropriate questions and answers following an oral
upon the 5 W' (STEM/STREAM)	presentation
Draggart offortive organization and organization to be	Deliver on existing become an eight and existing learns
Present effective arguments for and against a topic (STEM/STREAM)	Deliver an original poem or sing and original song. Use different voices for different characters
(STEM/STREAM)	Ose unierent voices for unierent characters
Use a rubric to assess a presentation	Review the 5 W's (STEM/STREAM)
ose a rubite to assess a presentation	The view the 5 W 5 (6121-1/611tdf 11-1)
Give an oral presentation followed by a question and answer	Discuss setting through use of maps and globes (STEM/STREAM)
period (STEM/STREAM)	
	Act out or retell a Gospel story or relate the message from a
Explain setting verbally using maps and globes (STEM/STREAM)	Gospel story

OVERALL OUTCOMES: Process: Follow the speaking process based on models.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Give verbal instructions for peers to follow	Design charts based on information across the curriculum and	
	prepare a speaking presentation	
Deliver a presentation about the information on originally		
created charts (STEM/STREAM)	Create webs and discuss formats (STEM/STREAM)	
Use a rubric based on speaking elements	Model how to express an opinion (STEM/STREAM)	
State an opinion and support it with reasons (STEM/STREAM)		
	Demonstrate how to use gestures effectively in a speech	
Has worked and non worked communication offsetively in a	presentation	
Use verbal and non-verbal communication effectively in a presentation		
presentation		
Identify various audiences (STEM/STREAM)		
1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		
Formulate authentic questions and insights (STEM/STREAM)		
Give logical responses to the comments of others		
(STEM/STREAM)		
OVERALL OUTCOMES: Assessment: Review effectiveness of a speaking opportunity through self-assessment strategies		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Show quality of a good speaker through a chart, speech or TV ad.	Practice voice modulation in different circumstances	
	(STEM/STREAM)	
Use technology and a rubric to assess recorded voice. If needed		
adjust voice to situation. (STEM/STREAM)	Model self-assessment of video recording	
	Practice critiquing effects of speaking	
Describe the details and the message from a picture	A LI LI LI LI COMPLIA COMPLIA CO	
	Model various speaking elements (STEM/STREAM)	

OVERALL OUTCOMES: Affective Development: Develop and maintain a positive environment that inspires students to express	
individuality	·
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Participate in a peer conference	Demonstrate creativity in self-expression
Give positive reinforcement and constructive feedback (STEM/STREAM)	Develop rules or suggestions for peer conferences collectively
Demonstrate an awareness for how and when to speak (STEM/STREAM)	Explain the difference between speaking formally and informally (STEM/STREAM)
Participate in cooperative learning activities (STEM/STREAM)	Use informal seating arrangements and a friendly environment (STEM/STREAM)
Use circle-sharing for expressing ideas STEM/STREAM	Encourage students to share ideas about their faith
Retell a favorite Gospel story or historical event	
OVERALL OUTCOMES: Interdisciplinary Development (Cross-Curricula)	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
Student shares presentation to another classes (STEM/STREAM)	Show opportunities for students to prepare speaking presentations based upon, historical events, Bible stories, math
Students self-assess results about a selected speaking or storytelling app	word problems, scientific discoveries (STEM/STREAM)
Observe presentations for correct components of effectives	Use technology to reinforce effective speaking (STEM/STREAM)
Observe presentations for correct components of effectives speaking	Choose an app that provides opportunities for speaking and storytelling
Report on a current event based upon the 5 W's (STEM/STREAM)	Discuss current events (STEM/STREAM)

OVERALL OUTCOMES: Ethnic Diversity: Incorporate concepts about cultural diversity among groups in the speaking process.		
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES	
Compare a culturally diverse character with self Identify similarities and differences in different cultures	Introduce similarities and differences in personal backgrounds	
(STEM/STREAM)	Search for cultural diversity in a piece of literature	
Celebrate a culture day	Use technology to examine regional similarities and differences (speech, customs) (STEM/STREAM)	
	Share folk tales, holidays around the world or family traditions	

ENGLISH LANGUAGE ARTS CURRCIULUM GUIDELINES MIDDLE SCHOOL GRADES 5- 8 Introduction

As students transition to middle school, educators should be aware of the importance of building strong educational relationships. This can occur through designing a positive mindset towards learning, encouraging curiosity and emphasizing the value of every student.

Integrating and infusing the values and traditions of our Catholic faith are an excellent guidepost as assistance in strengthening these areas.

The following characteristics of the middle school student often display themselves in the classroom experience such as difficult emotional development, stress with relationships, impulse control, and organization and planning limitations.

The skills-based curriculum recognizes that the course offerings in each diocesan middle school vary with regard to content reading selections and historical periods; however, the skills should be integrated regardless of reading selections to ensure the implementation of the mission, vision, and goals upon which this curriculum was created.

The three-column design reflects *Benchmarks, Suggested and Formative Assessments, and Sample Instructional Strategies.* Benchmarks include all aspects of English Language Arts: Reading Literature (RL); Reading Informational Text (RI); Writing (W); Speaking/Listening (SL); and Language (L). Crosses represent opportunities for teachers to incorporate Catholic teachings and Gospel values in their lessons.

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, New Jersey Student Learning Standards, materials adapted from the Association for Middle Level Education (AMLE), National English Standards and teacher input and expertise were all reviewed for the designing of this document.

Legend:

- Reading Literature (RL)
- Reading Informational Literature (RI)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)
- The cross (†) indicates a suggestion for implementing Catholic teachings in the lesson.
- An asterisk (*) indicates a teacher resource that can be found in the appendix of this document.

READING LITERATURE GUIDELINES Grades 5-6

Grades 5 - 6 READING LITERATURE

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 5-6: A dynamic Catholic school reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate *different* perspectives, become global and compassionate citizens, and to be prepared for middle and high school expectations in the 21st Century.

- How does a reader use the details of a story or drama to understand and draw inferences about the main ideas, theme, characters, plot and setting?
- How does reading influence our point of view and behavior? (†)
- How does the Catholic faith play a role in how we perceive literary themes, characters, and symbols? (†)
- What strategies do readers use to question and respond to literature?
- How does being able to identify literary devices help the reader understand literature?
- How does literature reflect the time period in which it is written?
- How does reading help the student identify and solve problems?
- How does reading literature help the student understand the world outside his or her own community? (†)

Literature Benchmarks - Key Ideas and Details	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 	 Annotate the text Graphic organizer of textual evidence Respond to a "cold read" of a text with sufficient background to understand the material. Cloze exercise using academic vocabulary. 	 Somebody Wanted But So Think Aloud (Teacher) Scaffolding text Close Reading Journal Prompts Notice and Note Signpost Graphic Organizer Complete a K-W-L chart
 RL.5-6.2 Determine a theme or central idea of a text and how it is conveyed through particular details Provide a summary of the text distinct from personal opinions or judgments. 	 Identify central theme with supporting textual evidence Comic strip retelling a plot to connect to themes (†). Summary of a text. Student generated performance of a scene that conveys theme. 	 Discuss a piece of art that reflects a similar theme to that of the text (†) Pattern-Finding – how is the text organized? Descriptive? Narrative? Students must explain the organization of the text. Timeline of key events and cited textual evidence
 Poscribe how a particular plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	 Digital Collage Personal Journal article written in the voice of a character to reflect ideas, feelings and reactions to events Visual representation of character development 	 Venn Diagrams to compare and contrast complex characters. Generate a list of characters from other stories with similar traits(†) Construct a plot diagram

Literature Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RL.5-6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings Analyze the impact of a specific word choice on meaning and tone. 	 Literary Devices Booklet Write a poem using figurative language Illustrate figurative language 	 Example; Non example Using figurative language, create a poem to evoke specific emotion; then alter word choice to evoke a different emotion. Concept Circle (Four Key Vocabulary Words) that reflects the relationships between and among the words within a story to show mood and tone.
 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 	 Paragraph using specific text examples Annotate text Teacher Reflection	 Use a graphic organizer to illustrate similarities and differences Pause and predict based on clues in a reading selection.
 RL.5-6.6 Explain how an author develops the point of view of the narrator or speaker in a text. 	 Create a story that reflects an understanding of a different character's perspective Using cultural background, students will include elements of the cultural awareness in their explanation of the text. 	 Select and explain different selections of art that reveal a unique point of view that is reflected in the text (†) Generate text to world connections that reveal a deeper understanding of a story (†) STEAL (Speech, Thoughts, Effect on Others, Actions, Looks) Graphic organizer Slide presentation

Literature Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
RL.5-6.7 • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	 Write a movie review (critique) essay citing comparison examples from the story and film Create a movie trailer 	 Chart differences in the film and text Critique Corner: Why did the director make specific choices? Literature Circle Discussion Topics: What emotions are raised by a work of art? Do photographs ever lie? Do photographs always tell the truth?
 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	 Slide-show presentation on origin of specific literary allusions (Biblical, mythological)(†) Compare and contrast a poem with a piece of text or work of art (†) 	 Create a modern day parable (†) Graphic organizer Photostory Teacher Reflection

Literature Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	Leveled tests to accurately determine a student's reading level and proficiency in understanding/comprehending the text	 Graphic organizer Reading Journal – Use the left half of the paper to note key ideas and vocabulary from the text and the right half of the paper to generate questions or reflections. Ask grade level text-dependent questions Pair non-fiction text with fictional text

READING INFORMATONAL TEXT GUIDELINES Grades 5-6

Grades 5 - 6 Reading Informational Text

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.10 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document *student learning* and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 7-8.1 - 7-8.10 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 5-6: A dynamic Catholic school's reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate *different* perspectives, become global and compassionate citizens, and to be prepared for middle school and high school expectations in the 21st Century.

- How does reading inform and shape the student's understanding of the world? (†)
- How does the reader connect information on the same topic?
- How can the reader use context clues to understand vocabulary?
- How can the reader determine the author's purpose?
- What examples do authors use to support a main idea?
- How do writers influence religious ideas of the time in which they live? (†)
- What writing choices do authors make to achieve a specific purpose?

Informational Text	Suggested Assessment:	Sample Instructional Strategy
Benchmarks - Key Ideas and Details	Formative/Summative	
• Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	 Develop an objective summary of a piece of text (Ten Percent Summary*) Annotate a text Create a set of prediction questions to generate student thinking. 	 Close Reading – annotate the text Ten Percent Summary* Double Entry Journal Skimming and Scanning – Skimming is getting an overview; scanning is looking for specific information. Journal Prompts
 Provide a summary of the text distinct from personal opinions or judgments. Determine a central idea of a text and how it is conveyed through particular details Provide a summary of the text distinct from personal opinions or judgments. 	 Annotate the text Create an objective summary of the text Ten Percent Summary* Open note quiz on annotated article 	 Use graphic organizers to analyze in detail the central idea of the text Pattern-Finding – how is the text organized? Classification? Cause and effect? Compare and contrast? Process? Explain the organization of the text. Word, Phrase, Sentence

Informational Text	Suggested Assessment:	Sample Instructional Strategy
Benchmarks - Key Ideas and Details	Formative/Summative	
 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 	 Debate using specific evidence Read a passage and determine the author's purpose Venn Diagram with rubric Unit Test with Constructed Response Teacher Reflection	 Reassemble Scrambled Text Create a Quiz – Students must develop questions about main ideas, vocabulary, inferences, etc. Close read In what order are the points made? How are the points introduced and developed? How does the author skillfully connect the various points? How does the author summarize his/her point in the conclusion?
Informational Text Benchmarks - Craft and	Suggested Assessment:	Sample Instructional Strategy
Structure	Formative/Summative	
 Potermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 	 Create a new product and develop a marketing plan using figurative and emotional language Write a purpose paragraph about a printad; use specific examples of word choice to support claims. 	 Write slogans to recruit attendees for an event or cause (†) Create a Word Cloud Concept Circles (Four Key Vocabulary Words) that reflects the relationships between and among the words within a text to show mood and tone.

Informational Text Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 	 Make a booklet about 5 rules that you think are important. Analysis of a nonfiction article that corresponds to a piece of literature that was read in class 	 Reading Journal – Use the left half of the paper to note key ideas from the text and the right half of the paper to generate questions or reflections Annotate an article and create a main idea/supporting idea outline
 Potermine an author's point of view or purpose in a text and explain how it is conveyed in the text. 	 Student will read an article. Then, he/she change the point of view from objective to pro or con Venn diagram comparing two articles' perspectives on the same topic 	 Evidence log: 2 column chart recording evidence provided for each side of an argument Investigate other articles about the same topic to determine if the conclusion is the same.
Informational Text Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RI.5-6.7 ■ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 	 Comparative Analysis Essay – How is the word choice similar/different? How does the text structure change for different audiences? What symbols are used most frequently? Create an infographic 	 OPTIC* Venn diagram: Compare and contrast print resources to online resources Examine infographics and discuss pros and cons for inclusion or exclusion of context

Informational Text Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RI.5-6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	 Deconstruct an argument. In an outline cite textual evidence that strongly supports each main part of an argument. Determine the central idea. Logos/Pathos chart: Identify when the author is using facts and when the author is making an emotional appeal through language 	 Question the Author. What is the author's main point? How does the author defend a position? Do you agree with the author's position? Which evidence is used? Sentence, Phrase, Word – Students select one sentence, phrase and word that defines the key ideas.
Informational Text Benchmark - Range of Reading and Level of Text Complexity	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	 Group presentation of multiple articles on a single topic. Compose a persuasive essay defending an opinion by using facts from multiple texts 	 Derive meaning from grade level vocabulary through discussion of context, roots and dictionary usage Student-led small discussion groups focused on a current event article; each group reposts back to the whole. Highlight texts in two colors (each side of an argument)
Informational Text Benchmark - Range of Reading and Level of Text Complexity	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	 Leveled tests to accurately determine a student's reading level Portfolio project of reading reflections and annotated articles 	 Annotate a text individually. As a group vote on the most important sections, sentences, words. Read a cross-curricular current event and discuss how article relates to other courses (science, technology, history, math, foreign language) (†)

WRITING GUIDELINES Grades 5-6

Grades 5 - 6 Writing

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.10 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 7-8.1 - 7-8.5 https://www.catholicschoolstandards.org

Diocesan Writing Standard for Grades 5 and 6: A dynamic Catholic school writing program incorporates various modes of writing (academic and creative) in order to foster skilled writers who, research, draft, revise and produce quality writing to become global citizens, who are prepared for middle and high school expectations in the 21st Century.

- What makes writing worth reading? (†)
- How does writing clarify a writer's thinking?
- How do effective writers hook and hold their readers?
- In what ways does the author create convincing characters?
- How does word choice build credibility and purpose?
- How do writers use evidence and to support their arguments? (†)
- How do writers use technology to share their message?
- How do writers avoid plagiarism?

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.5-6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.5-6.1a 	 Students create a prewrite and then write a multi-paragraph essay that is based on the facts presented in teacher-provided readings. The essay must be factual and not based on opinion. The essay must include claims and counterclaims to support/refute an idea. Write a letter to a local representative examining a 	 Practice ACER Paragraph Structure: Assertion (Opinion), Context (Background on this issue), Evidence (facts that support opinion), Reasoning (explain how facts prove opinion) Students will read and analyze two exemplary essays. Analyze mentor texts that have a strong presentation of evidence.
 Introduce claim(s) and organize the reasons and evidence clearly. 	 challenge within the community and suggesting potential solutions. Academic debate in which two sides analyze the points and counterpoints of a claim. Students research, prepare, and present arguments 	 Pre-read/post read reflections Create a chart in the form of a graphic organized in which an argument is dissected into claims and counterclaims Research a topic and align with one side.
 W.5-6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	 Evaluate a debatable issue. For example, students could point out the strengths and limitations of implementing school uniforms. Create a commercial that discusses the positives and negatives of a debatable issue. Create a Works Cited page cataloging resources for the essay. Annotation an article or essay about a debatable topic. 	 Using resources, students will discover critical information to be cited within an essay to support or refute the claim and counterclaim. Outline key ideas for the essay to establish a clear analysis of an argument. Use peer editing and conferencing skills to analyze and develop the use of evidence in an essay.

Writing Benchmarks - Text Types and	Suggested Assessment:	Sample Instructional Strategy
Purposes	Formative/Summative	
 W.5-6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 	 Outline the main ideas of the essay. Are the topics sentences clear? Is there sufficient information to support the claim in the essay? Can the evidence be supported through the research? Create a draft of the essay which analyzes and explains the claims and counterclaims of an argument 	 Analyze mentor texts. Create and implement a list of transition words Use transition words to clarify the relationships between claims and counterclaims. Use a read aloud of the draft of the essay to determine the development of the essay. Use peer editing and conferencing skills to analyze and develop the ideas in the essay.
 W.5-6.1d ● Establish and maintain a formal/academic style, approach, and form. 	 Edit a piece of informal writing to make it more formal and objective. Review and revise student's own essay to reflect an objective tone 	 Analyze mentor texts to determine a formal and objective tone in an essay. Explain the differences between formal/informal and objective/subjective styles of writing. How are they the same and different? What kinds of words would you find in informal or subjective writing? Write an informal message and convert it to a more formal piece of text.
 W.5-6.1e ● Provide a concluding statement or section that follows from the argument presented. 	 Complete the essay using formal and objective language. After reviewing multiple drafts of an essay students will complete the final editing steps and revision tools to finalize the essay. 	 Analyze mentor texts. Analyze the effectiveness of a concluding paragraph. Why is the paragraph effective or ineffective? Work with a writing partner to finalize an essay

Writing Benchmarks - Text Types and	Suggested Assessment:	Sample Instructional Strategy
Purposes	Formative/Summative	
 W.5-6.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	 Select an informative/explanatory topic, gather research to support the topic, craft an outline of main ideas, sub-points and details, convert into a draft, and revise to produce a final product. 	 Analyze mentor texts in order to discriminate between informative and explanatory text. What are the fundamental differences between the two types of writing? (†)
 W.5-6.2a ■ Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. 	 Use a technology resource to show a linear development of initial ideas or concepts in order to achieve a goal. Create an outline of main ideas, subpoints and details. 	 Choose a topic in which the student selects significant ideas about the concept and places them in a graphic organizer. Organize ideas so that each new idea builds on a previous element in order to create a cohesive final product. (†) Read a model text and create an outline of main ideas, sub-points and details. Implement a visual organizer to place ideas in a hierarchy
 W.5-6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 	 Draft an informative/explanatory essay using gathered details. Compose a Works Cited page 	Gather supporting details to explain or clarify main ideas. Details should include: facts about the topic, definitions for key terms, concrete and specific details, quotations about the topic, and specific examples
 W.5-6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. 	 Incorporate purpose specific transitions into an essay draft. Craft strong topics sentences that reflect the purpose and organization of the essay 	 Introduce transition words or phrases that develop a step-by-step process in a clear manner. Peer edit essay draft focusing on transition usage and incorporation

Writing Benchmarks - Text Types and	Suggested Assessment:	Sample Instructional Strategy
Purposes	Formative/Summative	
 W.5-6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. 	In the essay include specific and precise language that enables a reader to correctly follow the directions and/or main ideas related to the topic.	 Identify key vocabulary words that are essential to understanding the process or explanation of text. Highlight or purposefully designate key vocabulary words and phrases in a meaningful way to focus a reader's attention.
 W.5-6.2e Establish and maintain a formal/academic style, approach, and form. 	 Imitate a mentor text. Craft a concluding paragraph that supports an essay 	 Analyze mentor texts. (†) Identify the key elements in a conclusion.
 W.5-6.2f Provide a concluding statement or section that follows from the information or explanation presented. 	Varied writing assignments including quick writes and journal entries as well as formal publishable essays	Write an informal quick-draft and convert into a formal writing product
 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 	 Draft a story that establishes a conflict, characters, and resolution Create a narrative that incorporates descriptive language and uses a variety of phrases effectively. 	 Analyze mentor texts. Write a story from a different character's point of view (†) Compare and contrast a story from opposing points of view (†) Break a story into sections and ask students to reassemble the work in the correct format

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 	Draft a story that establishes a conflict, characters, and resolution Teacher Reflection	 Analyze mentor texts. (†) Write a story from a different character's point of view Write several flash-drafts and then select one to revise and polish
 W.5-6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	 Peer edit stories Revise and edit stories for publication 	 Analyze mentor texts. Use comic strips as the basis for creating properly formatted dialogue.
 W.5-6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 	 Read a piece of scrambled text and put the text in the correct order. Create a piece of writing in which transitions are omitted. Students complete the essay by filling in the missing words/phrases (selected from a word bank). 	 Analyze mentor texts focusing on transitions. Read a cause and effect essay in order to understand "if/then" statements.
 W.5-6.3d ■ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	 Create a short story that incorporates descriptive language and uses a variety of figurative language devices effectively. 	 Analyze mentor texts. Highlight descriptive language and identify imagery in a text. Identify and explain the different types of figurative language and how they are used effectively in writing.
 Provide a conclusion that follows from the narrated experiences or events. 	 After writing a story, craft an ending that appropriately matches the tone and mood of the story. 	 Analyze mentor texts. (†) Read a story and brainstorm a variety of conclusions. Students will collaborate to write a meaningful ending.

