



Integrated Faith Standards for Academic Curriculum

English Language Arts Curriculum

Grades Kindergarten – Grade 8

*Revised 2022

***“Education is an important mission, which
draws young people to what is
good, beautiful, and true.”
Pope Francis***

The Diocesan English Language Arts Standards are created from a long-planned revision of the Massachusetts English Language Arts Curriculum Framework, and build on the Stotsky Standards modeled after them. The standards are conjoined with the Neuman Standards and Integrated Faith standards created by Father Belmonte.

This curriculum framework provides standards designed to guide reading and English teachers in the development of a dynamic English language arts curriculum from PreK to 12. It is based on two premises: that learning in the English language arts should be cumulative and that the reading of increasingly challenging literary and non-literary works as well as the writing of increasingly extensive research papers are the basis for developing the independent thinking needed for self-government.

The four discipline-based strands in this framework—Listening and Speaking, Language Study, Reading and Literature, and Research and Composition—are interdependent. At all grade levels, a sound English language arts curriculum integrates concepts and skills from all four strands. A sound reading and literature curriculum also expects students to apply their language skills to increasingly challenging material linked in ways that promote cumulative learning. A coherent sequence of reading, research, and writing assignments ensures that students both broaden and deepen their base of literary/historical knowledge. It is this broadening and deepening knowledge base that stimulates intellectual growth and enhances their capacity for independent critical thinking.

In Catholic education, literature should be selected that supports Christian morals and virtues and fosters a love of Christ and other. The attached reading list is an aid for educating children across a broad spectrum of literature and includes many authors whose literary works can be both edifying and challenging. Care should be exercised in choosing among literary works by the authors listed within this document so that the selected reading material is developmentally and morally appropriate. We expect each teacher to use their literary judgment as they make selections. In planning a curriculum, it is important to balance depth with breadth. As teachers in our Diocesan schools work with this curriculum framework to develop literature units, they will often combine works into thematic units. Exemplary curriculum is always evolving. We urge each school to take initiative to create programs meeting the needs of their students.

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.

- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Guiding Principles for English Language Arts

Guiding Principle 1: *An effective English language arts curriculum develops thinking and language together through interactive learning.* Effective language use both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. The standards in this framework specify the intellectual processes that students draw on as they use language. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the English language arts when they undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

Guiding Principle 2: *An effective English language arts curriculum develops students' oral language and literacy through appropriately challenging learning.* A well-planned English language arts program provides students with a variety of oral language activities, high-quality and appropriate reading materials, and opportunities to work with others who are reading and writing. In the primary grades, systematic phonics instruction and regular practice in applying decoding skills to decodable materials are essential elements of the school program. Reading to preschool and primary grade children plays an especially critical role in developing children's vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination. Beyond primary grades, students continue to refine language skills.

Guiding Principle 3: *An effective English language arts curriculum draws on literature from many genres, time periods, and cultures.* Students should become familiar with works that are part of a literary tradition going back thousands of years. Thus, the curriculum should emphasize literature reflecting the literary and civic heritage of the English-speaking world. Students also should gain exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world. Appendix A of this framework presents a list of suggested authors and illustrators who contribute to the common literary and cultural heritage of students, as well as past and present authors from other countries and cultures. In order to foster a love of reading and prepare students for college, a great deal of independent reading should be encouraged.

Guiding Principle 4: *An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in expository, persuasive, narrative, and expressive discourse.* At all levels, students' writing records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

Guiding Principle 5: *An effective English language arts curriculum provides for the study of all forms of media.* Multimedia, television, radio, film, Internet, and videos are prominent modes of communication in the modern world. Like literary genres, each of these media has its unique characteristics, and students learn to apply techniques used in the study of literature and exposition to the evaluation of multimedia, television, radio, film, Internet sites, and video.

Guiding Principle 6: *An effective English language arts curriculum provides explicit skill instruction in reading and writing.* Explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons (decoding skills) should be taught to students before they try to use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness - the ability to pay attention to the component sounds of language. Effective instruction occurs in small groups, individually, or in a class. Explicit skill instruction can also be effective when it responds to specific problems in student work.

Guiding Principle 7: *An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.* Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized and applied purposefully. For example, a research skill has become a strategy when a student formulates his own questions and initiates a plan for locating information. A reading skill has become a strategy when a student sounds out unfamiliar words, or automatically makes and confirms predictions while reading. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, “Does this organization work?” When students are able to articulate their own learning strategies, evaluate effectiveness, and use techniques that work best for them, they become independent learners.