Writing Benchmark - Production and Distribution of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.5-6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 	 Revise an essay for a new audience Convert an essay from informal to formal style Create a poem or song based on an essay 	 Use an outline to build an essay Deconstruct an essay into outline format
 W.5-6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	 Portfolio project which demonstrates all phases of the writing process 	 Work with a writing partner to address teacher-targeted improvement areas Use a rubric to self-assess and revise
 W.5-6.6 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	 Use a digital medium such as the school's weekly parent newsletter or class website to publish polished student work Write a book review and post to a literary website 	 Create a pair-share document online for revision purposes. Project small sections of anonymous student-work onto the board and revise as a class

Writing Benchmark - Research to Build and Present Knowledge	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.5-6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 	 Cross-curricular research project (history or science) (†) Small group presentations of background reading research topics 	 Analyze mentor texts. (†) Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias.
 W.5-6.8 Gather relevant information from multiple print and digital sources Assess the credibility of each source Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 	 Written response assessing a given resource by discussing credibility. Create a Works Cited page listing sources Include in-text citations in written work and presentation slides 	 Focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Use a class-constructed checklist of credibility qualifications to assess resources projected on the board Create a digital notebook of reliable resources
 W.5-6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	 Use quoted and paraphrased examples in informative and persuasive writing. 	 Annotate various articles on a selected topic and create an organized quote log

Writing Benchmarks - Range of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	 Portfolio of journal entries, short- term and long-term work. 	 Keep a digital or written journal of prompts and reading responses

SPEAKING & LISTENING GUIDELINES Grades 5-6

Grades 5 - 6 Speaking and Listening

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 7-8.1 - 7-8.5 https://www.catholicschoolstandards.org

Diocesan Speaking and Listening Standard for Grades 5 and 6: A dynamic Catholic school speaking and listening program incorporates various modes of discussion and language using standard English language in order to foster articulate speakers and active listeners who engage in meaningful conversations for a variety of purposes to become global citizens, who are prepared for middle and high school in the 21st Century.

- How is written language different from spoken language?
- What does it mean to be an active listener?
- What impact does listening have? (†)
- In what ways are ideas communicated orally? (†)
- How does the audience influence how we communicate?
- How can technology be used to communicate with others?

Speaking and Listening Benchmark - Comprehension and Collaboration	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 	 Evaluate students involved in Academic debate. Self-assess and assess group members using a rubric following discussion 	 Collaborative discussions with diverse partners Practice collaborative discussions Following a discussion have the class analyze what went well and what could go better next time
● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	 Teacher will evaluate students engaged in an academic discussion using a rubric/annotations Maintain a pre and post discussion log Teacher Reflection	 Read and annotate articles or stories pertaining to the discussion topic Complete a pre and post discussion reflection log which holds evidence to possible discussion questions Students will pose questions to discern their classmates' understanding of the topic
SL 5-6.1b ● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	 Small group discussion Academic Debate 	Set group guidelines and assign roles for a debate or discussion
● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	 Academic Debate Compose a response to a short speech or film that discusses main ideas and themes and provides specific evidence for support 	 Practice writing questions for speakers by watching videos of short, engaging speeches or silent animated short films

Speaking and Listening Benchmark -	Suggested Assessment:	Sample Instructional Strategy
Comprehension and Collaboration	Formative/Summative	
SL 5-6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	 Following a discussion write a reflection that references new information gleaned and whether or not views have changed based on this information 	Add evidence to a prepared log during and after discussion
 SL 5-6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	Timed speech presentation using a technology to support main ideas	 With a given topic, find and create a log of podcasts, songs, speeches, and charts that enhance understanding. (†) Create a digital presentation to enhance a speech presentation
 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 	 Create a speech that addresses a global social issue that impacts people in a negative way. (†) Students use a rubric to evaluate a persuasive speech and then write a reflection on the effectiveness of the speaker based on the rubric 	 Use a values Continuum (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to measure the effect of evidence used during a presentation Follow the Argument – teacher models how to determine whether the speaker's evidence is credible and if it sufficiently supports the speaker's claims.

Speaking and Listening Benchmark -	Suggested Assessment:	Sample Instructional Strategy
Presentation of Knowledge and Ideas	Formative/Summative	
 SL 5-6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). 	 Informative speech: Students present a speech about a personal interest by using items that reflect their values, thoughts and beliefs. (†) 	 Organize narrative and research information into an outline. Mini-Speeches- Practice informative speaking using single note-card strategy for organization: structured show and tell, learning from a mistake, book review
 SL 5-6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 	 Design a literary 'movie preview' about a book, short story or poem that responds to a variety of open-ended questions. Create an infographic to enhance a cross-curricular presentation 	 Examine several movie previews to identify director's tactics such as music, movement and color to create mood and suspense Compare and contrast several infographics about the same topic to identify how to create an effective presentation aid
 SL 5-6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	 Present a speech to classmates and then adapt to present information to students in a grade several years below. 	 Assign students various scenarios to act out, changing the audience each time (e.g. Tell your mother your friend at school that you pet fish died. Now tell a young child the family's pet fish died. /Ask a parent if you can borrow some money. Now ask a friend if you can borrow some money.)

Teacher Reflection

LANGUAGE
DEVELOPMENT
GUIDELINES
Grades 5-6

Grades 5 - 6 Language Development

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Benchmarks 7-8.1 - 7-8.5 https://www.catholicschoolstandards.org

Diocesan Language Standard for Grades 5 and 6: A dynamic Catholic school writing and language program incorporates various modes of writing and language using standard English language in order to foster skilled writers who draft, revise and produce quality writing to become global citizens, who are prepared for middle and high school expectations in the 21st Century.

- Why do we need grammar?
- How does correct capitalization and spelling impact a reader's understanding of a text?
- Why do writers punctuate?
- How can a reader determine word meanings from roots and context? (†)
- What is a complete thought?

Language Benchmark - Convention of	Suggested Assessment:	Sample Instructional Strategy
Standard English	Formative/Summative	
L.5-6.1		
Demonstrate command of the convention	is of standard English grammar and usage whe	en writing or speaking.
 Ensure that pronouns are in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., unclear or ambiguous antecedents). 	 Edit sample sentences and paragraphs to demonstrate knowledge of grammar rules Compose various written works that reflect correct usage 	 Use student writing samples to model the proofreading process; demonstrate marking the text using techniques. Students use practice sentences to imitate the sentence structures that were taught.
L.5-6.1b Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	 Identify errors within existing sentences and revise Write original sentences that contain correctly written targeted sentence construction. 	 Examine model sentences, and then correct sentences with verb errors (†) Students apply the concept in their own writing through draft revision.
 L.5-6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	 Revise a given paragraph for punctuation and spelling Identify the correct spelling of a word from a class list when given a list of possible spellings Create a personal Word Wall that emphasize words that each student needs to know to be successful in a wide variety of classes 	 Share model sentences. Create a model together with the teacher. Use Word Walls for correctly spelling key words and special vocabulary

Language Benchmark - Knowledge of Language	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	Demonstrate correct usage within a final draft of written work and during presentations	Read and revise texts that contain errors in conventions
 Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. 	Students will edit short pieces of writing to demonstrate proficiency in verb usage	 Create and provide a feedback form that names specific sentence construction patterns for use by students during the peer editing process Have a short revising or editing conference to review or reteach concept as needed Revise a passively written paragraph to active voice
L.5-6.3b Maintain consistancy in ctyle and		
 Maintain consistency in style and tone. 		

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
■ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.	Use context clues, word roots and resources to determine the meaning of an unknown word	 Create A-Z charts in the vocabulary section of their notebooks Comic strips incorporating new vocabulary Visuals to represent the key concepts (†) Vocabulary Matrix (Positive/Negative; Informal/Formal)
 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 	Identify context clues that lead to the meaning of a word	 A – Z Chart. Students should list all the words that come to mind when you think of a given topic in a piece of writing. List the words in the A-Z boxes. Students will look for signal words that are clues to text structure Highlight clues in text that can lead to a word's meaning
 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 	 Match a Greek or Latin root to correct meaning Given an unknown word containing a Greek or Latin root, create an educated definition 	 Create a personal Greek and Latin Root dictionary († Design a gradient word box using interrelated groupings using several "anchor words" to aid students in learning other words along the continuum Use context clues within a sentence to determine the meaning

Teacher Reflection

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 	Use reference materials to determine the differences in meaning and usage of a word.	 Clarify meanings of words or chunks of text Students can use cloze passages that offer context clues Students will use online resources to investigate new vocabulary
L.5-6.4d ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Compare a self-determined definition to a researched definition	 Understand the differences between connotation and denotation Underline or highlight context clues to help determine the meaning of a word Use a dictionary or online resource to check a self-determined definition
 L.5-6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	 identify types of figurative language (e.g. metaphors, similes, hyperbole, personification) 	 Utilize texts and literary online resources to identify definitions and purpose of figurative language
L.5-6.5a● Interpret figures of speech (e.g., personification) in context.	Identify examples of figurative language in a text and explain author's purpose in using figures of speech	 Students use post-it notes or mark a copy of the text to make note of figurative language. Students design drawings of metaphors, similes, oxymoron, to demonstrate their understanding. Students will annotate the text to demonstrate their understanding of figures of speech in context and their role in the text. (†)

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Use the relationship between words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty). 	 Students will select words from a Semantic Gradient to fill in the blanks in a passage that provides context clues. Explain the significance of the denotation and connotation in given words 	 Semantic Gradient (Most negative to most positive or most basic to most advanced; must include anchor words) Students will select words from a teacher-provided word box, place them in order along a Semantic Gradient Students work in pairs to act out the difference between the denotation and connotation of words within a selection
 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	Compose a final draft assignment that demonstrates correct usage of given vocabulary.	 Create a portable Word Wall – List all the words that could describe the characters in XYZ story. Students will contribute to a Word Wall that emphasizes key vocabulary words that are necessary in a variety of subject areas Class Word of the Day connects to the readings, roots and themes studied in class Students will create a personalized dictionary to record and learn key vocabulary words for academic and domain-specific words

Teacher notes and comments:

READING LITERATURE GUIDELINES Grades 7-8

Grades 7 - 8 Reading Literature

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Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 7 and 8: A dynamic Catholic school reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate *different* perspectives, become global and compassionate citizens, and to be prepared for high school expectations in the 21st Century.

- How does a reader use the details of a story to understand and draw inferences about the main ideas, theme, characters, plot and setting?
- How does reading influence perspective and behavior? (†)
- How does the Catholic faith play a role in how students perceive literary themes, characters, and symbols? (†)
- What strategies do readers use to reflect and respond to literature?
- How does being able to recognize literary devices help the reader to appreciate literature?
- How does literature reflect the time period in which it is written?
- How does reading help the student become a critical thinker?
- How does reading literature help to build a global community? (†)

Literature Benchmarks - Key Ideas and Details	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Read closely to determine what the text says explicitly and implicitly Make logical inferences and relevant connections from the text Cite specific textual evidence when writing and speaking. 	 Annotate the text Gather accurate textual evidence and provide citations Read and respond to a "cold read" of a text with sufficient background to understand the material. Cloze exercise using academic vocabulary. 	 Somebody Wanted But So Think Aloud (Teacher) Jigsaw a text 4*3*2*1 Summary* Scaffolding text Close Reading Journal Prompts Notice and Note Graphic Organizer
 RL.7-8.2 Determine central ideas and themes of a text and analyze their development Summarize the key supporting details and ideas. 	 Identify central theme with supporting textual evidence Comic strip retelling to connect morals to themes (†) Scrapbook 	 Research and present a piece of art that reflects a similar theme to that of the text (†) Pattern-Finding – how is the text organized? Descriptive? Narrative? Students must explain the organization of the text. Timeline of key events and cited textual evidence
 RL 7-8.3 Analyze how and why characters, events, and ideas develop. 	 Digital Collage Personal Journal article written in the voice of a character to reflect ideas, feelings and reactions to events RAFT (Role, Audience, Format, Topic) 	 Use Venn Diagrams to compare and contrast complex characters. Literary Mandala* Generate a list of characters from other stories or genres with similar traits (†) Create a mock-social media page reflecting a character's traits and key events Construct a plot diagram

Literature Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Petermine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings Analyze the impact of specific word choices on purpose and tone, including analogies and allusions 	 Literary Devices Booklet Write a poem using figurative language Create a new product and develop a marketing plan 	 Analogy prompts Identify and explain figurative language in texts Using figurative language, create a poem to evoke specific emotion; then alter word choice to evoke a different emotion. Example; non example. Concept Circle (Four Key Vocabulary Words) that reflects the relationships between and among the words within a story to show mood and tone.
 RL.7-8.5 Compare and contrast the main literary elements of two or more texts Analyze how the differing elements of each text contribute to its purpose. Evaluate how stylistic devices affect the meaning of the story 	 Essay using specific text examples Annotate text Socratic Seminar Teacher Reflection	 Use a graphic organizer to illustrate similarities and differences Create a set of vignettes that accurately reflect the author's choices about text structure and manipulation of time and its effects TP-CASTT (Title, Paraphrase, Connotation, Attitude, Shifts, Title, Theme)
 Analyze how differences in the points of view of the characters and the reader create effects such as suspense or humor. 	 Create a story that reflects an understanding of a different character's perspective Using cultural background, students will include elements of the cultural awareness in their explanation of the text. 	 Select and explain different selections of art that reveal a unique point of view that is reflected in the text (†) Generate text to world connections that reveal a deeper understanding of a story (†) STEAL (Speech, Thoughts, Effect on Others, Actions, Looks) Graphic organizer Slide presentation

Literature Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Evaluate the choices made by directors and actors, analyzing the extent to which a filmed or live production stays faithful to or departs from the text or script. 	 Write a movie review (critique) essay citing comparison examples from the story and film Create a movie trailer 	 Chart differences in the film and text Critique Corner: Why did the director make specific choices? Literature Circle Discussion Topics: How are emotions raised by a work of art different from typical human emotions? Do photographs ever lie? Do photographs always tell the truth? How is the creative process in art similar to the creative process in science?
 Analyze and reflect on how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the New American Bible Describe how classic motifs within a text are rendered new. 	 Slide-show presentation on origin of specific literary allusions (Biblical, mythological) Compare and contrast a poem with a piece of text or work of art (†) 	 Create a modern day parable (†) Graphic organizer Photostory Craft a personal top-seller list featuring themes, plot structure and character types based on student research. Teacher Reflection

Literature Benchmarks - Range of Reading and Level of Text Complexity Standard	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above 	Leveled tests to accurately determine a student's reading level and proficiency in understanding/comprehending the text	 Graphic organizer Reading Journal – Use the left half of the paper to note key ideas and vocabulary from the text and the right half of the paper to generate questions or reflections. Ask grade level text-dependent questions Pair non-fiction text with fictional text

READING INFORMATIONAL TEXT GUIDELINES Grades 7-8

Grades 7-8 Reading Informational Text

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Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 7-8.1 - 7-8.10 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 7 and 8: A dynamic Catholic school's reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate *different* perspectives, become global and compassionate citizens, and to be prepared for high school expectations in the 21st Century.

- How does reading inform and shape the student's understanding of the diverse world? (†)
- How does the reader connect information on the same topic using various texts?
- How can the reader use context clues to understand vocabulary?
- How can he reader determine the author's purpose?
- What strategies do authors use to craft a claim?
- How do writers influence the social, political, and religious ideas of the time in which they live? (†)
- How do writers use language and style to achieve a specific purpose?

Informational Text Benchmarks - Key Ideas and Details	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Cite textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly Support inferences drawn from the text using specific evidence 	 Develop an objective summary of a piece of text (Ten Percent Summary*) Annotate a text Create a set of prediction questions to generate student thinking. MLA Outline of main and supporting ideas in an article Dialectical Journal* 	 Close Reading – annotate the text Ten Percent Summary* Double Entry Journal Skimming and Scanning – Skimming is getting an overview; scanning is looking for specific information. ACER – State a text-based Assertion (opinion), note the Context (background information) used to arrive at the assertion, note the Evidence in the text used to generate the inference. Explain the Reason the text supports the assertion. Journal Prompts
 Potermine a central idea of a text Analyze the development of an author's purpose over the course of the text, including its relationship to supporting ideas Provide an objective summary of the text. 	 Annotate the text Create an objective summary of the text Ten Percent Summary* Open note quiz on annotated article Evaluate an article for academic purpose based on: resource, authorship, language usage and bias 	 Use graphic organizers to analyze in detail the central idea of the text Pattern-Finding – how is the text organized? Classification? Cause and effect? Compare and contrast? Process? Explain the organization of the text. Delete, Substitute, Keep* Word, Phrase, Sentence

Informational Text	Suggested Assessment:	Sample Instructional Strategy
Benchmarks - Key Ideas and Details	Formative/Summative	
 Analyze how a text makes connections among and distinctions between individuals, ideas, or events Identify an author's use of comparisons, analogies, or categories to achieve a goal 	 Debate using specific evidence Read a passage and determine the author's purpose Venn Diagram with rubric Unit Test with Constructed Response Teacher Reflection	 Reassemble Scrambled Text Create a Quiz – Students must develop questions about main ideas, vocabulary, inferences, etc. Change in Purpose Rewrite– What if an author meant to persuade rather than inform the audience? How would that change the text? Close read In what order are the points made? How are the points introduced and developed? How does the author skillfully connect the various points? How does the author summarize his/her point in the conclusion?
Informational Text Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Potermine the meaning of words and phrases as they are used in a text, including figurative Compare denotative and connotative meanings Analyze the impact of specific word choices on meaning and tone Identify examples of analogies and allusions 	 Create a new product and develop a marketing plan using figurative and emotional language Write an analysis paragraph about a print-ad; use specific examples of word choice to support claims. 	 Write slogans to recruit attendees for an event or cause (†) Create Analogies using vocabulary from text Create a Word Cloud Analyze Propaganda Posters. What symbols are commonly used? Why? Concept Circles (Four Key Vocabulary Words) that reflects the relationships between and among the words within a text to show mood and tone.

Informational Text Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Analyze the structure an author uses to organize a specific paragraph in a text Identify the role of particular sentences an author uses to develop a key concept. 	 Make a booklet about 5 rules that you think are important. Analysis of a nonfiction article that corresponds to a piece of literature that was read in class 	 Reading Journal – Use the left half of the paper to note key ideas from the text and the right half of the paper to generate questions or reflections Annotate an article and create a main idea/supporting idea outline Online Discussion Forum using specific examples from a text
 RI.7-8.6 Determine an author's point of view or purpose in a text Analyze how an author acknowledges and responds to conflicting viewpoints 	 Student will read an article. Then, he/she change the point of view from objective to pro or con Venn diagram comparing two articles' perspectives on the same topic 	 Evidence log: 2 column chart recording evidence provided for each side of an argument Investigate other articles about the same topic to determine if the conclusion is the same. Response paper – Students take the opposing view-point and write counterarguments.

Informational Text Benchmarks -	Suggested Assessment:	Sample Instructional Strategy
Integration of Knowledge and Ideas	Formative/Summative	
 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, multimedia) to present a particular topic. 	 Comparative Analysis Essay – How is the word choice similar/different? How does the text structure change for different audiences? What symbols are used most frequently? How does the creator use meaning or tone to illustrate a point or support an argument? Create an info graphic 	 OPTIC* Venn diagram: Compare and contrast print resources to online resources Examine info graphics and discuss pros and cons for inclusion or exclusion of context
 Pelineate and evaluate the argument and specific claims in a text Assess whether the reasoning is sound and the evidence is relevant and sufficient Recognize when irrelevant evidence is introduced. 	 Deconstruct an argument. In an outline cite textual evidence that strongly supports each main part of an argument. Determine the central idea and how it evolves over the text. Logos/Pathos chart: Identify when the author is using facts and logic and when the author is making an emotional appeal through language 	 Question the Author. What is the author's thesis? How does the author defend a position? Do you agree with the author's position? Which evidence is most effective? Sentence, Phrase, Word – Students select one sentence, phrase and word that defines the key ideas. SOAPSTONE (Speaker, Occasion, Audience, Purpose, Subject, Tone) Create a Found Poem that reflects the central ideas, themes and goals of the historical piece of writing.
Informational Text Benchmark - Range	Suggested Assessment:	Sample Instructional Strategy
of Reading and Level of Text Complexity	Formative/Summative	
 Analyze and reflect on two or more texts that provide conflicting information on the same topic Delineate matters of fact or opinion 	 Group presentation of multiple articles on a single topic. Compose a persuasive essay defending an opinion by using facts from multiple texts 	 Derive meaning from grade level vocabulary through discussion of context, roots and dictionary usage Student-led small discussion groups focused on a current event article; each group reposts back to the whole. Highlight texts in two colors (each side of an argument)

Informational Text Benchmark - Range of Reading and Level of Text Complexity	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above.	 Leveled tests to accurately determine a student's reading level Portfolio project of reading reflections and annotated articles 	 Annotate a text individually. As a group vote on the most important sections, sentences, words. Read a cross-curricular current event and discuss how article relates to other courses (science, technology, history, math, foreign language)

WRITING GUIDELINES Grades 7-8

Grades 7 - 8 Writing

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.10 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Writing Standard for Grades 7 and 8: A dynamic Catholic school writing program incorporates various modes of writing (academic and creative) in order to foster skilled writers who research, draft, revise and produce quality writing to become global citizens, who are prepared for high school expectations in the 21st Century.

- What makes writing worth reading? (†)
- How does writing clarify a writer's thinking?
- How do effective writers hook and hold their readers?
- In what ways does the author create convincing characters?
- How does word choice build credibility and purpose?
- How do writers use evidence and research to support their arguments? (†)
- How do writers use technology to share their message?
- What makes a source credible?
- How do writers avoid plagiarism?

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
W.7-8.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Students create a prewrite and then write a multi-paragraph essay that is based on the facts presented in teacher-provided readings. The essay must be factual and not based on opinion. The essay must include claims and counterclaims to support/refute an idea.	 Practice ACER Paragraph Structure: Assertion (Opinion), Context (Background on this issue), Evidence (facts that support opinion), Reasoning (explain how facts prove opinion) Students will read and analyze two exemplary essays.
 W.7-8.1a Identify relevant evidence. Recognize multiple positions on an issue 	 Write a letter to a local representative examining a challenge within the community and suggesting potential solutions. Academic debate in which two sides analyze the points and counterpoints of a claim. Students research and prepare arguments for both sides but only debate on a side given on the day of the debate. 	 Analyze mentor texts that have a strong presentation of evidence. Pre-read/post read reflections Create a chart in the form of a graphic organized in which an argument is dissected into claims and counterclaims Research a topic and align with one side.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.1b Support claim(s) with logical reasoning and relevant evidence Use accurate, credible sources to support an argument Cite information in text and on a Works Cited page Demonstrate an understanding of a topic or text 	 Evaluate a debatable issue. For example, students could point out the strengths and limitations of implementing school uniforms. Write an essay that discusses the positives and negatives of a debatable issue. Create a Works Cited page cataloging resources for the essay. Annotation an article or essay about a debatable topic, analyzing the strengths and limitations of both the claims and the counterclaims using a graphic organizer. 	 Using resources, students will discover critical information to be cited within an essay to support or refute the claim and counterclaim. Students learn to cite information using MLA styling formats Outline key ideas for the essay to establish a clear analysis of an argument. Use a presentation tool to visually develop key ideas that can be used to support the claim or counterclaim. Use peer editing and conferencing skills to analyze and develop the use of evidence in an essay.
 Clarify the relationship between the claim and the evidence. Incorporate effective transitions that link major sections of the text 	 Outline the main ideas of the essay. Are the topics sentences clear? Is there sufficient information to support the claim in the essay? Can the evidence be supported through the research? Create a draft of the essay which analyzes and explains the claims and counterclaims of an argument 	 Analyze mentor texts. (†) Create and implement a list of transition words Use transition words to clarify the relationships between claims and counterclaims. Use a read aloud of the draft of the essay to determine the development of the essay. Use peer editing and conferencing skills to analyze and develop the ideas in the essay.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.1d Maintain an objective tone when presenting an argument. Establish and maintain a formal style of writing. 	 Edit a piece of informal writing to make it more formal and objective. Review and revise student's own essay to reflect an objective tone Teacher Reflection 	 Analyze mentor texts to determine a formal and objective tone in an essay. Explain the differences between formal/informal and objective/subjective styles of writing. How are they the same and different? What kinds of words would you find in informal or subjective writing? Write an informal message and convert it to a more formal piece of text.
 W.7-8.1e Close an argument using elements presented as the claims and points of the argument. Polish an essay to reflect clarity of claim and supporting evidence 	 Complete the essay using formal and objective language. After reviewing multiple drafts of an essay students will complete the final editing steps and revision tools to finalize the essay. 	 Analyze mentor texts. Analyze the effectiveness of a concluding paragraph. Why is the paragraph effective or ineffective? Work with a writing partner to finalize an essay
 W.7-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	 Select an informative/explanatory topic, gather research to support the topic, craft an outline of main ideas, sub-points and details, convert into a draft, and revise to produce a final product. 	 Analyze mentor texts in order to discriminate between informative and explanatory text. What are the fundamental differences between the two types of writing?

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.2a Introduce a topic and organize the supporting ideas in a coherent manner. Identify the structure of an explanatory/informative text. Use multimedia and/or graphics to aid in understanding. W.7-8.2b Develop a topic with relevant and meaningful information. Be sure to fully incorporate key facts, 	Purposes 7-8.2a Introduce a topic and organize the supporting ideas in a coherent manner. Identify the structure of an explanatory/informative text. Use multimedia and/or graphics to aid in understanding. Teacher Reflection Formative/Summative • Use a technology resource to show a linear development of initial ideas or concepts in order to achieve a goal. • Create an outline of main ideas, subpoints and details. Teacher Reflection Teacher Reflection • Draft an informative/explanatory essay using gathered details. • Compose a Works Cited page	 Choose a topic in which the student selects significant ideas about the concept and places them in a graphic organizer. Organize ideas so that each new idea builds on a previous element in order to create a cohesive final product. Read a model text and create an outline of main ideas, sub-points and details. Implement a visual organizer to place ideas in a hierarchy Gather supporting details to explain or clarify main ideas. Details should include: facts about the topic, definitions for key terms, concrete and
 quotations and other important information to properly educate your reader. Incorporate multiple sources in a meaningful way 		 specific details, quotations about the topic, and specific examples Cite resources using MLA format
 W.7-8.2c Use transitions to help to explain the relationships between the topic and the ideas. Explains the connections between ideas. Uses purpose specific language. 	 Incorporate purpose specific transitions into an essay draft. Craft strong topics sentences that reflect the purpose and organization of the essay 	 Introduce transition words or phrases that develop a step-by-step process in a clear manner. Peer edit essay draft focusing on transition usage and incorporation

Writing Benchmarks - Text Types and Purposes W.7-8.2d • Use precise language. • Incorporate academic vocabulary.	Suggested Assessment: Formative/Summative In the essay include specific and precise language that enables a reader to correctly follow the directions and/or main ideas related to the topic.	 Sample Instructional Strategy Identify key vocabulary words that are essential to understanding the process or explanation of text. Highlight or purposefully designate key vocabulary words and phrases in a meaningful way to focus a reader's attention.
 W.7-8.2e Provide a strong conclusion that supports the information presented in the text. 	 Imitate a mentor text. Craft a concluding paragraph that supports an essay 	 Analyze mentor texts. Identify the key elements in a conclusion. Annotate the sentences to describe the purpose of each statement.
 W.7-8.2f Establish and maintain a formal and objective style of writing. Write using standard and formal English conventions. 	Varied writing assignments including quick writes and journal entries as well as formal publishable essays	Write an informal quick-draft and convert into a formal writing product

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	 Draft a story that establishes a conflict, characters, and resolution Create a narrative that incorporates descriptive language and uses a variety of phrases effectively. 	 Analyze mentor texts. Write a story from a different character's point of view (†) Compare and contrast a story from opposing points of view (†) Break a story into sections and ask students to reassemble the work in the correct format
 W.7-8.3a Apply the writing process to produce a draft. Establish a context for the story. Determine the point of view. Sequence the events in a logical and natural way. Establish the conflict in the story. Introduce a narrator and characters that engage with one another in the story. 	Draft a story that establishes a conflict, characters, and resolution Teacher Reflection	 Analyze mentor texts. Write a story from a different character's point of view Write several flash-drafts and then select one to revise and polish
 W.7-8.3b Use narrative techniques to develop events and characters. Include dialogue, description and reflection to enhance the story. Adjust word choice to build tension in the story. 	 Peer edit stories Revise and edit stories for publication 	 Analyze mentor texts. (†) Use comic strips as the basis for creating properly formatted dialogue.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.3c Use a variety of techniques to sequence events. Incorporate transition words, phrases and clauses. 	 Read a piece of scrambled text and put the text in the correct order. Create a piece of writing in which transitions are omitted. Students complete the essay by filling in the missing words/phrases (selected from a word bank). 	 Analyze mentor texts focusing on transitions. Read a cause and effect essay in order to understand "if/then" statements.
 W.7-8.3d Use precise words, details and sensory language to enhance the visualization for the reader. Incorporate figurative language including similes, metaphors, personification and alliteration 	 Create a short story that incorporates descriptive language and uses a variety of figurative language devices effectively. 	 Analyze mentor texts. Highlight descriptive language and identify imagery in a text. Identify and explain the different types of figurative language and how they are used effectively in writing.
 W.7-8.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	 After writing a story, craft an ending that appropriately matches the tone and mood of the story. 	 Analyze mentor texts. Read a story and brainstorm a variety of conclusions. Students will collaborate to write a meaningful ending.

Writing Benchmark - Production and Distribution of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	 Revise an essay for a new audience Convert an essay from informal to formal style Create a poem or song based on an essay 	 Use an outline to build an essay Deconstruct an essay into outline format
 W.7-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	Portfolio project which demonstrates all phases of the writing process	 Work with a writing partner to address teacher-targeted improvement areas Use a rubric to self-assess and revise
 W.7-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others 	 Use a digital medium such as the school's weekly parent newsletter or class website to publish polished student work Write a book review and post to a literary website 	 Create a pair-share document online for revision purposes. Project small sections of anonymous student-work onto the board and revise as a class
Writing Benchmark - Research to Build and Present Knowledge	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.7 Conduct short as well as more sustained research projects Utilizing an inquiry-based research process, based on focused questions Demonstrate understanding of the subject under investigation. 	 Cross-curricular research project (history or science) (†) Small group presentations of background reading research topics 	 Analyze mentor texts. Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias.

Writing Benchmark - Research to Build and Present Knowledge	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.8 Gather relevant information from multiple print and digital sources Assess the credibility and accuracy of resources Integrate research information into original writing while avoiding plagiarism. W.7-8.9 Draw evidence from literary or 	 Written response assessing a given resource by discussing credibility. Create a Works Cited page using a given citation style (MLA) Include in-text citations in written work and presentation slides Use quoted and paraphrased examples in informative and persuasive writing. 	 Focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Use a class-constructed checklist of credibility qualifications to assess resources projected on the board Create a digital notebook of reliable resources Build an MLA Works Cited Page according to the stylebook Annotate various articles on a selected topic and create an organized quote log
informational texts to support reflection, and research	p or a manage	
Writing Benchmarks - Range of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.7-8.10 Write routinely over extended and shorter time frames. Write for a range of tasks, purposes, and audiences. 	Portfolio of journal entries, short- term and long-term work. (†)	Keep a journal of prompts and reading responses

SPEAKING & LISTENING GUIDELINES Grades 7-8

Grades 7-8 Speaking and Listening

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.10 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 7-8.1 - 7-8.5 https://www.catholicschoolstandards.org

Diocesan Speaking and Listening Standard for Grades 7 and 8: A dynamic Catholic school speaking and listening program incorporates various modes of discussion and language using standard English language in order to foster articulate speakers and active listeners who engage in meaningful conversations for a variety of purposes to become global citizens, who are prepared for high school in the 21st Century.

- How is written language different from spoken language?
- What does it mean to be an active listener?
- What impact does listening have? (†)
- In what ways are ideas communicated orally? (†)
- How does the audience influence how we communicate?
- How can technology be used to communicate with others?

Speaking and Listening Benchmark -	Suggested Assessment:	Sample Instructional Strategy
 Comprehension and Collaboration SL 7-8.1 Prepare to engage in conversation with one or more participants. Participate effectively in a range of conversations and collaborations with diverse partners Build on others' ideas Expressing informed opinion clearly and persuasively. 	 Formative/Summative Evaluate students involved in Socratic Seminar or Academic debate. Self-assess and assess group members using a rubric following discussion 	 Collaborative discussions with diverse partners Socratic Seminar Practice collaborative discussions (†) Following a discussion have the class analyze what went well and what could go better next time
 SL 7-8.1a Prepare for a discussion by reading and researching the material under investigation. Refer to evidence from texts and other research on the topic or issue to encourage an active exchange of ideas. 	 Teacher will evaluate students engaged in a Socratic Seminar using a rubric/annotations Maintain a pre and post discussion log 	 Read and annotate articles or stories pertaining to the discussion topic Complete a pre and post discussion reflection log which holds evidence to possible discussion questions Students will pose significant questions to discern their classmates' understanding of the topic

Teacher Reflection

Speaking and Listening Benchmark - Comprehension and Collaboration	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 SL 7-8.1b Follow the rules for collegial discussions and decision-making Establish clear goals and deadlines, and individual roles as needed. 	 Socratic Seminar Academic Debate 	Set group guidelines and assign roles for a debate or discussion
 SL 7-8.1c Pose questions that connect the ideas of several speakers Respond to questions and comments with relevant evidence, observations, and ideas 	 Socratic Seminar Academic Debate Compose a response to a short speech or film that discusses main ideas and themes and provides specific evidence for support 	 Practice writing questions for speakers by watching videos of short, engaging speeches or silent animated short films
 SL 7-8.1d Acknowledge new information expressed by others Justify views in light of the evidence presented. 	 Following a discussion write a reflection that references new information gleaned and whether or not views have changed based on this information 	Add evidence to a prepared log during and after discussion
 Evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate a variety of information resources into a presentation. 	Timed speech presentation using a technology to support main ideas	 With a given topic, find and create a log of podcasts, songs, speeches, and charts that enhance understanding. (†) Create a digital presentation to enhance a speech presentation
SL 7-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	 Create a speech that addresses a global social issue that impacts people in a negative way. (†) Students use a rubric to evaluate a persuasive speech and then write a reflection on the effectiveness of the speaker based on the rubric 	 Use a values Continuum (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to measure the effect of evidence used during a presentation Follow the Argument – teacher models how to determine whether the speaker's evidence is credible and if it sufficiently supports the speaker's claims.

Speaking and Listening Benchmark - Presentation of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 SL 7-8.4 Organize and present information, research, and supporting evidence so that listeners can follow the line of reasoning. Present information in a style appropriate to task, purpose, and audience. 	 Informative speech: Students present a speech about a personal interest by using items that reflect their values, thoughts and beliefs. (†) 	 Organize narrative and research information into an outline. Mini-Speeches- Practice informative speaking using single notecard strategy for organization: structured show and tell, learning from a mistake, book review
 SL 7-8.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 	 Design a literary 'movie preview' about a book, short story or poem that responds to a variety of open-ended questions. Create an infographic to enhance a cross-curricular presentation 	 Examine several movie previews to identify director's tactics such as music, movement and color to create mood and suspense Compare and contrast several infographics about the same topic to identify how to create an effective presentation aid
 SL 7-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	Present a speech to classmates and then adapt to present information to students in a grade several years below.	 Assign students various scenarios to act out, changing the audience each time (e.g.: Tell your mother your friend at school that you pet fish died. Now tell a young child the family's pet fish died. /Ask a parent if you can borrow some money. Now ask a friend if you can borrow some money.)

LANGUAGE GUIDELINES Grades 7-8

Grades 7-8 Language Standards

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Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 7-8.1 - 7-8.5 https://www.catholicschoolstandards.org

Diocesan Language Standard for Grades 7 and 8: A dynamic Catholic school writing and language program incorporates various modes of writing and language using standard English language in order to foster skilled writers who draft, revise and produce quality writing to become global citizens, who are prepared for high school expectations in the 21st Century.

- How can a reader determine word meanings from roots and context? (†)
- To what extent do conventions of language impact communication?
- How does punctuation influence a message?
- How does a writer's sentence structure influence a reader's understanding of a text?
- Why do we need grammar?