Guiding Principle 8: *An effective English language arts curriculum builds on the language, experiences, and interests that students bring to school.* Teachers recognize the importance of being able to respond effectively to the challenges of linguistic and cultural differences in their classrooms. Sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in their neighborhood, but may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as bridges to speaking and writing.

Guiding Principle 9: *An effective language arts curriculum develops each student’s distinctive writing or speaking voice. A student’s writing and speaking voice is an expression of self.* Students’ voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students’ voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

Guiding Principle 10: *While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life.* Teachers instruct an increasingly diverse group of students in their classrooms each year. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens in their communities.

K-8 English Language Arts Catholic Integrated Faith Standards
Catholic Curricular Standards and Dispositions in English Language Arts

ELA Foundational Standards

- K-8.LA.IF.FS-1.0** Analyze literature that reflects the Catholic culture and worldview.
- K-8.LA.IF.FS-2.0** Share how literature can contribute to strengthening one’s moral character.
- K-8.LA.IF.FS-3.0** Demonstrate how literature is used to develop a religious, moral, and social sense.
- K-8.LA.IF.FS-4.0** Articulate how spiritual knowledge and enduring truths are represented and communicated through Sacred Scripture, fairy tales, fables, myths, parables, and stories.
- K-8.LA.IF.FS-5.0** Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
- K-8.LA.IF.FS-6.0** Identify the causes underlying why people do the things they do.
- K-8.LA.IF.FS-7.0** Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
- K-8.LA.IF.FS-8.0** Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
- K-8.LA.IF.FS-9.0** Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
- K-8.LA.IF.FS-10.0** Share how literature cultivates the aesthetic faculties within the human person.
- K-8.LA.IF.FS-11.0** Share how literature ignites the creative imagination.
- K-8.LA.IF.FS-12.0** Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
- K-8.LA.IF.FS-13.0** Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

Listening and Speaking

- K-12.ELA.GS.LS-1 Discussion and Group Work:** Group discussion can be effective when students listen actively, stay focused, consider ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor appropriately. Group discussion may lead students to a greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems.
- K-12.ELA.GS.LS-2 Oral Presentation:** Planning an effective presentation requires students to match their presentation purpose, medium, style, and format to their intended audience. Frequent opportunities to plan presentations for various purposes and to speak before various groups help students learn how to gain and keep an audience’s attention, interest, and respect.

Language Study

- K-12.ELA-GS.LS-1 Structure and Conventions of Modern English:** The study of the structure of Modern English, as well as its oral and written conventions, gives students more control over the meaning they intend in their writing and speaking.
- K-12.ELA-GS.LS-2 Vocabulary and Concept Development:** Our ability to think clearly and communicate with precision depends on the acquisition of a rich vocabulary. As students employ a variety of strategies for acquiring new vocabulary, their skill in using that perfect word can heighten interest in vocabulary itself.
- K-12.ELA-GS.LS-3 Formal and Informal English:** Study of different forms of the English language helps students understand how to use different levels of formality in their own writing and speaking. It also enriches their understanding of regional and social dialects in their conversational language and in literature.

Reading and Literature

- K-12.ELA-GS.RL-1 Foundations of Reading and Spelling:** Phonemic awareness, accurate and fluent decoding and word recognition, and an understanding of the basic features of written English texts are essential to beginning reading and writing. These skills should be taught, continually practiced, and monitored until mastered.
- K-12.ELA-GS.RL-2 Nonfiction:** Many students regularly read historical nonfiction and other nonfiction books, news articles, and websites on the Internet. Learning to identify and understand common expository organizational structures helps them read challenging nonfiction material. Knowledge of textual and

graphic features of nonfiction further extends a student’s control in reading and writing informational texts.

K-12.ELA-GS.RL-3 Fiction: Stories are vehicles for a student’s development of empathy, moral sensibility, and understanding. The identification and analysis of elements of fiction—plot, conflict, setting, character development, and foreshadowing—make it possible for students to think more critically about stories, respond to them in more complex ways, reflect on their meanings, and compare them to each other. A story is the imagined world of the author into which the reader is invited. Imaginative works are there to entertain and enlighten us.