Language Benchmark - Convention of Standard English	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
L.7-8.1 Demonstrate command of the convention	ns of standard English grammar and usage whe	en writing or speaking.
 Explain the function of verbals (gerunds, participles, infinitives) and their functions Form and use verbs in Active and Passive voice Form and use verbs in the indicative, interpretative panditional 	 Edit sample sentences and paragraphs to demonstrate knowledge of grammar rules Compose various written works that reflect correct usage Teacher Reflection	 Use student writing samples to model the proofreading process; demonstrate marking the text using techniques. Students use practice sentences to imitate the sentence structures that were taught.
imperative, interrogative, conditional, and subjective moods		
 Recognize and correct inappropriate shifts in verb voice, tense, and mood 	 Identify errors within existing sentences and revise Write original sentences that contain correctly written targeted sentence construction 	 Examine model sentences, and then correct sentences with verb errors (†) Students apply the concept in their own writing through draft revision.
 L.7-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct punctuation including comma, ellipses (to indicate an omission), and dash to indicate pause or break 	 Revise a given paragraph for punctuation and spelling Identify the correct spelling of a word from a class list when given a list of possible spellings Create a personal Word Wall that emphasize words that each student needs to know to be successful in a wide variety of classes 	 Share model sentences. Create a model together with the teacher. (†) Use Word Walls for correctly spelling key words and special vocabulary

Language Benchmark - Knowledge of Language	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 L.7-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	Demonstrate correct usage within a final draft of written work and during presentations	Read and revise texts that contain errors in conventions
 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact). 	Students will edit short pieces of writing to demonstrate proficiency in verb usage	 Create and provide a feedback form that names specific sentence construction patterns for use by students during the peer editing process Have a short revising or editing conference to review or reteach concept as needed Revise a passively written paragraph to active voice
Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
■ Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	Use context clues, word roots and resources to determine the meaning of an unknown word Teacher Reflection	 Create simple A-Z charts in the vocabulary section of their notebooks, or they may staple A - Z chart handouts into their notebooks to use as an ongoing vocabulary reference source. Comic strips incorporating new vocabulary Use visuals to represent the key concept in a word. Vocabulary Matrix (Positive/Negative; Informal/Formal)

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 	Identify context clues that lead to the meaning of a word Teacher Reflection	 A – Z Chart. Students should list all the words that come to mind when you think of a given topic in a piece of writing. List the words in the A-Z boxes. Students will look for signal words that are clues to text structure Highlight clues in text that can lead to a word's meaning
 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). 	 Match a Greek or Latin root to correct meaning Given an unknown word containing a Greek or Latin root, create an educated definition 	 Create a personal Greek and Latin Root dictionary Design a gradient word box using interrelated groupings using several "anchor words" to aid students in learning other words along the continuum Use context clues within a sentence to determine the meaning or a word containing a Greek or Latin root
 L.7-8.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 	Use reference materials to determine the differences in meaning and usage of a word.	 Clarify meanings of words or chunks of text Students can use cloze passages that offer context clues Students will use online resources to investigate new vocabulary
 L.7-8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	Compare a self-determined definition to a researched definition	 Understand the differences between connotation and denotation Underline or highlight context clues to help determine the meaning of a word Use a dictionary or online resource to check a self-determined definition

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
L.7-8.5 Demonstrate understanding	ng of figurative language, word relationships, and	d nuances in word meanings.
L.7-8.5a● Interpret figures of speech (e.g. verbal irony, puns) in context.	 Identify examples of figurative language in a text and explain author's purpose in using figures of speech Teacher Reflection 	 Students will use post-it notes or mark a copy of the text to make note of figurative language. Students will design drawings of metaphors, similes, oxymoron, to demonstrate their understanding of the concept Students will annotate the text to demonstrate their understanding of figures of speech in context and their role in the text.
 Use the relationship between words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 	 Students will select words from a Semantic Gradient to fill in the blanks in a passage that provides context clues. Explain the significance of the denotation and connotation in given words 	 Semantic Gradient (Most negative to most positive or most basic to most advanced; must include anchor words) Students will select words from a teacher-provided word box, place them in order along a Semantic Gradient Students work in pairs to act out the difference between the denotation and connotation of words within a selection

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. 	Compose a final draft assignment that demonstrates correct usage of given vocabulary.	 Create a portable Word Wall – List all the words that could describe the characters in XYZ story. Students will contribute to a Word Wall that emphasizes key vocabulary words that are necessary in a variety of subject areas Class Word of the Day connects to the readings, roots and themes studied in class Students will create a personalized dictionary to record and learn key vocabulary words for academic and domain-specific words

Teacher Comments and Reflection:

ENGLISH LANGUAGE ARTS CURRCIULUM GUIDELINES SECONDARY SCHOOL GRADES 9-12 Introduction

The skills-based curriculum recognizes that the course offerings in each diocesan high school vary with regard to content reading selections and historical periods; however, the skills should be integrated regardless of reading selections to ensure the implementation of the mission, vision, and goals upon which this curriculum was created. The three-column design reflects *Benchmarks*, *Suggested and Formative Assessments*, and *Sample Instructional Strategies*. Benchmarks include all aspects of English Language Arts: Reading Literature (RL); Reading Informational Text (RI); Writing (W); Speaking/Listening (SL); and Language (L). Crosses represent opportunities for teachers to incorporate Catholic teachings and Gospel values in their lessons.

Key

- Reading Literature (RL)
- Reading Informational Literature (RI)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)
- The cross (†) indicates a suggestion for implementing Catholic teachings in the lesson.
- The asterisk (*) indicates teacher resources that can be found in the appendix of this document.

READEING LITERATURE GUIDELINES Grades 9-10

Grades 9 - 10 Reading Literature

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 9 and 10: A dynamic Catholic high school reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate *different* perspectives, become global and compassionate citizens, and to be prepared for college and career expectations in the 21st Century.

- How does a reader use the details of a story or drama to understand and draw inferences about the text?
- How does reading influence the student's perspective and behavior?
- How can the reader determine word meanings from context?
- How do authors employ literary devices in a piece of literature? (†)
- How does the Catholic faith play a role in how the student perceives literary themes, motifs, characters, and symbols? (†)
- How do readers reflect and respond?
- How does being able to recognize literary devices help the reader understand literature?
- How does literature reflect the time period in which it is written?
- What makes a work of literature timeless and worth reading? (†)

Literature Benchmarks - Key Ideas and Details	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RL.9-10.1 Summarize a piece of text without adding opinion Prioritize the essential ideas in a text Cite textual evidence that supports the analysis and inferences included in the text 	 Annotate the text Gather accurate textual evidence and provide citations Read and respond to a "cold read" of an article in which the students have sufficient background to understand the material. Cloze exercise using academic vocabulary. 	 Somebody Wanted But So Think Aloud (Teacher) Jigsaw an article 4*3*2*1 Summary* Scaffolding text Close Reading Journal Prompts Double Entry Journal
 RL.9-10.2 Analyze ideas and recurring themes found in texts across traditional and contemporary works Determine the theme in texts by analyzing the central ideas that the author emphasizes Differentiate between fact and opinion 	 Identify central theme with supporting textual evidence Comic strip retelling to demonstrate literary elements, devices and technique (ex: irony, foreshadowing, figurative language, etc.) Scrapbook Analyze a political cartoon to connect morals to themes (†) 	 Research and present a piece of art that reflects a similar theme to that of the text (†) Pattern-Finding – how is the text organized? Descriptive? Narrative? Definition? Students must explain the organization of the text.
 RL.9-10.3 Analyze characterization to reveal an accurate understanding of the character (actions and dialogue) Examine how the character in a story drives the plot and develops the theme 	 Digital Collage Blog or journal entry written in the voice of a character to reflect ideas, feelings and reactions to events RAFT (Role, Audience, Format, Topic) 	 Use Venn Diagrams to compare and contrast complex characters. Literary Mandala* Generate a list of characters from other stories or genres with similar traits Create a mock-social media page reflecting a character's traits and key events

Literature Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RL.9-10. 4 Analyze specific words and phrases for both literal meaning and figurative meaning Determine how diction creates tone Determine the connotative meanings of words and phrases 	 Chart of literary devices and examples from a given text Using figurative language, create a commercial to sell a new product Create a new product; develop and present a marketing plan 	 Analogy prompts Literary Devices Booklet Identify and explain figurative language in texts Example; no example. Concept Circle (Four Key Vocabulary Words) that reflects the relationships between and among the words within a story to show mood and tone.
 RL.9-10.5 Analyze how authors structure a text to create mystery, tension or surprise. Evaluate how authors manipulate time to create mood and tone Evaluate how stylistic devices affect the meaning of the story 	 Write a comparative essay that examines two different texts. Students must locate and explain their similarities and differences. Annotate text in different colors to show similarities and differences Literature Circles Socratic Seminar 	 Use a graphic organizer to illustrate the plot Create a physical model or design a set of vignettes that accurately reflect the author's choices about text structure and manipulation of time and its effects TP-CASTT (Title, Paraphrase, Connotation, Attitude, Shifts, Title, Theme) Write a dramatic script
 RL.9-10.6 Identify how words reflect the author's cultural point of view Explain how literature reflects the cultural values and beliefs as described in the text Analyze how cultural experiences are reflected in literature from around the world 	 Create a story that reflects an understanding of different character perspectives Include elements of the culture in an explanation of the text, understanding the cultural background of a story Present research related to an author's culture and applied to a text 	 Select and explain different selections of art that reveal a unique point of view that is reflected in the text (†) Generate text to world connections that reveal a deeper understanding of a story (†) Slide Presentation of cultural content STEAL Strategy (Speech, Thoughts, Effect on Others, Actions, Looks) applied to cultural perspective of character

Literature Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RL.9-10.7 Compare and contrast how information is presented in different mediums Analyze the representation of a subject in two artistic mediums 	 Create a movie trailer or dramatic script that examines different points of view of a story Write a compare and contrast essay that examines the similarities and differences in different mediums 	 Graphic organizer Photostory or Slide Presentation Literature Circle Discussion Topics: How are emotions raised by a work of art different from typical human emotions? Do photographs ever lie? Do photographs always tell the truth? How is the creative process in art similar to the creative process in science?
 RL.9-10.8 Analyze how authors incorporate allusions into textual works Analyze how authors use source material 	Compare and contrast a poem with a piece of text or work of art (†)	 Graphic organizer Reading Journal – Use the left half of the paper to note key ideas from the text and the right half of the paper to generate questions or reflections. Craft a personal top-seller list featuring themes, plot structure and character types based on student research.
Literature Benchmarks - Range of Reading and Level of Text Complexity Standard	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RL.9-10.9 Ability to comprehend a range of age appropriate genres Read and comprehend literature 	Leveled tests, objective and free response, to accurately determine a student's reading level and proficiency in understanding/comprehending the text	 Ask grade level text-dependent questions Reading Journal – Use the left half of the paper to note key ideas and vocabulary from the text and the right half of the paper to generate questions or reflections. Scaffold reading in the text band Pair non-fiction text with fictional text. Create a modern day parable (†)

READING INFORMATIONAL TEXT GUIDELINES Grades 9-10

Grades 9 - 10 Reading Informational Text

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

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Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 9 and 10: A dynamic Catholic high school reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate *different* perspectives, become global and compassionate citizens, and to be prepared for college and career expectations in the 21st Century.

- How does reading inform and shape the student's understanding of the diverse world? (†)
- How does reading enhance the student's vocabulary?
- How can the reader determine word meanings from context?
- How does informational text reflect the time period in which it is written? (†)
- How do writers use language, style, syntax, and rhetorical devices to achieve a specific purpose?
- What reading strategies help the reader determine meaning from a text?

Informational Text Benchmarks - Key Ideas and Details	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RI.9-10.1 Prioritize the essential ideas in a text. Develop a well-reasoned hypothesis through a close reading of the text. Specify exact details from text to prove a hypothesis Use inferences to determine meaning from the text 	 Develop an objective summary of a piece of text Create a set of prediction questions to generate student thinking. Cornell Notes Dialectical Journal* 	 Close Reading – annotate the text Ten Percent Summary* Cornell Notes Double Entry Journal Skimming and Scanning – Skimming is getting an overview; scanning is looking for specific information. IBET – State the Inference, note the Background information used to arrive at the inference, note the Evidence in the Text used to generate the inference. (†) Journal Prompts
 RI.9-10.2 Summarize without adding opinion Differentiate between fact and opinion Identify propaganda and bias in an article Determine a central idea and analyze its development 	 Annotate the text Create an objective summary of the text Ten Percent Summary* Open note quiz on annotated article Evaluate an article using the guidelines provided How to Evaluate Journal Articles (Resource) Micro-theme*(bridges informal and formal writing. Using a 5" by 8" note card, students write down the main points of a discussion. There are no introductions or conclusions) 	 Use graphic organizers to analyze in details the central idea of the text Pattern-Finding – how is the text organized? Classification? Cause and effect? Compare and contrast? Process? Students must explain the organization of the text. Thirteen Ways* Delete, Substitute, Keep* Word, Phrase, Sentence

Informational Text Benchmarks - Key Ideas and Details	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RI.9-10.3 Identify and use organizational structures to comprehend information (logical order, compare and contrast, cause/effect, procedural text). 	 Debate Read a passage and determine the author's purpose Venn Diagram with rubric Unit Test with Constructed Response Respond to the following questions: What does the author mean when he/she writes/says 	 Create a Quiz – Students must develop questions about main ideas, vocabulary, inferences, etc. Reassemble a Scrambled Text Change in Purpose – What if an author meant to persuade rather than inform the audience? How would that change the text? Think-Pair-Share Close read In what order are the points made? How are the points introduced and developed? How does the author skillfully connect the various points? How does the author summarize his/her point in the conclusion?

Informational Text Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RI.9-10.4 Determine the figurative meanings of words and phrases. Demonstrate the meaning of a word or phrase within a passage based upon context clues Analyze the denotative and connotative meanings of words and phrases. Analyze the impact of word choice on meaning and tone. 	 Using figurative language, create a commercial (script) to sell a new product Cold read – Analyze key words in the text through a series of guided questions Create a slide presentation of images paired with figurative language 	 Analogies Digital animation presentation Acrostic which should only include sentences or phrases to define the word; no synonyms. Color Code* Analyze Posters (e.g., World War II) What symbols are commonly used? Why? Concept Circle (Four Key Vocabulary Words) that reflects the relationships between and among the words within a text to show mood and tone.

Teacher Comments and Reflection:

Informational Text Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 RI.9-10.5 Understand the structure of different types of nonfiction texts Recognize topic sentences and supporting details within a paragraph, including facts, statistics, anecdotes, allusions, etc. and demonstrate how the use of these details help to support the point of the paragraph and further the understanding of both the paragraph and the text as a whole. Recognize and demonstrate how a particular section of a text further develops the author's reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and appreciation of the text. Analyze the purpose of the structure of a text and the author's claim, support an author's argument, and/or delineate an author's purpose. 	 Make a booklet about 5 rules that you think are important. Convince others. Analysis of a nonfiction article that corresponds to a piece of literature that was read in class Teacher Reflection 	 Reading Journal – Use the left half of the paper to note key ideas from the text and the right half of the paper to generate questions or reflections. Values Continuum (Strongly Agree, Agree, Disagree, Strongly Disagree, Neutral) (†) ABC Summary – Each student is assigned a different letter and must select and defend a word related to the topic being studied. Online Discussion Forum
 RI.9-10.6 Analyze how an author uses rhetoric to advance a point of view. Understand ethos (credibility), pathos (emotional), and logos (logical) as elements of rhetoric. Recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient). Demonstrate the purpose of a text, (i.e. to inform, to persuade, to entertain). Determine how the author's use of diction, supporting details, construction of a piece acknowledges and responds to conflicting information or viewpoints from the author's own. Introduce different types of rhetorical devices, such as rhetorical questions, analogy, allusion, figurative language, parallelism, oxymoron, antithesis, and apostrophe. 	 Student will read an article and then change the point of view from objective to first or third POV. Visual organizer to compare and contrast different perspectives. 	 Prediction journal entries of other potential conclusions based on information provided in a text. Investigate other articles about the same topic to determine if the conclusion is the same. Response paper – Students must analyze specific features of a reading or they might write counter-arguments. What IF? How might the outcome be different if which crucial condition in the article was changed?

Informational Text Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Integration of Knowledge and Ideas RI.9-10.7 Compare and contrast the elements of writing and other media formats Determine how the medium of writing and other media formats highlights key ideas of a topic or issue Analyze how central ideas are presented in writing as well as in other media formats RI.9-10.8 Identify the speaker's point of view and purpose Identify rhetorical devices used in a foundational and historical document or speech (including stance, premises, word choice, tone). Analyze and evaluate speaker's choice of specific words or phrases that may indicate 	 Formative/Summative Comparative Analysis – How is the word choice similar/different? How does the text structure change for different audiences? What symbols are used most frequently? How does the creator use meaning or tone to illustrate a point or support an argument? Visual organizer to compare and contrast elements of a text and another media format. Examine and deconstruct an argument. Cite textual evidence that strongly supports the argument. Determine the central idea and how it evolves over the text. Create a Found Poem that reflects the central ideas, themes and goals of the historical piece of writing. 	 SIGHT* OPTIC* Question the Author. What is the author trying to say? Why do you think the author used the following phrase? What is the author's purpose in writing this text? Do you agree with the author's position? Sentence, Phrase, Word – Students select one sentence, phrase and word that defines the key ideas. SOAPSTONE (Speaker, Occasion, Audience,
 Identify false statements and fallacious reasoning in sentences and paragraphs 		Purpose, Subject, Tone) Stations: Close Read of a Text; Research the Author; Historical Timeline; Cause and Effect – read a passage and analyze which are the causes and effects in the text. Summative Practice: Graphic organizer that extracts and reflects on key Ideas from the texts i.e. problems, causes (problems that cause and impact) and solutions.
Informational Text Benchmark - Range of Reading and Level of Text Complexity	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
RI.9-10.9 ■ By the end of grades 9 and 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Leveled tests, objective and free response, to accurately determine a student's reading level	 Derive meaning from grade level vocabulary Ask grade level text-dependent questions Scaffold reading in the text band

WRITING GUIDELINES Grades 9-10

Grades 9-10 Writing

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Writing Standard for Grades 9 and 10: A dynamic Catholic high school writing program incorporates various modes of writing (academic and creative) in order to foster skilled writers who research, draft, revise and produce quality writing to become global citizens, who are prepared for college and career expectations in the 21st Century.

- What makes writing worth reading? (†)
- How does writing clarify a writer's thinking?
- How do effective writers hook and hold their readers?
- Why do we need grammar?
- How do writers support a claim?
- What makes a source credible?
- How do writers write for a variety of purposes?
- How do writers use evidence and research to support their arguments? (†)
- How do writers use technology to improve their text?
- How do writers avoid plagiarism by using a standard format for citing sources?

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.1 ● Write an argument that is supported by evidence and facts and considers the opposing point of view. 	 Read and analyze two informational essays. Create a prewrite and then write an argument that is based on the facts presented in the readings. The essay must be factual and not based on opinion and must include claims and counterclaims to support/refute an idea. 	Toulmin Model: Grounds, Claim, Warrant* SIMPLIFIED
 W.9-10.1a Identify relevant evidence. Introduce claims and distinguish them from opposing or alternate claims. Recognize multiple positions that could be supported. Critique the validity and logic of arguments and the extent to which they address reader concerns. 	 Create an evidence log and critique the value of each piece of evidence Write a letter about a current topic which creates division among different points of view. (+) Facilitate a debate in which two sides analyze the points and counterpoints of a claim. 	 Analyze mentor texts that have a strong introduction. (†) Opinion analysis journal entry: Claim – What I think? Reasons – Why do I think this? Evidence – How do I think this is the case? Create a poster in the form of a graphic organizer in which an argument is dissected into claims and counterclaims Research a topic and align with one side.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.1b Formulate and structure an effective argument Support claims and counterclaims with relevant evidence. Present an argument fairly and ethically. Direct an argument to its intended audience, demonstrating consideration for that audience's background knowledge, concerns, values and biases. Determines logical claims from credible sources. 	 Write a product or service review to evaluate strengths and weaknesses Create a presentation on a debatable issue (strengths and limitations) ex. implementing school uniforms, cutting gym or arts classes from mandatory coursework A written review or annotation of the essay that analyzes the strengths and limitations of both the claims and the counterclaims using a graphic organizer. 	 Quickwrite – Compare arguments and debates. What are the advantages and disadvantages of both? Using databases, students will uncover critical information to be cited within an essay to support or refute the claim and counterclaim. Outline key ideas from the essay to establish a clear analysis of an argument. Use a presentation tool to visually develop key ideas that can be used to support the claim or counterclaim. Use peer editing and conferencing skills to analyze and develop the ideas in the essay.
 W.9-10.1c Clarify the relationship between the claim and the evidence. Vary syntax to demonstrate how words and phrases effectively relate to one another in a meaningful way. Incorporate effective transitions that link major sections of the text 	 Outline the main ideas of the essay. Are the topics sentences clear? Is there sufficient information to support the essay? Can the evidence be supported through the research? Create a draft of the essay which analyzes and explains the claims and counterclaims of an argument without crafting a conclusion. 	 Analyze mentor texts. (†) Students must create a list of transition words that can be used throughout writing assignments. Students will use transition words to clarify the relationships between claims and counterclaims. Use a read aloud of the draft of the essay to determine the development of the essay. Use peer editing and conferencing skills to analyze and develop the ideas in the essay.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.1d Maintain an objective tone when presenting an argument. Establish and maintain a formal style of writing. 	 Using example texts, compare formal and informal styles of writing in an essay or visual organizer. Explain the differences between objective and subjective writing. What kinds of words would be included in a final piece of objective writing? What kinds of words would you find in subjective writing? Edit a piece of informal writing to make it more formal and objective. Note the changes and why these changes influence the tone and conventions in the piece of writing. 	 Analyze mentor texts to determine a formal and objective tone in an essay. (†) Write an informal message and convert it to a more formal piece of text. Note and explain the changes in the two pieces of writing. Learn to cite information using MLA or APA styling formats
 W.9-10.1e Close an argument using elements presented as the claims and points of the argument. 	 Complete the essay using formal and objective language. After reviewing multiple drafts of an essay, using Google Docs, students will complete the final editing steps and revision tools to finalize the essay. 	 Analyze mentor texts. (†) Analyze the effectiveness of a concluding paragraph. Why is the paragraph effective or ineffective? Create a Works Cited Page.
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Create a set of directions in order to accomplish a task (recipe, how-to, etc.)	 Analyze mentor texts in order to discriminate between informative and explanatory text. What are the fundamental differences between the two types of writing? (†)

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.2a Introduce a topic and organize the supporting ideas in a coherent manner. Identify the structure of an explanatory/informative text. Use multimedia and/or graphics to aid in understanding. 	Student will create a poster or a visual representation that shows a linear development of initial ideas or concepts in order to achieve a goal.	 Choose a topic in which the student selects significant ideas about the concept and places them in a graphic organizer. (†) Students will organize ideas so that each new idea builds on a previous element in order to create a cohesive final product. Students will select key ideas about a process and write notes on index cards. These index cards will then be sequenced to demonstrate how one idea can build on one another to achieve a purpose.
 W.9-10.2b Develop the topic with relevant and meaningful information. Be sure to fully incorporate key facts, quotations and other important information to properly educate your reader. Incorporates multiple sources to gather information. 	 Using the poster or visual representation from the introduction, students will organize facts, definitions, details and information that support the reader's understanding of the topic. 	 Students will gather supporting details to explain or clarify the key ideas that were selected in the introduction. These details should include facts about the topic, definitions about key terms, concrete and specific details, quotations about the topic, and specific examples that develop the key ideas about the concept or process that is being developed.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.2c Use transitions to help to explain the relationships between the topic and the ideas. Explains the connections between ideas. Uses domain specific language. 	 Outline the main ideas of the essay. Are the topics sentences clear? Is there sufficient information to support the essay? Can the evidence be supported through the research? Create a draft of the essay which establishes the process or explanation of the topic without crafting a final conclusion. 	 Students will focus on transition words or phrases that develop a step-by-step process in a clear manner. The varied and appropriate transitions link the major sections of the overall concept, idea, or process in a clear and logical manner.
 W.9-10.2d Use precise language. Vocabulary must reflect the essential information that must be understood to appropriately reach the desired outcome. Incorporate academic vocabulary. 	In the poster or visual representation, students will include specific and precise language that enables a reader to correctly follow the directions.	 Students will identify key vocabulary words that are essential to understanding the process or explanation of text. Students will highlight or purposefully designate key vocabulary words and phrases in a meaningful way to focus a reader's attention.
 W.9-10.2e Establish and maintain a formal and objective style of writing. Write using standard and formal English conventions. 	 Varied writing assignments including quick writes and journal entries as well as formal publishable essays 	 Students will write the process or explanatory writing in an informal manner (message or text). Students will convert the initial, informal format into a formal piece of writing.
 W.9-10.2f Provide a strong conclusion that supports the information presented in the text. 	 Imitate a mentor text. Explain how/why each sentence is important in the paragraph. 	 Analyze mentor texts. Identify the key elements in a conclusion. Annotate the sentences to describe the purpose of each statement.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
W.9-10.3Write narratives to develop real or imagine structured event sequences.	ed experiences or events using effective tecl	nnique, well-chosen details, and well-
 W.9-10.3a Apply the writing process to produce a draft. Establish a context for the story. Determine the point of view. Sequence the events in a logical and natural way. Establish the conflict in the story. Introduce a narrator and characters who engage with one another in the story. 	 Draft a story that establishes a conflict, characters, and resolution (†) 	 Analyze mentor texts. Write a story from a different character's point of view Compare and contrast a story from opposing points of view Break a story into sections and ask students to reassemble the work in the correct format
 W.9-10.3b Use narrative techniques to develop events and characters. Create multiple plot lines. Include dialogue, description and reflection to enhance the story. Adjust pacing to build tension in the story. 	 Peer edit stories Revise and edit stories for publication 	 Analyze mentor texts. Use comic strips as the basis for creating properly formatted dialogue.
 W.9-10.3c Use a variety of techniques to sequence events. Incorporate transition words, phrases and clauses. 	 Read a piece of scrambled text and put the text in the correct order. Create a piece of writing in which transitions are omitted. Students must complete the essay by filling in the missing words (selected from a word bank). 	 Analyze mentor texts. (†) Read a cause and effect essay in order to understand "if/then" statements. Create a Rube Goldberg to understand cause and effect.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.3d Use precise words, details and sensory language. Uses sensory language and descriptive details to enhance the visualization for the reader. Incorporate absolute, appositive, gerund, infinitive, noun, participial and prepositional phrases.* 	 Create a short essay that incorporates descriptive language and uses a variety of phrases effectively. 	 Analyze mentor texts. Highlight descriptive language and identify imagery in the text. Identify and explain the different types of phrases and how they are used effectively in writing.
 W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	 After reading a story, craft an ending that appropriately matches the tone and mood of the story. 	 Analyze mentor texts. Read a story and brainstorm a variety of conclusions. Students will collaborate to write a meaningful ending.
Writing Benchmark - Production and Distribution of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	 Students will craft a writing assignment in which clear expectations are established. Writing assessment will evaluated based on a writing rubric. 	 Students will critique models and exemplars in order to understand the qualities of clear and coherent writing. Students will identify the strengths and weaknesses in a piece of writing.
 W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	 Students will assess a piece of writing in order to identify the strengths and weaknesses in the writing. Students will revise the shared essay to demonstrate their proficiency in writing. 	SWAPS*Reverse Outline

Writing Benchmark - Production and Distribution of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Benchmark - Research to Build and Present Knowledge 	 Students will collaborate to create a writing assignment and share their work via Google docs or another sharing platform for evaluation by the teacher. The writing will be assessed using a rubric. Suggested Assessment: Formative/Summative 	 Students will collaboratively create a draft of a writing assignment. Students will collaborate to revise the writing assignment in order to prepare the piece for publication. Students will create the final draft for publication. Sample Instructional Strategy
 W.9-10.7 Conduct a short research project to answer a question. Conduct a more sustained research project to answer a question or solve a problem. Narrow or broaden the research question, when appropriate. Synthesize multiple sources on the same subject, demonstrating an understanding of the material that is being investigated. 	Teacher will assess through multiple checkpoints to verify that students are prepared to enter the next step of the research process.	 Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Students will differentiate between a research topic and a research question. Students will determine how to narrow the scope for a research question. Students will gather valid sources
 W.9-10.8 Collect appropriate sources from multiple authoritative print and digital media. Verify the reliability of a source for a research project. Develop strategies to avoid plagiarism. Correctly cite information from text. Develop a more critical approach to selecting information that is applicable to a research project. Critically analyze several pieces of informational text to support/disprove a theory or topic. 	 Gather multiple sources and evaluate the sources for reliability. Be able to support your evaluation using the CRAAP guidelines as your benchmark. Turn the final product into plagiarism detection site i.e. Turnitin.com. or other reliable plagiarism platform. Teacher Reflection 	 Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Use the CRAAP test to evaluate reliable sources (C-Current; R - Relevant; A - Authority; A - Accuracy; P - Purpose) Students will use an online citation or print source to produce a proper in text citations and Works Cited.
 W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	 Produce a written assignment that appropriate textual evidence to support a claim. 	Students learn to identify appropriate textual evidence to support claims.

SPEAKING & LISTENING GUIDELINES Grades 9-10

Grades 9 - 10 Speaking and Listening

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Speaking and Listening Standard for Grades 9 and 10: A dynamic Catholic high school speaking and listening program incorporates various modes of discussion and language using standard English language in order to foster articulate speakers and active listeners who engage in meaningful conversations for a variety of purposes to become global citizens, who are prepared for college and career expectations in the 21st Century.

- How is written language different from spoken language?
- What does it mean to be an active listener?
- What impact does listening have? (†)
- In what ways are ideas communicated orally? (†)
- How does the audience influence how we communicate?
- How can technology be used to effectively communicate with others?

Speaking and Listening Benchmark - Comprehension and Collaboration	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
	ange of collaborative discussions (one-on-one, nd issues, building on others' ideas and expres	
 SL 9-10.1a Prepare for a discussion by reading and researching the material under investigation. Refer to evidence from texts and other research on the topic or issue to encourage an active exchange of ideas. 	 Teacher will evaluate students engaged in a Socratic Seminar using a rubric/annotations Students will pose significant questions to discern their classmates' understanding of the topic 	 Collaborative discussions with diverse partners Socratic Seminar Teacher Reflection
 SL 9-10.1b Work with peers to set rules for collegial discussions and decision-making Establish clear goals and deadlines, and individual roles as needed. 	Students will role play a variety of situations in which they demonstrate the skills required to make effective decisions.	 Practice collaborative discussions Teacher Reflection
 SL 9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas. Actively incorporate others into the discussion Clarify, verify, or challenge ideas and conclusions. 	 Use a participation rubric to evaluate a student's appropriate and effective contributions to the designated topic. 	 Jigsaw an article or short text Fishbowl Discussion Groups (†)
 SL 9-10.1d Respond thoughtfully to diverse perspectives. Summarize points of agreement and disagreement. Justify their own views of participants. Make new connections regarding evidence and reasoning. 	Read and reflect on two State of the Union Addresses. Create and present an original speech. (†)	 Analyze two speeches on the same topic. Identify similarities and differences in the speeches. Role-play to develop an understanding of voice and purpose in different points of view. (†)

Speaking and Listening Benchmark - Comprehension and Collaboration	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 SL 9-10.2 Integrate multiple sources presented in media or other diverse formats. Evaluate the credibility and accuracy of each source. 	 Gather multiple sources and evaluate the sources for reliability. Be able to support your evaluation using the CRAAP guidelines as your benchmark. Students will create a presentation that incorporates valid and useful resources in order to enhance the audience's understanding of a topic. 	 Use the CRAAP test to evaluate reliable sources (C-Current; R - Relevant; A - Authority; A - Accuracy; P - Purpose) Gather reliable resources and integrate them into a media presentation.
 SL 9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identify any fallacious reasoning or exaggerated or distorted evidence. 	Create a speech that addresses a global social issue that impacts people in a negative way. (†)	 Values Continuum (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree,) Follow the Argument – teacher models how to determine whether the author's evidence sufficiently supports the claims in the text.
Speaking and Listening Benchmark - Presentation of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. Listeners can follow the line of reasoning and the organization, development, substance, and style which are appropriate to purpose, audience, and task. 	Students present a speech about their lives by using items that reflect their values, thoughts and beliefs. (†) Teacher Reflection	 Discussion Web Doubting/Believing Game – students explore both sides of an issue. First, students doubt the proposition, summarizing their conclusions in writing. Then, they believe the same position, again summarizing their best reasons. Speeches (†)

Speaking and Listening Benchmark - Presentation of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 SL 9-10.5 Make purposeful use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations Use digital media to enhance understanding of findings, reasoning, and evidence and to add interest. 	 Design a literary "show and tell" about a book, short story or poem that responds to a variety of open-ended questions. 	 Student will produce digital media presentations that incorporate images, videos or text that supports and explains the key ideas of a presentation Students will discern which media resources will enhance a presentation

Teacher Comments and Reflection:

LANGUAGE GUIDELINES Grades 9-10

Grades 9 – 10 Language

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 76 https://www.catholicschoolstandards.org

Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Language Standard for Grades 9 and 10: A dynamic Catholic high school writing and language program incorporates various modes of writing and language using standard English language in order to foster skilled writers who draft, revise and produce quality writing to become global citizens, who are prepared for college and career expectations in the 21st Century.

- Why do we need grammar?
- How does punctuation influence a message?
- How does a writer's style influence a reader's understanding of the text? (†)
- How is written language different from spoken language?
- How can the reader determine word meanings from context? (†)

Language Benchmark - Convention of Standard English	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
L.9-10.1	 Nonventions of standard English grammar and the Highlight the sentence that states the dominant impression Bracket the parts where you foresaw and clarified your audience's possible misconceptions Work individually, in pairs, or in small groups Follow a list or flowchart of evaluation criteria and use designated markings on own or on peers' papers during focused proofreading process Students imitate a literary model using an excerpt (several sentences or a paragraph) written by a renowned 	 Provide a list of very specific questions Questions should focus students' attention on discrete components of the writing task (e.g., thesis statement, topic sentences, details, images, logical or emotional appeals, use of subordination, use of parallel construction, or other specific pertinent criteria). Use student writing samples to model the proofreading process; demonstrate marking the text using techniques. Students use practice sentences from text to imitate the sentence structures
 L.9-10.1b Use various types of phrases. Use various forms of clauses. Understand noun, verb, adjectival, adverbial, participial, prepositional, and absolute clauses. 	 Give students a checklist that includes the targeted sentence construction element(s) and/or add the specific sentence construction item(s) to the scoring rubric referring to each one by name. E.g., Writing includes clear evidence of at least (a specified number): appositives, participial phrases, examples of parallel construction, etc.) Identify phrases and clauses within existing sentences Add phrases or clauses to expand sentence stems Write original sentences that contain targeted sentence construction 	 Sort types of phrases into the correct category Students use the grammatical element that was taught, shared, and imitated; they apply the concept in their own writing. The revision process should focus on one or two <i>specific</i> sentence construction patterns that enrich writing. Reread a long complex sentence, mentally deleted all subordinate phrases and clauses, and was left with a clear focus on the main clause or main idea of that sentence.

Language Benchmark - Convention of Standard English	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
Standard English L.9-10.2	 Demonstrate command of the conventions of standard English capitalization, punctuations of standard English capitalization of standard English capital	 ctuation, and spelling when writing. Think Aloud. Share model sentences. Create a model together with the teacher. Small groups produce a model sentence.
	 Compose an introductory sentence followed by a colon OR composing a signal phrase and blending the quoted sentence(s) into the context of own grammatically constructed sentence Create a personal Word Wall that emphasize words that each student needs to know to be successful in a wide variety of classes 	

Language Benchmark - Knowledge of Language	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Read a wide variety of texts for exposure to a wide range of words and phrases Clarify word meanings through the use of a word's definition, example, or contrast Expand vocabulary by correctly using idioms with literal and figurative meanings 	 Students practice strategies, first pausing periodically to clarify, summarize, question, and predict using the language cues modeled by the teacher or piece of text Students practice with the goal of gradually assuming the role of the teacher. Learn the rules governing conventional usage; memorize and identify words that signal the start of phrases or clauses and create a poster that demonstrates the key ideas that every student needs to know 	 Frayer Model* Games – Apples to Apples, Balderdash, Boggle, Scattergories, Scrabble Comic strips incorporating new vocabulary Digital presentations Use visuals to represent the key concept in a word. Vocabulary Matrix (Positive/Negative; Informal/Formal) (†)
 Write and edit work to conform to an appropriate style manual. 	 Have a short revising or editing conference to review or reteach concept as needed to show students how to apply grammatical concept in the context of their own writing Students will peer edit short pieces of writing to demonstrate proficiency in a wide variety of common errors 	 Create and provide a feedback form that names specific sentence construction patterns for use by students during the peer editing process; to be effective, peer editing must be informed and clearly focused.
Language Benchmark - Vocabulary	Suggested Assessment:	Sample Instructional Strategy
 Acquisition and Use L.9-10.4 Explain the relationships among words including connotations/ denotations, synonyms/antonyms, and words with multiple meanings. Determine the meaning of multiplemeaning words. 	 Formative/Summative Write a set of generalizations based on vocabulary in the text designed to promote predictions and discussion Students will pose a question about terms or concepts that will aid in comprehension of a reading selection 	 Frayer Model* Concept Map* Own the Word*

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
L.9-10.4a ● Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	 Create simple A-Z charts in the vocabulary section of their notebooks, or they may staple A – Z chart handouts into their notebooks to use as an ongoing vocabulary reference source. Brainstorm words putting them in alphabetically organized boxes; briefly discuss choices making suggested additions, deletions, changes or notations. Students gain a deeper understanding of concepts - primarily abstract concepts and content area concepts - by exploring and writing about the relationships among key vocabulary terms. 	 A - Z Chart. Students should list all the words that come to mind when you think of a conflict between a parent and a child. List the words in the A-Z boxes. Revisit your A-Z chart. Which word(s) would X character/ the author agree/disagree with? Provide textual evidence to support and clarify your choice. (†) Students will look for signal words that are clues to text structure Concept Circles
 L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 	 To promote vocabulary development, students should create a formal definition, define a word in student's own words, identify the part of speech, create a text-based sentence, produce a student's own sentence; graphing of what a word representing an abstract concept is like versus what it is not; graphing who, what, when, where, why about a word Design a gradient word box using interrelated groupings using several "anchor words" to aid students in learning other words along the continuum 	 Cubing: Prewriting /Reading Process Activity - Improves the reading process and vocabulary development by getting students to view a concept or subject from SIX different perspectives. Excellent to use with nonfiction text and in content areas as students free write about a concept /topic by:

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 L.9-10.4c Determine the meaning and pronunciation of unknown words by consulting reference materials (dictionaries, glossaries, thesauruses). 	 Student will develop their own semantic gradient which they couple with sentences that offer explicit ideas that can be confirmed via specialized reference materials Students will use reference materials to determine the subtle differences in meaning. Using TP-CASTT, students will determine the meaning of individual words as well as the meaning of a piece of text Students will break text apart into smaller, manageable units of meaning. Chunks may consist of carefully preselected words, phrases, single paragraphs, or longer excerpts of text. Units of text may be indicated by numbering, separating phrases, drawing boxes, or highlighting. 	 Clarify meanings of words or chunks of text Students can use cloze passages that offer context clues Students will use online resources to investigate new vocabulary (Inspiration/Bubbl) Model metacognition by reading aloud and stopping to act out what good readers automatically think as they read. Be sure to balance the reading strategies as students should know that good readers routinely apply a balance of strategies. Understand the differences between connotation and denotation Use TP-CASTT to understand the meanin of words and larger pieces of text

Teacher Comments and Reflection:

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 L.9-10.5 Understand the purpose of an author's us Determine word relationships and nuand 	se of metaphors, similes and other figurative la	anguage.
 L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 	 Students will annotate the text to demonstrate their understanding of figures of speech in context and their role in the text. Students will design drawings of metaphors, similes, oxymoron, to demonstrate their understanding of the concept 	 Students will use post-it notes or mark a copy of the text to make note of main ideas, important details, examples of images or figurative language, or examples of persuasive techniques. Students will use close reading techniques to understand author's purpose and author's use of diction and syntax
 L.9-10.5b Analyze nuances in the meaning of words with similar denotations. 	 Students will select words from a teacher-provided word box, place them in order along a Semantic Gradient Students will generate words to develop a Semantic Gradient on their own Students will select words from a Semantic Gradient to fill in the blanks in a cloze passage that provides context clues. Students will develop their own Semantic Gradient, which they couple with sentences that offer explicit context clues to the subtle differences in meaning. 	 Semantic Gradient (Most negative to most positive or most basic to most advanced; must include anchor words) Dialectical Journal
 L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	Students will create a personalized dictionary to record and learn key vocabulary words for academic and domain-specific words	 Create a portable Word Wall – List all the words that could describe the characters in XYZ story. Students will contribute to a Word Wall that emphasizes key vocabulary words that are necessary in a variety of subject areas

READING LITERATURE GUIDLELINES Grades 11-12

Grades 11-12 Reading Literature

National Catholic School Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

National Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 11 and 12: A dynamic Catholic high school reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate different perspectives, become global and compassionate citizens, and to be prepared for college and career expectations in the 21st Century.

- What makes writing worth reading? (†)
- How can a reader determine word meanings from context?
- How does the Catholic faith play a role in how the student perceives literary themes, motifs, characters, and symbols? (†)
- How do the complexities of social, cultural, historical, and political elements contribute to the meaning of a literary work?
- How does the close examination of literary elements contribute to the meaning of a literary work?