K-12.ELA-GS.RL-4 Poetry: In the study of poetry, we learn to pay particular attention to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. We also learn that poetry is playful in its attention to language, where rhyme, pun, and hidden meanings are pleasant surprises. The analysis of the figurative language associated with poetry—metaphor, simile, personification, and alliteration—has an enormous impact on student reading and writing in other genres as well.

K-12.ELA-GS.RL-5 Drama: Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter the world created on stage. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.

K-12.ELA-GS.RL-6 Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend: Young students enjoy the predictable patterns, excitement, and moral lessons in traditional and classical stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional stories across cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these and other authors’ works.

Research and Composition

K-12.ELA-GS.RC-1 The Research Process: As the amount and complexity of knowledge increases, students need information literacy skills to understand the features, strengths, and limitations of the many digital and print resources, as well as people, available to them. They must also know how to conduct an efficient and successful search for accurate and credible information, and to adhere to principles of academic integrity to document and cite the sources they use.

- K-12.ELA-GS.RC-2 Analytical Writing:** Analytical writing requires the development and use of logical thinking processes, reading “between the lines,” and an ever-growing knowledge base for the topic being analyzed. Beginning in grade 3, analytical writing should constitute at least half the writing students do in school, and beginning in grade 9, three-quarters of student writing assignments should require research and analysis.
- K-12.ELA-GS.RC-3 Persuasive Writing:** Persuasive writing uses all the major components of effective communication for the goal of convincing someone of something or moving someone to a particular kind of action. It requires a keen appreciation of the audience’s particular characteristics. Strong persuasive writing presents a position or claim, defends it with credible, precise, and relevant evidence, and uses language appropriate to the audience and purpose.
- K-12.ELA-GS.RC-4 Personal Writing:** When we draw on our own or imagined experiences, observations, and reflections for personal writing, we want to bring them to life through engaging language. Writing about our own experiences, observations, or reflections helps us to understand our lives and can bring pleasure to our readers.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

- PK.ELA.DG-1.0** Follow agreed-upon rules for discussion (e.g., raise hand before speaking).
PK.ELA.DG-2.0 Participate in small group discussions or tasks.

Oral Presentation

- PK.ELA.OP-1.0** Orally describe personal interests or tell stories to classmates.

LANGUAGE STUDY

Structure and Conventions of Modern English

- PK.ELA.SE-1.0** Use appropriate words to express spatial and temporal relationships (e.g., up, down, before, after).
PK.ELA.SE-2.0 Identify the use of capital letters for names.

Vocabulary and Concept Development

- PK.ELA.VC-1.0** Demonstrate understanding of concepts by sorting common objects into various categories (e.g., colors, shapes, textures).
PK.ELA.VC-2.0 Describe common objects and events in general and specific language.

Formal and Informal English

- PK.ELA.FI-1.0** Identify examples of formal and informal language spoken in the classroom and on the playground.

READING AND LITERATURE

Print Concepts

- PK.ELA.PC-1.0** Read labels or signs in the classroom, school, or street. (e.g., a stop sign).
PK.ELA.PC-2.0 Identify the title of a book on the front cover.
PK.ELA.PC-3.0 Distinguish alphabet books from counting books.
PK.ELA.PC-4.0 Demonstrate how to handle a book and turn pages.
PK.ELA.PC-5.0 Identify some uppercase and lowercase alphabet letters.

- PK.ELA.PC-6.0** Print some uppercase alphabet letters.
PK.ELA.PC-7.0 Point to show that English print moves left to right across the page and from top to bottom.
PK.ELA.PC-8.0 Point to show that written sentences are made up of separate words.
PK.ELA.PC-9.0 Rapidly name the letters of the alphabet in order.

Phonemic and Phonological Awareness

- PK.ELA.PPA-1.0** Link an initial sound to a picture of an object that begins with that sound. (e.g., given a picture of a ball, identify the initial sound as /b/).
PK.ELA.PPA-2.0 Recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
PK.ELA.PPA-3.0 Segment the words in a simple sentence.

Phonics, Word Recognition, and Spelling

- PK.ELA.PHO-1.0** Identify sight words in common labels or signs (e.g., stop on a stop sign).

Nonfiction

- PK.ELA.N-1.0** Identify the topic of a nonfiction text read aloud.
PK.ELA.N-2.0 Identify steps to follow after hearing a simple list of instructions.

Fiction

- PK.ELA.F-1.0** Listen actively to stories or poems read aloud.
PK.ELA.F-2.0 Describe a favorite story or poem by a particular author/illustrator.