Literature Benchmarks - Key Ideas and	Suggested Assessment:	Sample Instructional Strategy
Details	Formative/Summative	
RL 11-12.1Demonstrate an understanding of the text both explicitly and	Annotate a cold read	Teacher model close reading strategies using technology
 implicitly including where the text leaves matters uncertain. Identify, extract, and cite text to support the student's analysis 	Close read and annotate different author/same author	Socratic seminar (†)
including where the text leaves matters uncertain.	Expository essay incorporating textual evidence	Literature circle
	Unit test to incorporate cold read with multiple choice questions and open ended questions	 Reflection Activity - Self/Peer/Class Discussion Am I interpreting text correctly? Am I citing specific language from the text? Is my evidence convincing? PID Activity: Predict, Infer, Determine

Literature Benchmarks - Key Ideas and	Suggested Assessment:	Sample Instructional Strategy
Details	Formative/Summative	
 Provide specific details from the text to support a response. Express how specific characters, setting, and elements of the plot reveal and contribute to the theme of the text. Write a summary of the text that is free of bias and personal opinions. 	Theme Graphic Organizer Objective Written Summary free of bias and personal opinion Collins 10% Summary Class Discussion followed by Exit Card	TPCASST Process of Analysis (for poetry and/or narratives) (†) DIDLS Process of Analysis (Diction, Imagery, Details, Language, Syntax) SMELL Process of Analysis (Symbol, Method, Emotion, Language, Logic) Guided Focus Question Quote Think, Pair, Share
 RL.11-12.3 Identify characteristics of an author's style. Identify character motivations, how characters conflict with and influence each other, and how characters respond and change as the plot develops. Communicate how certain events in a text advance the plot, revealing character traits directly or indirectly, thus provoking characters to make decisions based upon the fictional events. State elements of the plot, including plot structure, how the elements are arranged, and how the elements influence and affect each other. Identify elements of the setting, including social and historical influences, elements of time and place. Identify how the setting affects the characters and plot development. Identify how the setting creates a conflict for the characters. 	Class Discussion Quick write Literary Analysis Essay reflecting upon author's choices (†) Unit Test with constructed response. Teacher Reflection	Provide historical and cultural background information through use of visual media. (†) Stations / Jigsaw Character Web Quick write Class Discussion(†) Teacher Reflection

Literature Benchmarks - Craft and	Suggested Assessment:	Sample Instructional Strategy
Structure	Formative/Summative	
RL.11-12.4	Deconstruct a cold read passage	Questioning Techniques
 Identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text. Demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence. Identify shades of meaning of words and phrases. Analyze the meaning and impact of diction, including the use of dialect, slang, accents, etc. Demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage. Analyze analogies or allusions to other texts, including the meaning of the analogy or allusion and how it contributes to or helps clarify or support the themes and/or central idea of the text. Investigate how figurative language and sound devices affect the reader and assist in the overall understanding of a text. Identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage. Evaluate how specific word choice and language affects the overall meaning of a work, represents a specific time and place, reveals an author's attitude, or sets an 	Creative Writing (ex: poetry, monologue, essay, etc. incorporating learned literary devices) Quizzes / Objective Test Teacher Reflection	SHAMPOO (Simile, Hyperbole, Allusion, Metaphor, Personification, Oxymoron, Onomatopoeia (†) RAGO (Rhetorical Analysis Graphic Organizer) Semantic Gradients plus Context Clues Soapstone RUIN (Review, Understanding, Imagery, Nuance) Teacher Reflection

Literature Benchmarks - Craft and Structure	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
RL.11-12.5	Online Discussion Forum	Plot Structure Graphic Organizer
 Recognize elements that contribute to the theme, setting and plot within a fictional text. Articulate differences in structure between fictional texts, including drama, poetry, novels, short stories, etc. 	Socratic Seminar	Guided Reading
 Make inferences based on the information given in the text. Students should be able to articulate the differences in text structure, including the 	Compare and Contrast Essay	Witness Exercise (To establish perspective)
 effects of foreshadowing, flashback, flashforward, development of plot, mood, etc. Recognize the rhetorical devices the author uses to influence the reader or enhance the author's purpose. Synthesize the similarities and differences between the structure, author's style and approach, order/sequence, approach to similar themes and ideas of fictional texts. 	Teacher Reflection	Teacher Reflection
RL.11-12.6	Analysis of a print advertisement	Deconstruct a political cartoon
 Determine how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text. Evaluate how a speaker or narrator 	Analysis of a political cartoon (†) Student generated editorial	Guided of an editorial to analyze writer's purpose and stylist devices SOAPS
 (reliable or unreliable) can shape a text. Analyze the author's overall purpose for writing a text, how the author's choices reflect his/her viewpoints, attitude, and biases, and how these perspectives shape the literary text. 		TACOS (Time, Action, Caption, Objects, Summary) Bucket Exercise

Literature Benchmarks - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Evaluate a variety of artistic mediums available to students including listening to/viewing an audio, video, or live version of a text. Engage in a discussion comparing and contrasting the media version to the print version of a text. Respond meaningfully to questions comparing and contrasting interpretations. 	Compare/Contrast Essay Compare/Contrast Visual Presentation (Prezi, PPT, etc.) (†)	Compare/Contrast Graphic Organizer Venn Diagram Slide Presentation - Social Media Image Collage (Instagram)
 RL.11-12.8 Examine different forms of fiction (i.e. novels, plays, articles, essays, stories, films, graphic novels, etc.) and genres (i.e. epic, poetry, novel, drama, short stories, etc.) of American literature. Examine works that came before it, i.e. myths, legends, folktales, ancient texts, religious works. Examine foundational works of American and world literature. Compare and contrast texts from the same period to reveal differences. 	Compare/Contrast Essay Research Project: Written or Visual Presentation (†) Teacher Reflection	CSI – Comparison and Synthesis of Ideas Change Frame Table Teacher Reflection

Literature Benchmarks - Range of Reading and Level of Text Complexity Standard	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Read and comprehend a wide range of fictional texts (stories, dramas, and poems) including those considered on grade level, and above grade level. Encourage students to continue choosing higher-level texts, or those that continue to challenge the individual student. 	Theme Graphic Organizer Objective Written Summary free of bias and personal opinion Collins 10% Summary Class Discussion followed by Exit Card Leveled tests to accurately determine a student's reading level and proficiency in understand/comprehending the text.	Derive meaning from grade level vocabulary Ask grade level text-dependent questions Scaffold reading in the text

READING INFORMATIONAL TEXT GUIDLELINES Grades 11-12

Grades 11-12 Reading Informational Texts

National Catholic School Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

National Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Reading Standard for Grades 11 and 12: A dynamic Catholic high school reading program incorporates various texts (literature, informational, and visual text) in order to provide students with the skills to analyze, and evaluate different perspectives, become global and compassionate citizens, and to be prepared for college and career expectations in the 21st Century.

- How is reading relevant to the students' lives?
- How does reading inform and shape the students understanding of the world around them? (†)
- What reading strategies help the reader determine meaning from a text?
- How can a reader determine word meanings from context and enhance their vocabulary?
- What types of issues exist in our world and how do informational texts help to resolve problems?
- How do writers influence the social, political, philosophical, and religious ideas of the time in which they live? (†)
- How do writers use language, style, syntax, rhetorical devices, and literary devices to achieve their purpose?

Informational Literature Benchmarks -	Suggested Assessment:	Sample Instructional Strategy
Key Ideas and Details	Formative/Summative	
RI.11-12.1	Annotate a cold read	Online Collaboration
 Demonstrate the ability to read a nonfiction passage or text Understand and articulate what the text directly as well as indirectly states in order to make an assumption about or respond to prompts from the text. Identify, extract, and cite text to thoroughly support the student's response. Identify and analyze a passage or text that leaves unanswered questions. 	Close read and annotate different author/same author Expository essay incorporating textual evidence to support implications and uncertainties found in the text. Unit test to incorporate cold read with multiple choice questions and open ended questions	Close Reading Ten Percent Summary* Cornell Notes Double Entry Journal (†) Skimming and Scanning – Skimming is getting an overview; scanning is looking for specific information. IBET – State the inference, note the background information used to arrive at the inference, note the evidence in the text used to generate the inference. Journal Prompts *See Standard RL.11-12.1 and adapt for Informational Text

Informational Literature Benchmarks -	Suggested Assessment:	Sample Instructional Strategy
Key Ideas and Details	Formative/Summative	
 Identify the central idea(s) of a non-fictional text, providing specifics from the text to support the response. Analyze the interaction of two or more central ideas over the course of a text. Determine how language, style, syntax, rhetorical and literary devices contribute to the overall meaning of a text. Compose a summary of the text that is free of bias and personal opinions. 	Annotate the text Create an objective summary of the text – Ten Percent Summary* Open note quiz on annotated article	Use graphic organizers to analyze in detail the central idea of the text (Funnel Graphic Organizer, SmartArt) Magnet Summary One Sentence Summations Pattern-Finding – how is the text organized? Classification? Cause and effect? Compare and contrast? Process? Students must explain the organization of the text. Thirteen Ways* Delete, Substitute, Keep*
 Identify and provide examples or quotes that contribute to the overall quality and the reader's understanding of a text. Demonstrate how an author structures a series of ideas or events, makes judgments, provides insight and opinions, and/or seeks to explain, inform, or influence the reader. 	Argumentative Essay (†) Teacher Reflection	Re-Assemble a Scrambled Text Change in Purpose – What if an author meant to persuade rather than inform the audience? How would that change the text?

Informational Literature Benchmark -	Suggested Assessment:	Sample Instructional Strategy
Craft and Structure	Formative/Summative	
 RI.11-12.4 Identify the use and effect of figurative language and rhetorical devices in a text. Identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage or text as a whole. Identify the use of jargon, slang, cliché, idioms, analogies, rhetoric (i.e. colloquialisms, biased language, epithets). Demonstrate how the diction helps to support and highlight the meaning or idea of a text. 	Create an advertisement (†) Create a new product and develop a marketing plan (†) Pre-Read/Post-Read writing analysis Cold Read Annotate Text	Concept Circle (Four Key Vocabulary Words) that reflects the relationships between and among the words within a text to show mood and tone. Student generated analogies Word Synonym Continuum (Negative to Positive) Color Code Analysis of advertisement (†) SMELL
 RI.11-12.5 Understand the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials. Analyze the details of a paragraph, including facts, statistics, anecdotes, allusions, etc. and demonstrate how the use of these details help to support the point of the paragraph and further the understanding of both the paragraph and the text as a whole. Recognize and demonstrate how a particular section of a text further develops the author's reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and appreciation of the text. Analyze the purpose of the structure of a text and the author's claim, support an author's argument, and/or delineate an author's purpose. 	Paragraph of Significance Analysis Teacher Reflection	Cornell Notes Values Continuum (Strongly Agree, Agree, Disagree, Strongly Disagree, Neutral) (†) Online Discussion Forum ABC Summary Paragraph of Significance Inverted Triangle

Informational Literature Benchmark -	Suggested Assessment:	Sample Instructional Strategy
Craft and Structure	Formative/Summative	
 RI.11-12.6 Determine author's point of and purpose of a text, (i.e. to inform, to persuade, to entertain). Recognize and indicate how the point of view affects the reader's interpretation or understanding of the text. Analyze words, phrases, and passages that articulate the purpose of the text. Determine how the author crafts an argument, acknowledges and responds to conflicting information or viewpoints from the author's own. Analyze the use of basic rhetorical devices, including intent, ethos, pathos, and logos. Determine different types of rhetorical devices, such as rhetorical questions, analogy, allusion, figurative language, parallelism, oxymoron, antithesis, apostrophe, etc. and their effect on the text. 	Create a game in which the student must design a task that needs to be accomplished from different points of view. How do the different points of view contribute to the outcome and meaning? Response paper – Students must analyze specific features of a reading or they might write counterarguments.	Change the Point of View Writing Assignment (†) Predict other potential conclusions based on information provided in the text. Investigate other articles about the same topic to determine if the conclusion is the same.

Teacher Comments and Reflection:

Informational Literature Benchmark - Integration of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
RI.11-12.7		
 Interact with information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, 	Comparative Analysis - analyze the accounts of a subject or topic from multiple sources of media.	Compare and Contrast Graphic Organizer
PowerPoint, websites, etc.) ■ Synthesize this information to demonstrate understanding of a topic or issue.		SIGHT*
 Compare and contrast the effectiveness of different types of multimedia formats, including interpretation of the piece and the 		
effect on the audience.Synthesize the details emphasized in each account, demonstrating the effectiveness of		
each account, how the effectiveness was achieved, and what devices were used to		
achieve the overall effectiveness of each medium.		

Teacher Comments and Reflection:

Informational Literature Benchmark -	Suggested Assessment:	Sample Instructional Strategy
Integration of Knowledge and Ideas	Formative/Summative	
RI.11-12.8		
 Recognize the argument or claims made with a specific text. Recognize techniques of propaganda, including assertion, bandwagon, glittering generalities, card stacking, stereotyping, circular reasoning, logical fallacies, etc. Recognize rhetorical devices used in argumentation and reasoning, such as alliteration, repetition, antithesis, apostrophe, allusion, irony, euphemisms, rhetorical question, understatement, etc. Identify specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text. Determine whether a claim has sufficient evidence and reasoning to support it. Demonstrate the effects of rhetorical devices on the reader, how it helps or hurts the argument, and how it reveals the author's position and cultural influences (bias). Analyze foundational and historical documents and their contribution to literature, focusing on the themes, purposes and rhetorical features. 	Graphic Organizer that extracts and reflects on key ideas from the text, i.e. problems, causes, solutions. Teacher Reflection	Close reading Annotate Text Cite textual evidence Highlight and record author's claims that support argument. SOAPSTONE (Speaker, Occasion, Audience, Purpose, Subject, Tone) Ethos, Pathos, Logos Graphic Organizer Author's Background, Historical Timeline, Cause and Effect. Teacher Reflection

Informational Reading Benchmarks - Range of Reading and Level of Text Complexity	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
■ By the end of grades 11 and 12, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range	Summative Assessment: Leveled tests (to include cold reading selections) to accurately determine a student's reading level. (†)	Derive meaning from grade level vocabulary Ask grade level text-dependent questions Scaffold reading in the text band

WRITING GUIDLELINES Grades 11-12

Grades 11-12 Writing

National Catholic School Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

National Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Writing Standard for Grades 11 and 12: A dynamic Catholic high school writing program incorporates various modes of writing (academic and creative) in order to foster skilled writers who research, draft, revise and produce quality writing to become global citizens, who are prepared for college and career expectations in the 21st Century.

ESSENTIAL QUESTIONS:

- What makes writing worth reading? (†)
- How does writing help clarify and communicate our insights?
- How do writers use evidence and research to support their arguments? (†)
- How do writers use technology to aid in the creation of their text?
- How do writers support a claim?
- What makes a source credible?
- How do writers write for a variety of purposes?
- How do writers avoid plagiarism using a standard format for correctly citing sources?
- Why is correct usage of the English language important to our messages?

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
W.11-12.1		
Write arguments to support claims in an ana	alysis of substantive topics or texts, using valid	l reasoning and relevant and sufficient
 W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 	Write a letter to the Editor about a current topic, which creates division among different points of view. Teacher Reflection	 Analyze sample texts that have a strong introduction. Claim – What I think? (†) Reasons – Why do I think this? Evidence – How do I think this is the case? Research a topic and align with one side. Facilitate a debate in which two sides analyze the points and counterpoints o a claim. Draft an Introduction that sets up claim and counterclaim. Visual Outline using Presentation Tool
 W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Provide a concluding statement or section that follows from and supports the argument presented 	 Evaluate sources to support and refute claims and counterclaims. Draft paragraphs that incorporate evidence that support claim/thesis statement. Written Review or Annotation that analyzes the strengths and limitations of both the claims and the counterclaims. Students will be able to analyze the elements of the effectiveness or ineffectiveness of a paragraph. Students will write effective paragraphs that successfully defend the 	 Quickwrite – Compare arguments and debates. What are the advantages and disadvantages of both? Close reading strategy to determine author's purpose. Venn Diagram to compare and contrast sources. Continue Visual Outline to include relevant evidence. Peer Editing / Coaching Conferencing

claim/thesis.

 W. 11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Create draft(s) of essay using MLA format anticipation of edits and revisions. Create final draft of essay for submission Teacher Reflection 	 Read aloud of essay draft to determine effectiveness of the essay Analyze mentor texts. (†) Incorporate transitions words to clarify the relationships between claims and counterclaims. Consider using collaborative tool such
style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	 as GoogleDocs to assist with drafting and revising of essay Consider using resources such as EasyBib and Turnitin.com to assist with proper citations and avoid plagiarism. Teacher Reflection

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

the effective selection, organization, and ana	rysis of content.	
W.11-12.2a		Write an article
 Introduce a topic; organize complex 	Students will write to inform or explain a	
ideas, concepts, and information so	complex topic through using text, graphics,	Create a brochure
that each new element builds on	and multi-media aids.	
that which precedes it to create a		Create a webpage
unified whole; include formatting		
(e.g., headings), graphics (e.g.,		
figures, tables), and multimedia		
when useful to aiding		
comprehension.		

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., 	Student will design, develop, and construct a first draft of informational or explanatory piece appropriate to their audience. Teacher Reflection	Analyze and evaluate information that develops the topic using strategies such as:
articulating implications or the significance of the topic). W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Create a presentation that validates a student's comprehension of a topic. Teacher Reflection	 Analyze mentor texts. Place Relevant Objectives Gradually Read Examine Syntax Symmetry = Progress - where are you putting the
 W.11-12.2d ■ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	Revise an essay to include more elevated language which includes figurative language and content specific language	 emphasis in the text? Analyze mentor texts. (†) Write a personal essay. Return to the same essay and sophisticate the verbs and phrases.

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	Students will edit a piece of informal writing to make it more formal and objective. Students will note the changes and explain why these changes improve the tone and conventions in a piece of writing.	 Analyze mentor texts. (†) Teach the difference between formal and informal language. Revise a piece of writing by making the wording informal and discuss how that changes the subtle in the text.
 W.11-12.2f ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	After reviewing multiple drafts of an essay, students will use edit and revision tools to finalize the essay.	 Analyze mentor texts. (†) Closely examine a concluding paragraph from an editorial. What word choices make the concluding paragraph effective or ineffective? Explain.

W.11-12.3

• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Writing Benchmarks - Text Types and	Suggested Assessment:	Sample Instructional Strategy
Purposes	Formative/Summative	
 W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	Students can write a short essay from the point of view of a child and then write a second essay from the point of view of that child as an adult.	Select and share a variety of authors from a variety of time periods (e.g. Dickens to Cisneros and O'Brien) to reveal different tone, voice, time, and setting. (†)
 W.11-12.3b ■ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or 	Take an incident and write the story only in dialogue. Take a character from a piece of literature. What would you find in that character's	 Read vignette stories (Cisneros, O'Brien) to show evidence of different plot lines and experiences. (†) Read "Contents of a Dead Man's Pocket."
characters.	pocket?	

Writing Benchmarks - Text Types and Purposes	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 	Students will write a story and then create a SCRAMBLE activity. Then, each student must defend his/her selection of the events and build a rationale for the choices.	Read a short story or play or novel. Scramble the events of the story. Students must then unscramble the events to retell the story correctly.
 W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	Students will use index cards on which they record telling details and sensory language about movie posters from different periods of time (e.g. King Kong, E.T., Frankenstein).	Define vivid – you must have two eyes ("i"s to see it). How does an author create vivid imagery? Watch episodes of "Twilight Zone" to identify examples of sensory language and telling details.
 W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	Using a cold read, students will determine the effectiveness/ineffectiveness of a conclusion in a piece of writing. Students must defend their ideas with contextual evidence from the text.	Examine the conclusion in a narrative. If narratives are to tell a story, students will examine the conclusion of a narrative to defend whether or not the conclusion is appropriate to characters and events or ineffective and leaves lingering questions. (†)
Writing Benchmark - Production and Distribution of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	Students will take a piece of writing that they have not seen before and revise it. This revision will be timed in class and students must defend the changes that are made to the original context.	Students will revise an earlier piece of their own writing in which they improve word choice, diction, sentence structure, and effective organization.

Writing Benchmark - Production and Distribution of Writing	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	RAFT – Rewrite an essay with the purpose of creating a new point of view as well as changing the format of the presentation.	 SWAPS* Students will examine essays that have been improved through revision. By investigating the changes in these drafts, students will determine what ideas were improved as a result of the revision (Progression of Point of View Writing Activity).
 W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	Students must create a digital presentation that tells a story or explains a task. Each student must present their work in front of the class for feedback, both complimentary as well as suggestions for improving the work.	Use Voicethread or Animoto to create a short story or explain how to complete a task.
 W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Students must have access to a variety of print and digital sources. Generate a variety of research questions and be able to narrow down to one specific, researchable research question Use the research question to guide print and digital searches, and generate additional relevant research questions in the process. 	Create a meaningful and purposeful research question that must be investigated through a variety of sources appropriate to the students' essential question. Students must document their progress through timely turn-ins (evidence of accountability throughout the process). The timely turn-ins could be an evolving graphic organizer. Teacher will assess through multiple checkpoints to verify that students are prepared to enter the next step of the research process.	 Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Teach students how to effectively navigate databases Teach purposeful research – plan a vacation Learn how to create an effective hypothesis Design meaningful questions Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Students will differentiate between a research topic and a research question. Students will determine how to narrow the scope for a research question. Students will gather valid sources

Writing Benchmark - Research to Build and Present Knowledge	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 W.11-12.8 Identify and gather sources and data that helps contribute to the research topic or question. Use search engines such as Google, Yahoo, and others to help gather and filter information for use in a research report. Accurately assess the credibility of a source, either in print or digital format. Be familiar with the idea of plagiarism and how to avoid it. Create a Works Cited of information or sources based upon their research. Insert citations and create a bibliography of research using the MLA or APA format. 	 Students will create a digital response to a research question. Students must document their progress through timely turn-ins (evidence of accountability throughout the process). The timely turn-ins could be an evolving graphic organizer. Gather multiple sources and evaluate for reliability. Be able to support evaluation using the CRAAP guidelines. Submit final product to Turnitin.com or other reliable plagiarism platform 	 Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Show students how to evaluate digital media for reliability and truthfulness. The digital research must be valid, verifiable, and valuable to the purpose of the research question. Teach focused search terms; how to narrow the search results; how to establish a website for reliability, accuracy, currency, and bias. Students will use CRAAP test for evaluating reliable sources (C - current, R- relevant, A - authority, A - accurate, P - purpose) Students will use online (Easybib) or print (MLA Handbook) source to produce proper Works Cited and in-text citations
 W.11-12.9 ■ Draw evidence from literary or informational texts to support analysis, reflection, and research. 	 Produce a written assignment that provides appropriate textual evidence to support a claim. 	 Student will identify appropriate textual evidence to support claims

SPEAKING & LISTENING GUIDLELINES Grades 11-12

Grades 11 - 12 Speaking and Listening

National Catholic School Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmarks 7.1 - 7.6 https://www.catholicschoolstandards.org

National Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Speaking and Listening Standard for Grades 11 and 12: A dynamic Catholic high school speaking and listening program incorporates various modes of discussion and language using standard English language in order to foster articulate speakers and active listeners who engage in meaningful conversations for a variety of purposes to become global citizens, who are prepared for college and career expectations in the 21st Century.

ESSENTIAL QUESTIONS:

- How is written language different from spoken language?
- What impact does listening have? (†)
- In what ways are ideas communicated orally? (†)
- How does the audience influence how we communicate?
- How can technology be used to effectively communicate with others?

Speaking and Listening Benchmark -	Suggested Assessment:	Sample Instructional Strategy
Comprehension and Collaboration	Formative/Summative	
 SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 	 Teacher will evaluate students engaged in a Socratic Seminar using a rubric/annotations Students will pose significant questions to discern their classmates' understanding of the topic Students will role play a variety of situations in which they demonstrate the skills required to make effective decisions. Use a participation rubric to evaluate a student's appropriate and effective contributions to the designated topic. Read and reflect on two State of the Union Addresses. Create and present an original speech. (†) 	 Collaborative discussions with diverse partners Socratic Seminar Practice collaborative discussion Jigsaw an article or short text Fishbowl Discussion Groups Analyze two speeches on the same topic. Identify similarities and differences in the speeches. Role play to develop an understanding of voice and purpose in different points of view. (†)
• Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally).	 Teacher will evaluate students engaged in a Socratic Seminar using a rubric/annotations Students will pose significant questions to discern their classmates' understanding of the topic Gather multiple sources and evaluate the sources for reliability. Be able to support your evaluation using the CRAAP guidelines as your benchmark. Students will create a presentation that incorporates valid and useful resources in order to enhance the audience's understanding of a topic. 	 Use the CRAAP test to evaluate reliable sources (C-Current; R - Relevant; A - Authority; A - Accuracy; P - Purpose) Gather reliable resources and integrate them into a media presentation. Synthesize information and present it in different formats (i.e. PowerPoint, website, oral presentation, graph, chart, digital short, WebQuest, etc.)

Speaking and Listening Benchmark - Comprehension and Collaboration	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 Evaluate and articulate a speaker's argument or claim. Articulate how a speaker's claims and arguments contribute to the believability of a text or argument. Articulate the argument or claims made within a specific text argument. Recognize irrelevant or inconsequential evidence or support, including the use of rhetorical devices and propaganda. Observe and evaluate other students' presentations and be able to articulate the main points and purpose of the presentation. Articulate whether a claim has sufficient evidence and reasoning to support it. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address alternative or opposing perspectives and the organization, development, substance, and style that are appropriate to purpose and task. 	 Create a speech that addresses a global social issue that impacts people in a negative way. (†) Students present a speech about their lives by using items that reflect their values, thoughts and beliefs. (†) 	 Analyze two speeches on the same topic. Identify similarities and differences in the speeches. Role play to develop an understanding of voice and purpose in different points of view. (†) Values Continuum (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree,) Follow the Argument – teacher models how to determine whether the author's evidence sufficiently supports the claims in the text. Discussion Web Doubting/Believing Game – students explore both sides of an issue. First, students doubt the proposition, summarizing their conclusions in writing. Then, they believe the same position, again summarizing their best reasons. Speeches (†)

Speaking and Listening Benchmark - Presentation of Knowledge and Ideas	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
■ Make use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	 Design a literary "show and tell" about a book, short story or poem that responds to a variety of open-ended questions. Design a multimedia presentation that effectively enhances the audience's understanding of a topic 	 Student will produce digital media presentations that incorporate images, videos or text that supports and explains the key ideas of a presentation Students will discern which media resources will enhance a presentation

Teacher Comments and Reflection:

LANGUAGE GUIDLELINES Grades 11-12

Grades 11 - 12 Language

Catholic School Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

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Catholic School Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmarks 8.1 - 8.5 https://www.catholicschoolstandards.org

Diocesan Language Standard for Grades 11 and 12: A dynamic Catholic high school writing and language program incorporates various modes of writing and language using standard English language in order to foster skilled writers who draft, revise and produce quality writing to become global citizens, who are prepared for college and career expectations in the 21st Century.

Essential Questions:

- To what extent do conventions of language impact communication?
- How does language function in different contexts?
- How is written language different from spoken language?
- How does a writer's style influence a reader's understanding of the text? (†)
- How can a reader determine word meanings from context? (†)

Language Benchmark - Convention of Standard English	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
 L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	 Writing rubrics shall include criteria for a command of the conventions of standard English grammar and usage when writing or speaking 	 Conduct grammar mini lessons when necessary. See Grades 9 - 10 for sample instructional strategies.
Language Benchmark - Knowledge of	Suggested Assessment:	Sample Instructional Strategy
Language	Formative/Summative	
 Apply knowledge of language to understand how language functions in different contexts, to comprehend more fully when reading or listening. Make effective choices for meaning or style such as varying syntax for effect. Apply an understanding of syntax to the study of complex texts when reading. 	 Analyze an author's craft as to the author's writing decisions and choices Students write with purpose over a variety of texts in order to writing styles 	 Diction and syntax exercises to determine author's purpose which may affect the meaning (†)

Language Benchmark - Vocabulary Acquisition and Use	Suggested Assessment: Formative/Summative	Sample Instructional Strategy
L.11-12.3Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	 Students will correctly use words in writing and speaking 	 Frayer Model* Concept Map* Own the Word*
 L.11-12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings and to analyze their role in the text. 	Interpret figures of speech and analyze their role in the text.	 Annotate a text for specific word relationships, denotative/connotative meaning and figurative language. (†)
 L.11-12.5 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	Produce writing or presentation of domain specific language.	 Consult general and specialized reference materials(dictionaries, glossaries, thesauruses) both print and digital, to find the meaning and pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage(†)

APPENDIX OF TEACHER RESOURCES

(Indicated by an * in the document)

4 * 3 * 2 * 1

Title your paper 4 * 3 * 2 * 1

At the top of the page, write the title of the work (and the section/chapters read if applicable).

Label each response by number: 4, 3, 2, 1. Do them in this order also

4 sentences of summary.

Summarize the important aspects of the assigned reading in four sentences.

3 sentences in response to one of the essential questions.

Write out the guestion and a thoughtful response as it relates to this reading.

2 favorite quotes or important/powerful sentences.

Write them out with the page numbers. (If it's a huge quote, please use ellipses to shorten it to the parts you find important.) Add two sentences explaining why you picked them and why they matter.

1 personal connection.

What parts of the reading make you think of something in your life? What caught your eye that you found interesting for some reason? Respond in 3 – 4 thoughtful sentences about how this incident/character/ statement/book relates to you. (Example: Character Y is ALWAYS asking questions. This is incredibly annoying and reminds me of my grandmother who feels like she can't have silence. So she asks about mundane things like my favorite losing a tooth story. OR: This story seems to be a lot about discrimination. While I haven't experienced this particular kind of discrimination, I have experienced some discrimination because of who my parents are. This means I can relate to how the three main characters are feeling.)

ACTIVE READING GRAPHIC ORGANIZER

1. Identify the MODE or GENRE (CLUE: Usually stated in italics at the beginning of the passage):	2. Identify the SPEAKER or POINT OF VIEW:	
CLUE: How do you know? Look at text features, organizational	CLUE: Whose voice do you hear? Remember, if you're reading	
patterns, etc.	fiction, the speaker is not the author.	
3. Describe the author's STYLE:	4. Describe the author's TONE/ NARRATOR'S ATTITUDE:	
CLUE: Look at the words the author uses. Are they hard to	CLUE: Does it seem like the author enjoys the topic about	
understand? Are the sentences long and complicated or short	which he or she is writing? Does the author seem positive or	
and easy to read?	negative about his//her topic?	
5. Identify CHARACTERS and CHARACTERIZATION:		

CLUE: What kind of people are the characters? How do you know? What motivates the characters? What conflicts do they face? List some words that describe the characters.

C What	State ALITHOP'S DUDDOSE MAINUDEA MESSAGE OF THEMES			
6. wnat	is the AUTHOR'S PURPOSE, MAIN IDEA, MESSAGE, or THEME?			
CLUE: If you're reading non-fiction, the	main idea is usually located in the first paragraph. When reading fiction, the theme			
(message) is best understood after read	ling the entire selection. You may interpret more than one theme (message).			
7a. What can you INFER from the text?				
CLUE: An inference is a logical guess you make based on the clues in the text.				
Guiding Questions	Your answers:			
(Teacher will provide these):				

Write your own gui	ding questions:		Your answers:
		7h Uso CONTEXT CLU	2
	7b. Use CONTEXT CLUES		=5
CLUE: Identify unfamiliar words by using other clues in the sentence.			
-clot. Identity amammar words by asing other cides in the sentence.		c. dada a semember	
Unfamiliar Word:	Context	clues within the sentence:	Actual denotation (definition):
			• •

7c. Identify IMPORTANT DETAILS from the passage.	7d. SUMMARIZE the passage using the important details you listed in 7c.
	TIP: A SUMMARY is a brief retelling of the MAIN IDEAS of a passage.

Analytical Notes (© 2013 Robert A. Pauker & David W. Griffith -- Common Core Cooperative)

Steps for Implementation

The students are going to record their notes in three columns.

Column 1: In this column the students record one idea from the reading. This idea is based on an area of focus. For a piece of literature, the area of focus might be the immediate problem with a chapter, how a character changes, or a selected passage. For an article, the area of focus might be the catalyst causing an event or one way an issue influences the lives of a specific group.

Column 2: In the middle column the students tell why the idea(s) stated in the first column is/are important. Students learn to generate multiple statements of importance.

Column 3: In the right column the students state the consequence of the idea by stating "As a result."

Column 1: What?	Column 2: Why important?	Column 3: As a result	
Column 1: In this column the students	In the middle column the students tell	Column 3: In the right column the	
record one idea from the reading or skill	why the idea(s) stated in the first	students state the consequence of the	
focus.	column is/are important.	idea by stating "As a result."	

Thematic Statements: The important rite of passage marking the end of one's innocence.

The prejudice present in human interactions.

The loneliness one experiences usually caused by rejection or isolation.

Directions: Analyze the following passage from the novel as it relates to one of the above themes. Provide the following elements in your response:

Passage: "First of all," he said, "if you can learn a simple trick Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view" "Sir?" "—until you climb into his skin and walk around in it" (Lee 30).

Column 1: What?	Column 3: As a result
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Column 2: Why important?					
In 15+ words, record a summary of the passage's context (when, where, who, what).	In the middle column: In 25+ words, begin your response with "this is important" and record why you think the passage is important to one of the novel's themes (why & how).	In 15+ words, begin your response with, "as a result," and explain How the author uses characterization, symbolism, and/or conflict to develop the theme.			
When Scout returns from school, she's upset because her teacher forbade her to read with Atticus. Atticus sits down with Scout on their front porch and offers some advice about getting "along a lot better with all kinds of folks" (Lee 30).	This is important to the theme of "the prejudice present in human interactions." Scout literally "prejudges" Miss Caroline without considering her motives or perspective. Atticus explains to Scout that it's important to understand people and their actions before judging them. To do so, you have to "climb into his skin and walk around in it" (30).	As a result, this passage provides terrific examples of characterization and conflict. Atticus demonstrates and his patience with a precocious Scout who's ready to quit school because of her conflict with Miss Caroline. Atticus uses this conflict to teach Scout an important life lesson.			

Analyze a Piece of Text and a Piece of Art Visual Thinking Strategies

In VTS discussions, teachers support student growth by facilitating discussions of carefully selected works of visual art.

Teachers are asked to use three open-ended questions:

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

3 Facilitation Techniques:

- Paraphrase comments neutrally
- Point at the area being discussed
- Linking and framing student comments

Students are asked to:

- Look carefully at works of art
- Talk about what they observe
- Back up their ideas with evidence
- Listen to and consider the views of others
- Discuss many possible interpretations

Rubric for the Assessment of the Argumentative Essay

		Points			
	4	3	2	1	
INTRODUCTION Background/History Define the Problem Thesis Statement	Well-developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, devices to create interest, and a well-formed, properly placed thesis statement.	Introductory paragraph contains some background information, a technique for creating interest, and states the problem, but does not explain using details. States the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem nor does the writer attempt to create interest. The problem is stated, but lacks detail.	Thesis and/or problem is vague or unclear. Writer does not attempt to create interest. Background details are a seemingly random collection of information, unclear, or not related to the topic.	_
MAIN POINTS Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view and argues it logically. It is obvious that a plan was developed to create sound, logical development.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but does not present sound counterpoint. Overall, the paper is logically developed.	Three or more main points, but all lack development. Refutation paragraph missing and/or vague. There are one or two examples that are not sound, logical argument. Paper itself is repetitious, contradictory, or shows lack of organizational planning.	Fewer than three main points, with poor development of ideas. Refutation missing or vague. Obvious lack of sound, logical argument throughout. There are many examples of poor organizational planning.	_
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences; writer's commentary and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or commentary are included.	Conclusion does not adequately summarize the main points. No commentary or suggestions for change are included.	_
WORKS CITED	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format on the Works Cited page.	Source material is used. All sources are accurately documented, but a few are not in the desired format.	Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.	_
MECHANICS AND STYLE Sentence Structure Punctuation Capitalization Spelling Diction Sentence Variety	Sentence structure is correct and sentences are varied (beginnings, lengths, structures). Diction is at a college level or the appropriate level for the audience. Punctuation, spelling and capitalization are correct. No other mechanical errors.	Sentence structure is generally correct. Some awkward sentences do appear. Sentences show some variety, with an occasional (1 or 2) repetition of sentence beginnings or a number of consecutive sentences of the same length or type. Diction is mostly at the college level, with some examples of unsophisticated or poor/incorrect word choices. There are one or two errors in punctuation, spelling, capitalization and/or other mechanics.	Work contains some sentence errors (2 or 3) and grammatical errors. There are three or four errors in punctuation, spelling, capitalization, and/or other mechanics. Many consecutive sentences begin with the same words, are of the same length or the same sentence construction. Diction is very elementary and lacks flair.	Work contains multiple incorrect sentence structures (more than 3). There are more than 4 errors in punctuation, spelling, capitalization, and/or other mechanics. Diction is elementary and often writing is awkward due to many examples of poor/incorrect word choice.	
				Total>	

Color Code

Students will identify and color code words and phrases that create a variety of tones within a literary nonfiction text. For example, figurative language could be coded green; connotative language could be coded red; and technical meanings could be coded blue. Students will then note the link between word choice and tone.

Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

- 1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
- 2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
- 3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
- 4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
- 5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.
- 6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
- 7. Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

Checklist for Evaluating Question Quality

Text Under Review (include page #s):	
--------------------------------------	--

√if yes	Criteria:	Comments/Questions/Fixes (refer to specific questions!):	
A. Text	Dependent: These things must be true of every question in the set. When evaluating questions, discard all questions that go	et a "no" in Section A	
	A1. Does the student have to read the text to answer each question?		
	A2. Is it always clear to students that answering each question requires that they must use evidence from the text to support their claims? (Standard One should always be in play!)		
B. Impo	ortant Considerations: These are design factors to keep in mind for the entire question and task set.		
	B1. Do students have an opportunity to practice speaking and listening while they work with these questions and tasks?		
	B2. Do questions include appropriate scaffolding so all students can understand what is being asked (Are the questions worded in such a way that all students can access them)?		
	B3. At tricky or key points in the text are there check-in questions for students to answer so that teachers can check on students' understanding and use these sections to enhance reading proficiency?		
	B4. Do questions provide an opportunity for students to determine the meaning of academic vocabulary in context? When possible, do some of these questions explore some aspect of the text as well as important vocabulary?		
	B5. Does the mix of questions addressing syntax, vocabulary, structure and other inferences match the complexity of the text?		
C. Text	Specific:		
	C1. Are the questions specific enough so they can only be answered by reference to this text?		
	C2. Are the inferences students are asked to make grounded logically in the text (Can they be answered with careful reading rather than background knowledge)?		
D. Orga	nization of the Questions:		
	D1. Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks?		
	D2. Are the questions coherently sequenced? Do they build toward gradual understanding of the text's meaning?		
	D3. Do the questions stay focused on the text and only go beyond it to make other connections in extension activities after the text has been explored?		
	D4. If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections among texts?		
E. Culm	E. Culminating Activity or Writing Prompt:		
	E1. Does the culminating task call on the knowledge and understanding acquired through the questions?		
	E2. Does the writing prompt in the culminating task demand that students write to the text and use evidence?		
	E3. Are the instructions to teacher and student clear about what must be performed to achieve proficiency?		
	E4. Is this a task worthy of the student and classroom time it will consume?		

Concept Circle: Sample Passage for Literary Analysis and Vocabulary Enrichment

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing along, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was...a sense of insufferable gloom pervaded my spirit...

	, sp. 1	
SUMMARY of RELATIONSHIPS Describe the relationships between and among the words. Use this information to draw conclusions about the MOOD the author establishes (or another literature-embedded task to promote vocabulary growth and deeper comprehension of text.)	Based on evidence from the text, the MOOD that the author creates (Students should refer to their Vocabulary Notebooks and use appropriate words from their word banks of Topical (Smart Words) in	
	the context of their responses.	

Delete, Substitute, Keep

- 1. Deleting Information Draw a line through anything that seems trivial or frivolous, such as adjectives and similar examples. Draw a line through anything that is redundant or repetitive.
- 2. Substituting Information Replace specific terms with general terms. For example, if the original text lists "flies, honeybees, mosquitoes, and moths", the student can put "flying insects."
- 3. Keeping Information Determine a good topic sentence for the material. Just about every topic sentence contains a subject and the author's claim about it.