Poetry

- PK.ELA.P-1.0** Identify a regular beat in nursery rhymes and children's songs.

Drama

- PK.ELA.D-1.0** Play characters in informal plays.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- PK.ELA.M-1.0** Identify examples of nursery rhymes and folktales.

RESEARCH AND COMPOSITION

The Research Process

PK.ELA.RP-1.0 List topics of interest about preschool.

Analytical Writing

PK.ELA.WA-1.0 Record and discuss observations of the natural world (e.g., observe the weather each day and draw pictures or make a chart of cloudy, rainy, foggy, snowy, or sunny days and explain how the weather affects what people wear to school).

Persuasive Writing

PK.ELA.WP-1.0 Make a verbal suggestion or request to an adult or a peer and explain why they should follow that suggestion. For example, a student says the class should go outside for recess because the weather is sunny and warm.

Personal Writing

PK.ELA.WE-1.0 Make drawings to tell real or imagined stories.

PK.ELA.WE-2.0 Describe orally what students see in the classroom, at home, and in their community.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

K.ELA.DG-1.0 Follow agreed-upon rules for class discussion (e.g., listen to others, wait until one’s turn to speak) and add one’s own ideas to small group discussions or tasks.

Oral Presentation

K.ELA.OP-1.0 Orally describe personal interests, tell stories, or recite poems, facing the audience and speaking clearly.

LANGUAGE STUDY

Structure and Conventions of Modern English

- K.ELA.SE-1.0** Use appropriate words to express actions.
- K.ELA.SE-2.0** Identify correct capitalization for names and places.
- K.ELA.SE-3.0** Correctly use a period or a question mark at the end of a sentence.
- K.ELA.SE-4.0** Correctly use a capital letter for the first letter of a name, the first word in a sentence, and the pronoun I.

Vocabulary and Concept Development

- K.ELA.VC-1.0** Predict the meaning of a new word from its context when listening to a text being read aloud.
- K.ELA.VC-2.0** Use new words acquired by listening to literary or informational texts read aloud.

Formal and Informal English

- K.ELA.FI-1.0** Identify examples of formal and informal language in stories read aloud.

READING AND LITERATURE

Print Concepts

- K.ELA.PC-1.0** Determine the purpose of a text (i.e., to provide information, tell a story, or provide language play, as in nursery rhymes, riddles, etc.).
- K.ELA.PC-2.0** Locate the title and name of the author of a book.
- K.ELA.PC-3.0** Point to show that written words are made up of separate letters.
- K.ELA.PC-4.0** Identify and name all uppercase and lowercase letters.
- K.ELA.PC-5.0** Point to identify spacing between words.
- K.ELA.PC-6.0** Print one's own first name and all upper- and lowercase letters.

Phonemic and Phonological Awareness

- K.ELA.PPA-1.0** Segment the parts of a compound word (e.g., base + ball → baseball). For example, students clap to show they understand the syllables of a word.
- K.ELA.PPA-2.0** Orally blend and segment words into syllables (e.g., /ta/ + /ble/ → table).
- K.ELA.PPA-3.0** Identify and produce rhyming words (e.g., mop as a word rhyming with top).
- K.ELA.PPA-4.0** Orally blend the onset (e.g., the initial sound) and the rhyme (e.g., the vowel and ending sound) in words (e.g., /c/ + /at/ → cat).
- K.ELA.PPA-5.0** Identify the initial sound in spoken words (e.g., /f/ as the first sound in fish).
- K.ELA.PPA-6.0** Identify words that have the same initial sound (e.g., Given pat, put, sat, indicate that the first two words begin with /p/).
- K.ELA.PPA-7.0** Orally blend individual sounds in simple one-syllable words (e.g., /c/ /u/ /p/ → cup).
- K.ELA.PPA-8.0** Segment individual sounds in simple one-syllable words (e.g., put → /p/ /u/ /t/).

Phonics, Word Recognition, and Spelling

- K.ELA.PHO-1.0** Name a printed letter that matches a sound (e.g., The teacher says /t/, and the student points to the /t/ letter tile).
- K.ELA.PHO-2.0** Match spoken words to printed words (e.g., The teacher pronounces /pat/, and the student selects pat from a set of three word cards).
- K.ELA.PHO-3.0** Blend letter sounds to decode simple CVC (consonant-vowel-consonant) or VC (vowel-consonant) words with two or three letters (e.g., man, cat, up).
- K.ELA.PHO-4.0** Read some common high-frequency words by sight (e.g., a, the, I, my, you, is).
- K.ELA.PHO-5.0** Use letter-sound knowledge to write simple messages and words that accurately represent at least the initial sounds (e.g., soap written as sop).

Comprehension

- K.ELA.CMP-1.0** Make predictions about text content using the illustrations.
K.ELA.CMP-2.0 Identify important elements of the text (e.g., characters, events, topics).
K.ELA.CMP-3.0 Retell main ideas from text heard or read.

Nonfiction

- K.ELA.N-1.0** Identify important elements of the text (e.g., events, topics, concepts) and answer questions about them.
K.ELA.N-2.0 Identify textual and graphic features of a nonfiction text (e.g., title, author, table of contents, illustrations, and index).
K.ELA.N-3.0 Restate and follow task-oriented two-step directions.

Fiction

- K.ELA.F-1.0** Make predictions about what will happen in a story as it is read aloud.
K.ELA.F-2.0 Identify lessons learned by characters in a story.
K.ELA.F-3.0 Identify words in a text related to the senses (e.g., touch, hear, see, smell, and taste).

Poetry

- K.ELA.P-1.0** Identify and demonstrate the regular beat in nursery rhymes and children's songs.

Drama

- K.ELA.D-1.0** Act out dialogue from a familiar story with guidance and support from an adult.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- K.ELA.M-1.0** Identify and predict recurring phrases (e.g., Once upon a time) in traditional literature.
K.ELA.M-2.0 Retell or dramatize a favorite Scripture story or folk/fairytale.

RESEARCH AND COMPOSITION

The Research Process: Students Generate Topics of Interest about Their School or Community and Decide Who or What Can Answer Questions about Their Topics

K.ELA.RP-1.0 Identify relevant pictures or people as sources of information on a topic of interest.

Analytical Writing

K.ELA.WA-1.0 Develop and use a topic sentence or a controlling (main) idea when discussing observations on topics related to the curriculum. For example, students look at pictures of animals from the same species. Starting with the main idea that animals of the same species can be alike and different, students speak or write full sentences on their observations.

K.ELA.WA-2.0 Orally describe patterns of change (e.g., daily/seasonal weather changes).

Persuasive Writing

K.ELA.WP-1.0 Voice logical reasons for suggesting that others follow a particular course of action. For example, some students say that the teacher should allow more time for music because the class needs to practice for an upcoming assembly.

Personal Writing

K.ELA.WE-1.0 Tell a story about an experience the student has had or has imagined.

K.ELA.WE-2.0 Arrange ideas of a story in three-part order (beginning, middle, and end).

K.ELA.WE-3.0 Identify words and phrases that convey meaning expressively.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

1.ELA.DG-1.0 Follow agreed-upon rules for class discussion (e.g., stay on topic when speaking).

Oral Presentation

1.ELA.OP-1.0 Orally explain personal interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience.

LANGUAGE STUDY

Structure and Conventions of Modern English

1.ELA.SE-1.0 Use appropriate words to name groups (e.g., children).

1.ELA.SE-2.0 Identify correct capitalization and commas in dates.

Vocabulary and Concept Development

1.ELA.VC-1.0 Predict the meaning of a new word from its context when reading a text or listening to one read aloud.

1.ELA.VC-2.0 Demonstrate understanding of concepts by sorting written words and pictures into various categories (e.g., living things, animals, birds).

1.ELA.VC-3.0 Identify common words (e.g., look) and their inflected forms (e.g., looks, looked, looking).

1.ELA.VC-4.0 Identify the relevant meaning for a word with multiple meanings using its context (e.g., He saw a cat/She cut the tree branch with a saw).

1.ELA.VC-5.0 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (e.g., lunchtime, daydream).

1.ELA.VC-6.0 Use a beginning dictionary to find the meanings of words.

Formal and Informal English

1.ELA.FI-1.0 Identify examples of formal and informal language in stories, plays, and poems.

Print Concepts

- 1.ELA.PC-1.0** Use a table of contents to identify chapters or parts of a book.
- 1.ELA.PC-2.0** Print first and last name, address, telephone number, and words and sentences legibly, using upper- and lowercase letters and leaving spaces between words.