Dialectical Journal – What are they, why are they used, how are they linked?

Teacher:

Model and promote **Close Reading** by modeling and providing frequent opportunities for multiple readings of carefully selected portions of text (word by word, sentence by sentence, line by line). Encourage students to *independently* select which excerpts to reread closely.

Identify clear purpose for **Close Reading**; reasons should include, but are not limited to:

- 2 searching for a *main idea*
- identifying context clues to vocabulary
- 🛮 looking for signal words that are clues to *text structure* (e.g., first, since, due to, but, however, etc.)
- 2 gathering information about *narrative elements* (e.g., details of setting, characterization, etc.)
- ② identifying *persuasive techniques*
- $\ensuremath{\mathbb{Z}}$ finding examples of imagery or $figurative\ language$

Engage students in **advanced level Close Reading** exercises such as:

- If finding evidence to support author's purpose
- 2 analyzing author's use of *diction* and *syntax*
- ② other higher order critical thinking activities

Students:

Do **Close Reading** (*rereading with a purpose*) of chunks of text or entire selections with the express purpose of being able to *pull* words, phrases, sentences, or excerpts and draw conclusions such as, e.g., ones about a character's motives, about author's purpose, about author's use of diction, or about another identified focus. Using the *left column* of the **Dialectical Journal**

- © Cite (quote) select words, phrases, and/or sentences passages directly from text; document (include page references)
- Paraphrase (put in own words) select passages; document (include page references)
- 2 Summarize (provide main idea), as appropriate

Using the *right column* of the **Dialectical Journal** write emotional reactions, questions, and clarifications.

DIALECTICAL JOURNAL			
Quotations, Paraphrases, and Summaries of Relevant Passages	Page references	Emotional Reactions, Reflections, Questions, Conclusions	
Dialectical Journal Example Taking notes (quotations taken from your reading)/Can also be used for paraphrasing.	Page References	Making notes (your response to the quotations/paraphrases you selected)	
"The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom" (Cisneros 3).	3	I noticed that she is listing experiences people who rent homes and apartments might have experienced as well. This might pull those readers closer to her through common experience. It also serves to pull the reader who has never rented into her narrative. She lists multiple inconveniences and negative aspects of this lifestyle (paying rent, sharing yard, having to be quiet) and this begins to create an image. While Esperanza's family no longer has to deal with these problems their neighbors on Mango Street do. It provides a window into a lifestyle.	
Key Word Notes			
Key Word or Phrase		Key Word or Phrase	
Key Word or Phrase		Key Word or Phrase	
SUMMARY – Include each key word or phrase used a	above		

DIDLS (Diction, Imagery, Details, Language, Sentence Structure, Shift in Tone)

1. **Diction** - the *connotation* of the word choice.

What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?

EXAMPLES:

Laugh: guffaw, chuckle, titter, giggle, cackle, snicker, roar

Self-confident: proud, conceited, egotistical, stuck-up, haughty, smug, condescending

House: home, hut, shack, mansion, cabin, home, residence

Old: mature, experienced, antique, relic, senior, ancient

Fat: obese, plump, corpulent, portly, porky, burly, husky, full-figured

2. **Imagery** - The use of vivid descriptions or *figures of speech* that appeal to sensory experiences helps to create the author's tone.

Look for metaphors, similes, personification, hyperbole, understatement, synecdoche, metonymy, oxymoron, paradox, overstatement, symbol, irony, puns and allusions. Also look for sound devices: alliteration, repetition, assonance, consonance, onomatopoeia, and rhyme.

EXAMPLES:

My mistress' eyes are nothing like the sun. (playful) Simile He clasps the crag with crooked hands. (dramatic) Alliteration Smiling, the boy fell dead. (shocking) Irony 3. Details - facts that are included or those that are omitted.

What details are does the author choose to include? What do they imply? What does the author choose to exclude? NOTE: Details are facts.

They differ from images in that they don't have a strong sensory appeal.

Details are most commonly the facts given by the author or speaker as support for the attitude or tone.

The speaker's perspective shapes what details are given and which are not.

EXAMPLE:

The name or lack of a name of a character is a detail that an author uses in a story to help establish the tone. Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? Make sure you don't skip this step.

4. Language - the overall use of language, such as formal, clinical, jargon, slang?

What is the overall impression of the language the author is suggesting?

EXAMPLES:

An invitation to a wedding usually uses formal language.

A Biology text uses scientific and clinical language.

When I told Dad that I had goofed the exam, he blew his top. (slang)

I had him on the ropes in the fourth and if one of my short rights had connected, he'd have gone down for the count. (jargon)

5. **Sentence Structure** - structure affects the reader's attitude.

What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there parallel construction? Is there a rhyme scheme?

EXAMPLES:

Parallel syntax (similarly styled phrases and sentences) creates interconnected emotions, feelings and ideas.

Short sentences are punchy and intense often emphatic, passionate or flippant.

Long sentences are distancing, reflective and more abstract suggesting greater thought.

6. SHIFT IN TONE:

Good authors are rarely monotone. A speaker's attitude can shift on a topic. The following are some clues to watch for shifts in tone:

- key words (but, yet, nevertheless, however, although)
- punctuation (dashes, periods, colons)
- paragraph divisions
- changes in sentence length
- sharp contrasts in diction

Use DIDLS to understand tone: Diction, Imagery, Details, Language, Syntax.

What is Tone?

TONE – It is easier to understand tone in spoken language and harder to understand it in written language because you cannot depend on vocal or facial expressions.

Why is tone important? If you do not understand the tone you will misinterpret the meaning as well. You must go through the entire DIDLS process from above to interpret the tone of the writing.

Discussion Guidelines and Skills

Discussion Guidelines and Skills

When speaking, participants strive to

◆ sustain a main idea ◆ be original with interesting, thought provoking ideas. ◆ have quality in their comments. ◆ include textual references— the more specific the quotation, with reference to page and paragraph numbers, the better. ◆ make reference to other works. ◆ maintain the accuracy of their comments. ◆ question for greater understanding.

When listening, participants strive to

♦ listen to other students and not be "checked out". ♦ see how the comments fit follow the flow of the discussion. ♦ be able to reference previous comments. ♦ listen for greater understanding. ♦ wait patiently for the speaker to finish before sharing ideas.

In a collegial conversation, participants are consistent in participation. ♦ show leadership—- students help others to enter the discussion. ♦ show empathy. ♦ have the ability to learn and adjust to the dynamics of the class. ♦ incorporate politeness and respect for all members of the class. ♦ maintain eye contact and call others by their names. ♦ show patience with the process. (It takes some time to develop a group dynamic where everyone feels at ease.) ♦ demonstrate preparedness— books and articles are marked, responses are written, questions are prepared. ♦ students are willing to state own ideas even if different from those of other students or the teacher.

Discussion Sentence Stems Sentence starters for students to facilitate a safe and cooperative classroom or group discussion. Agreement ♦ "I agree with ____ because ___." ♦ "I like what _____ said because ___." ♦ "I agree with _____because ____;then on the other hand_____." Disagreement ◆ "I disagree with ______ because _____." ◆ "I'm not sure I agree with that because _____." ◆ "I can see that _____; however, I disagree with (or can't see) _____." Clarifications ◆ "Could you please repeat that for me?" ◆ Paraphrase what you heard and ask, "Could you explain a bit more, please?" ♦ "I'm not sure I understood you when you said . Could you say more about that?" ♦ "Is there evidence for the position?" ♦ "How does that support our work/mission at Confirmation ♦ "I hear ____." ♦ "I believe ___." ♦ "I discovered ___." ♦ "I learned that ___." Confusion ♦ "I don't' understand_____." ♦ "I am confused about____." ♦ "Can you explain that another way?" ♦ "I have a question about ." Extension ♦ "I was thinking about what _____ said, and I was wondering what if _____." ♦ "This makes me think_____." ♦ "I want to know more about_____." ♦ "Now I am wondering____." ♦ "Can you tell me more about ______ ." Review ♦ "I want to go back to what _____ said." ♦ "I like _____." ♦ "I noticed that _____."

How to Evaluate Journal Articles

To evaluate a journal article, look for:

- Purpose of Article: Why was the article written? To:
 - o persuade the reader to do something?

For example: vote a certain way, purchase an item, attend an event

o inform the reader?

For example: results of a study/experiment, what happened at an event

o prove something?

For example: that a behavior is bad/good, a method works/doesn't work

- Type of Journal: For college-level term papers, information should be obtained mostly from scholarly journals.
 - o Scholarly Journals contain articles describing high quality research that has been reviewed by experts in the field prior to publication.
 - o Trade magazines may be useful for topics in business or where economic data is needed. There are also good for learning what the current "hot topics" are in an area.
 - o Popular magazines, such as *Time* and *Newsweek*, should be used sparingly, or not at all.
- **Organization and Content:** Is the material organized and focused? Is the argument or presentation understandable? Is this original research, a review of previous research, or an informative piece?
- Bias (of the publisher): Some publications have an inherent bias that will impact articles printed in them. Is the journal:
 - o left/liberal?
 - o right/conservative?
 - o center?
 - o an alternative press?
 - o published by a political action (PAC) group?
- Date of Article: Some topics, such as those in the health sciences, require current information. Other subjects, such as geology, value older material as well as current. Know the time needs of your topic and examine the timeliness of the article; is it:
 - o up-to-date,
 - o out-of-date, or
 - o timeless?
- **Bibliography:** Scholarly works always contain a bibliography of the resources that were consulted. The references in this list should be in sufficient quantity and be appropriate for the content. Look for:
 - o if a bibliography exists,

- if the bibliography is short or long,
- if the bibliography is selective or comprehensive,
- o if the references are primary sources (ex. journal articles) or only secondary sources (ex. encyclopedias),
- o if the references are contemporary to the article or much older, and
- o if the citation style is clear and consistent.
- **Usefulness**: Is the article relevant to the current research project? A well-researched, well-written, etc. article is not going to be helpful if it does not address the topic at hand. Ask, "is this article useful to *me*?" If it is a useful article, does it:
 - o support an argument
 - o refute an argument
 - o give examples (survey results, primary research findings, case studies, incidents)
 - o provide "wrong" information that can be challenged or disagreed with productively
- **Authority:** Is the author an expert in this field? Where is the author employed? What else has he/she written? Has he/she won awards or honors?
- Coverage: Does the article cover the topic comprehensively, partially, or is it an overview?
- Audience: For what type of reader is the author writing? This ties in with the type of journal, as popular magazine is geared to the general
 reader, while trade magazines are for the specialist and scholarly journals are directed at researchers, scholars or experts in the field. Is the
 article for:
 - o general readers,
 - o students (high school, college, graduate),
 - o specialists or professionals,
 - o researchers or scholars?
- Illustrations: Are charts, graphs, maps, photographs, etc. used to illustrate concepts? Are the illustrations relevant? Are they clear and professional-looking?

Source:

"How to Evaluate Journal Articles | Libraries | Colorado State University. "How to Evaluate Journal Articles | Libraries | Colorado State University.

Journal Prompts (Starter sentences for your response to quoted passages in your journal)

	i do not understand
	I noticed that
3.	I now understand
	This character reminds me of myself
j.	I think the setting is important because
.	I think the relationship between and is interesting because
	I really like this (idea, person, attitude, etc.) because
8.	Something I noticed (appreciated, wondered, etc.) is
).	My favorite passage (or quote) is because
0	I like (dislike) because

Literary Mandala

Well-developed characters are neither completely good nor completely bad. Using a Mandala will help you to see that most people, and most situations, in life have two sides to them. This activity will help you to develop critical thinking skills, including metaphorical thinking.

A Mandala has two sides: the Sunside and the Shadowside. Usually a person's face also has differences from one side to the other with one side looking happier and one side looking sadder. Perhaps these things represent dark and light sides of our personalities. Readers can use a Mandala to represent both sides of a character. Look at one half of each other's face at a time to see this difference.

Procedure:

- 1. Pick a character from any novel that you have read and in which the character is well defined.
- 2. Write down 10 adjectives that describe the character.
- 3. Think about those adjectives as you choose a symbol for each of the following to represent the personality of the character:
- a. Animal
- b. Plant
- c. Color
- d. Fire/Air/Earth/Water (choose one)
- e. Shape
- f. Number

These things will be used as your symbols to represent the character visually on the Mandala. You will start by identifying one side and will then make choices about the other side based on the opposites of the first. If the character is generally a good character, you will probably want to start with the Sunside. If the character has a generally darker nature, you might want to start with the Shadowside.

- 4. Once you have chosen all of the symbols for the first side, you will need to write one paragraph to defend each of your choices. Use evidence from the text to back up each choice. They should find page numbers to go along with their evidence.
- 5. If a choice cannot be defended in the text, you will need to choose another symbol that could be.
- 6. For each symbol, you will then pick an opposite. Go with your initial reaction because it will probably be accurate.
- 7. Have students draw the Mandala using at least 4 symbols from the Sunside and 4 symbols from the Shadowside. Give students colored pencils or crayons in order to color their Mandalas.

Rubric

1. Each choice is backed up with evidence from the text, including a page number. 50 pts	
2. Your Mandala is complete and well done even if you aren't the best at drawing. 50pts	

You can use images from the Internet to create your Mandala.

Microtheme

Microthemes bridge informal and formal writing. Using a 5" by 8" notecard, students write down the main points of a discussion. There are no introductions or conclusions; just put down the main points in complete sentences. This technique is especially good when students are asked to find positions on issues, or to argue and support position issues.

OPTIC

UNDERSTAND & WRITE ABOUT VISUAL MEDIA MESSAGES

- Read about/research the context (social, cultural, historical significance) of the visual argument
- Refer to multiple analysis criteria (design elements, purpose, audience, content) to draw conclusions and write about the argument that is being made

Overview

Consider what attracts your attention. What immediate impression does the image create? What is your eye drawn to first in the foreground, background, etc.? Does it evoke positive or negative feelings? What do you "read" in the image: heroism, hope, despair, pride?

Parts

Deconstruct the elements of the visual.

Title

Determine connotation and think: Based on the title, what did the creator's attitude toward the visual seem to be? What effect did creator intend – to support the visual message, to satirize it, other?

Interrelationships

Analyze how different elements support one another and contribute

to the argument: What is the role of words between the textual and visual message? How do design elements – color, lighting, etc. support the message? What does the visual assume about its viewers and which visual elements contribute to that assumption?)

Conclusion

Refer to multiple analysis criteria: e.g., design elements, context, content, purpose, audience) and write about the argument that is being made.

SIGHT (Marzano, Pickering, and Pollock)

Select two mediums on a particular idea or topic

Identify criteria for students to use during examining each item

Guide students through describing each item and then comparing

Have students determine if the items are more similar or different and draw conclusions/make generalizations

Tie the lesson together by giving students a synthesis task that asks them to apply their learning

SMELL – Analysis of Text or Persuasive Writing

Symbol
Message
Emotion
Logic in the emotion
(Language) Examine the language

SWAPS

		Check each sentence to be sure it is not a		
	Sentence Structure	1. Run on sentence.		
		2. Sentence fragment.		
S	Sentence structure	3. Sentence that doesn't make sense.		
		4. Stringy sentence.		
		(one that contains more than two independent clauses)		
		1. Be sure you've used the correct word.		
\mathbf{W}	Word Usage	2. Avoid slang words. (kids, homies, etc.)		
* *		3. Use precise nouns and verbs. (Word choice)		
		4. Avoid contractions in formal writing.		
		1. Be sure that subjects and Verbs agree in number. (singular or plural)		
		2. Be sure pronouns agree with their antecedent in number. (singular or plural)		
A	Agreement	3. Be sure pronouns are in the correct case. (subjective or objective e.g. <i>between you and</i> <u>me</u>)		
\mathbf{A}	, ig. comen	4. Keep verb tenses are kept consistent. (present, past, future, etc.)		
		5. Keep voice is consistent. (Don't switch incorrectly from first to second person, etc.)		
		6. Keep similar items parallel.		
		7. Use subjunctive mood for hypothetical and untrue situations.		
		1. Be sure all sentences have ending punctuation.		
		2. Check to be sure questions end with <u>question marks.</u>		
	Punctuation	3. Use <u>commas after introductory words</u> and phrases.		
P		4. Use commas after items in lists except for the last item.		
		5. Use a comma in a compound sentence just before the coordinating conjunction. (FANBOYS)		
		6. Use commas to set apart non-essential phrases, clauses and appositives.		
		 Omit unnecessary commas. Use a comma after a dependent clause when it comes before an independent clause. 		
		o. Ose a comma arter a dependent clause when it comes before an independent clause.		
		1. Check for careless spelling errors including poor letter formation.		
		2. Avoid casual spelling such as cause for because and gonna for going to.		
		3. Remember that <u>a lot</u> is two words.		
S	Spelling & Capitalization	4. Begin each sentence with a capital.		
B		5. <u>Check homonyms</u> to be sure you have spelled the one you mean (there, their, they're; where,were, to, too, two; your, you're)		
		6. <u>Capitalize proper nouns including /.</u>		
		7. Eliminate unnecessary capitals.		
		8. Check to be sure apostrophes are used in contractions and possessives.		

Ten Percent Summary – Type 3 Collins Writing Program

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Project Summary	Summarizing has long been held as a highly prized academic skill. Summarizing is also an essential life skill. Think of all the times in everyday life you use summarizing skills: recapping a day, telling about a vacation, giving the highlights of a social event, providing the major points of a decision-making process, describing an exciting sporting event—the list goes on. In the Information Age in which you are growing up, with its abundance of easy-to-access information, summarizing becomes an even more important processing skill. Without the ability to sort out and distill information, you run the risk of being overwhelmed in a sea of data. Summaries have the following characteristics: Shorter than the original text Follow the organizational pattern of the original text Include main ideas Do not include the opinion of the person writing the summary Paraphrase the original author's words This assignment requires that you create a summary of an article that is ten percent of its length.		
Writer's Purpose	Write the main ideas of the assigned article in your own words. Include the most important details within the permitted word limit. Remember to include clear, accurate information with no personal opinion.		
Writer's Role	You are writing as yourself, a student who wants to improve his or her ability to effectively summarize information.		
Audience	Your audience is your peer group, who will benefit from your ability to share important summarized information.		
Form	Write a summary of the assigned article in approximately ten percent of the words. You may have a few more or a few less than ten percent within 15 words.		
FCAs	/10 Write a clear topic sentence stating author, title, genre and main idea. /20 Include 2 short, correctly punctuated quotations (3-6 words) /60 Captures the essence and organization of the article approximately ten percent of the words (within 15 words) /10 Meet the following "givens" in your summary (2 points for each error): Write in 3 rd person only (no 1 st or 2 nd person) Properly punctuate titles Edit for obvious errors in grammar and mechanics Include the word count of your summary at the bottom of the page		
Procedure	 Read the article according to guidelines given in class. General strategies: Read through quickly, and then go back and read carefully. The first few paragraphs (10 – 20 percent of the article) usually contain the author's position on the topic. Read the first sentence of the middle paragraphs (middle 60 – 80 percent of the article) carefully. They usually tell the main ideas. Read the last paragraphs (last 10 –20 percent of the article) carefully. They usually sum up the main points. Draft your summary. Keep a running word count at the end of each line so you know where you are in the ten percent summary. Read your summary in a one-foot voice; make any changes that will improve your summary. You may also work with a partner to get feedback and peer editing. Rewrite the summary with all the improvements. 		

T.H.E.M.E.S Strategy

OPINION:	
T.H.E.M.E.S	Possible Reasons for Opinion
Time	
Health	
Education	
Money	
Environment	
Safety	

Toumlin Model

Because		
therefore		
since		

First blank: the grounds – the material the writer uses to support a claim. It can be evidence based on logos (fact or expert opinion), pathos (appeal to emotion), or ethos (appeal to values of the audience).

Second blank: the claim – the main point of the essay usually stated as the thesis. However, in some cases, it can be implied.

Third blank: the warrant – the logical inference that connects the claim back to the grounds.

TPCASTT

Title of Poem:		Author:
	Record your analysis here.	
Title		
Paraphrase		
Connotation		
Attitude (tone)		
Shift		
Title		
Theme		