Phonemic and Phonological Awareness

- 1.ELA.PPA-1.0** Produce a series of rhyming words.
- 1.ELA.PPA-2.0** Identify the number of words in a sentence.
- 1.ELA.PPA-3.0** Identify the number of syllables in a spoken word.
- 1.ELA.PPA-4.0** Isolate the medial and final sounds of spoken words, determining when two words have the same final or medial sounds.
- 1.ELA.PPA-5.0** Identify the individual sounds in one-syllable words.
- 1.ELA.PPA-6.0** Orally blend sounds in one-syllable words that have 3-4 letters and 4-5 phonemes.
- 1.ELA.PPA-7.0** Segment the individual sounds in one-syllable words that have 3-4 letters and 4-5 phonemes).
- 1.ELA.PPA-8.0** Add, delete, or substitute sounds to change words (e.g., delete the /c/ in cat → at).

Phonics, Word Recognition, and Spelling

- 1.ELA.PHO-1.0** Use letter-sound knowledge of single consonants, short and long vowels, consonant blends and digraphs, vowel blends and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her) independent of context.
- 1.ELA.PHO-2.0** Decode one-syllable words in the major syllable patterns (CVC/CVr, V, VV, VCe) independent of context (e.g., bat, car, me, goat, fame).
- 1.ELA.PHO-3.0** Decode phonetically regular words having the same consonant but with two different common sounds (e.g., hard and soft /c/ and /g/ as in cent/cat and gem/gun).
- 1.ELA.PHO-4.0** Read words in common word families (e.g., -at, -ate).
- 1.ELA.PHO-5.0** Read common, irregularly-spelled sight words (e.g., have, said, where).
- 1.ELA.PHO-6.0** Read grade-appropriate root words and affixes, including plurals, verb tense, and comparatives (e.g., look, -ed, -ing, -s, -er, -est).
- 1.ELA.PHO-7.0** Read simple compound words (e.g., birthday, anything) and contractions (e.g., isn't, aren't, can't, won't).
- 1.ELA.PHO-8.0** Correctly spell grade-appropriate, highly decodable words and common irregularly-spelled sight words (e.g., cup, sit, cart, the).
- 1.ELA.PHO-9.0** Demonstrate use of decoding skills and context when reading new words in a text.

Fluency

- 1.ELA.FLU-1.0** Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

Comprehension

- 1.ELA.CMP-1.0** Make predictions about what will happen in texts using prior knowledge and text features.
- 1.ELA.CMP-2.0** Answer questions to clarify or confirm students' understanding of a story.
- 1.ELA.CMP-3.0** Restate main ideas in sequence.
- 1.ELA.CMP-4.0** Retell a story's beginning, middle, and end.

Nonfiction

- 1.ELA.N-1.0** Answer questions to clarify or confirm understanding of a text.
- 1.ELA.N-2.0** Identify words in a text that indicate logical relationships (e.g., because, therefore, in order to).
- 1.ELA.N-3.0** Explain and follow task-oriented two-step directions.

Fiction

- 1.ELA.F-1.0** Identify the sequence of events in a story, characters, and setting.
- 1.ELA.F-2.0** Identify the moral lesson of a story and relate it to a personal experience if possible.
- 1.ELA.F-3.0** Identify the sense (touch, hearing, sight, taste, smell, and taste) implied in words appealing to the senses.
- 1.ELA.F-4.0** Identify differences between a story and a poem, and between a story and an encyclopedia entry.

Poetry

- 1.ELA.P-1.0** Identify similarities in ending sounds and repetition in children's poems and songs.

Drama

- 1.ELA.D-1.0** Identify characters and dialogue in a puppet play or performance by actors.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 1.ELA.M-1.0** Identify common characters in a Scripture story or folk/fairy tales, such as animals who speak or a setting that is “anytime/anyplace.”
- 1.ELA.M-2.0** Identify the use of rhyme, rhythm, and repetition in folk- and fairytales.

RESEARCH AND COMPOSITION

The Research Process: Students Generate Questions about Their Community, and .

..

- 1.ELA.RP-1.0** Consult local experts to locate or gather information.
- 1.ELA.RP-2.0** Organize information found during group or individual research, using graphic organizers, charts, or other aids.
- 1.ELA.RP-3.0** Make informal presentations of information gathered.

Analytical Writing

- 1.ELA.WA-1.0** Develop and use a topic sentence or main idea to compare and contrast observations of the natural world around the student. For example, students make a list of what they see outdoors and in the sky during the day and contrast with a list at night. They use these lists to create multiple sentences that connect logically to compare day and night.

Persuasive Writing

- 1.ELA.WP-1.0** Write letters with logically connected sentences to make a proposal to a particular audience and give reasons why the proposal should be considered. For example, students write a letter to the school’s parent-teacher organization to explain that the first grade should take a field trip to a farm because they are studying where food comes from.

Personal Writing

- 1.ELA.WE-1.0** Develop topics for stories and poems based on the student’s experience or imagination.
- 1.ELA.WE-2.0** Organize ideas into a beginning and ending.
- 1.ELA.WE-3.0** Write full, simple sentences with precise words that describe characters, setting, and actions.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

2.ELA.DG-1.0 Demonstrate knowledge and use of class discussion rules.

Oral Presentation

2.ELA.OP-1.0 Elaborate on personal interests and experiences, maintaining focus on the topic.

LANGUAGE STUDY

Structure and Conventions of Modern English

- 2.ELA.SE-1.0** Identify and correctly use nouns and verbs in sentences.
- 2.ELA.SE-2.0** Identify and use simple and complete declarative sentences.
- 2.ELA.SE-3.0** Identify and correctly use exclamation marks.
- 2.ELA.SE-4.0** Distinguish a statement from a question or a command.
- 2.ELA.SE-5.0** Identify and demonstrate indentation for a paragraph.
- 2.ELA.SE-6.0** Identify and demonstrate knowledge of a complete sentence.

Vocabulary and Concept Development

- 2.ELA.VC-1.0** Determine the meaning of a new word from its context when reading a text.
- 2.ELA.VC-2.0** Identify words with similar meanings (synonyms, e.g., look, glance, peek) and words with opposite meanings (antonyms, e.g., up/down, hot/cold).
- 2.ELA.VC-3.0** Identify and use words and phrases that signal spatial and temporal relationships (e.g., behind, in front of, now, before, after).
- 2.ELA.VC-4.0** Use a beginning dictionary or a glossary in a textbook to find the precise meaning of key words in assigned geography, history, science, and mathematics curriculum materials.

Formal and Informal English

2.ELA.FI-1.0 Recognize dialect in the conversational voices in stories, plays and poems.

READING AND LITERATURE

Print Concepts

- 2.ELA.PC-1.0** Print family names, words, and sentences legibly, using upper- and lowercase letters and leaving spaces between words.

Phonics, Word Recognition, and Spelling

- 2.ELA.PHO-1.0** Decode two-syllable words using letter-sound knowledge of consonants, consonant blends and digraphs, short and long vowels, and vowel digraphs and r-controlled vowels independent of context.
- 2.ELA.PHO-2.0** Use knowledge of the six major syllable patterns (e.g., CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words independent of context.
- 2.ELA.PHO-3.0** Read words in common word families (e.g., -ale, -est, -ine, -ock).
- 2.ELA.PHO-4.0** Read multi-syllabic words composed of roots, prefixes, and suffixes.
- 2.ELA.PHO-5.0** Read common, irregularly spelled sight words (e.g., through, tough).
- 2.ELA.PHO-6.0** Read common abbreviations (e.g., Dr., Mr., AM, PM).
- 2.ELA.PHO-7.0** Correctly spell grade-appropriate, phonetically regular and irregularly-spelled sight words (e.g., said, does).
- 2.ELA.PHO-8.0** Correctly spell the plural of grade-appropriate nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x.
- 2.ELA.PHO-9.0** Identify nouns that change their spelling in plural form (e.g., man, men; woman, women; tooth, teeth).
- 2.ELA.PHO-10.0** Demonstrate use of decoding skills and context to identify new words in a text.

Fluency

- 2.ELA.FLU-1.0** Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

Comprehension

- 2.ELA.CMP-1.0** Make predictions about the content of texts using prior knowledge and text features (e.g., headings, table of contents, key words in informational texts, story events in literary texts), explaining whether they were confirmed or disconfirmed and why.
- 2.ELA.CMP-2.0** Retell a story's beginning, middle, and end.
- 2.ELA.CMP-3.0** Locate details to support main ideas in text.
- 2.ELA.CMP-4.0** Distinguish cause and effect.
- 2.ELA.CMP-5.0** Restate main ideas in sequence.

Nonfiction

- 2.ELA.N-1.0** Identify the author’s purpose in a nonfiction text.
- 2.ELA.N-2.0** Identify and explain the main idea and supporting facts.
- 2.ELA.N-3.0** Explain the topic of each paragraph in a multi-paragraph nonfiction text.
- 2.ELA.N-4.0** Identify the words and phrases that connect paragraphs and explain the logical relationship they signal.
- 2.ELA.N-5.0** Identify common textual and graphic features (e.g., font type and size, diagrams) and explain how they help a reader understand a text.
- 2.ELA.N-6.0** Restate and follow simple multi-step directions.
- 2.ELA.N-7.0** Distinguish cause from effect in the events laid out in a nonfiction text.

Fiction

- 2.ELA.F-1.0** Identify the major characters, setting, and plot of a story.
- 2.ELA.F-2.0** Explain the problem to be solved in a story.
- 2.ELA.F-3.0** Identify dialogue as words spoken by the characters, usually enclosed in quotation marks.
- 2.ELA.F-4.0** Categorize sensory details and images by sense.
- 2.ELA.F-5.0** Retell the major events in a story.
- 2.ELA.F-6.0** Describe differences between fables and folk tales.

Poetry

- 2.ELA.P-1.0** Identify and respond to the rhythm in children’s poems.
- 2.ELA.P-2.0** Memorize and recite lines and verses in poems and songs.

Drama

- 2.ELA.D-1.0** Identify characters, setting, dialogue, acts, scenes in a play.
- 2.ELA.D-2.0** Perform informal plays for an audience, speaking clearly with adequate volume and maintaining eye contact with the audience or other characters.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 2.ELA.M-1.0** Identify and describe the characters and plotlines of well-known Scripture stories or folk/fairytales.
- 2.ELA.M-2.0** Identify Scripture stories and myths (e.g., to explain the forces of nature or heaven).
- 2.ELA.M-3.0** Identify the meaning, theme, or moral lesson in Scripture stories or folk/fairytales, myths, and fables.
- 2.ELA.M-4.0** Compare versions of the same story (e.g., Cinderella tales, fables) from different cultures.

RESEARCH AND COMPOSITION

The Research Process: Students Generate a List of Topics of Interest and Individual Questions about One Specific Topic of Interest and . . .

- 2.ELA.RP-1.0** Use their own questions to find information on their topic.
- 2.ELA.RP-2.0** Identify the location and purpose of various visual and text reference sources in the school library or resource center.
- 2.ELA.RP-3.0** Use quotation marks to denote direct quotations when recording specific words and sentences from a source.
- 2.ELA.RP-4.0** Summarize and present information in written and oral reports or displays.

Analytical Writing

- 2.ELA.WA-1.0** Develop and use a topic sentence or controlling idea for writing up their observations of cause and effect in the world around them. For example, students plant seeds and draw and make notes on the growth of plants under different lighting conditions. They use their notes and drawings to write logically connected sentences to explain the effect of light of varying intensity and duration on the plants they grew.

Persuasive Writing

- 2.ELA.WP-1.0** Write letters with logically connected theme and multiple reasons to explain to a particular audience why a certain course of action should be followed. For example, 2nd graders write a letter to the principal to persuade her that the school library should be kept open after school because students would like extra time to browse through books and the librarian is willing to start a library club.

Personal Writing

- 2.ELA.WE-1.0** Develop topics for friendly letters, stories, and poems on familiar subjects.
- 2.ELA.WE-2.0** Begin and end imaginative stories with familiar words and phrases (e.g., Once, One time, In the end).
- 2.ELA.WE-3.0** Use conversational language in stories and poems.

Pre-K–Grade 2

Suggested Authors and Illustrators

For Reading, Listening, and Viewing:

Mother Goose nursery rhymes, Aesop’s fables, Rudyard Kipling’s *Just So Stories*, Selected Brothers Grimm and Hans Christian Andersen fairy tales, Selected French fairy tales, George Mac Donald, Iona and Peter Opie, *Once Upon a Time Saints* (and other titles by the same author) by Ethel Pochocki

The Bible as Literature:

Tales including Jonah and the Whale, Daniel and the Lion’s Den, Noah and the Ark, Moses and the Burning Bush, the story of Ruth, David and Goliath

Picture Book Authors and Illustrators:

Ludwig Bemelmans, Margaret Wise Brown, John Burningham, Virginia Lee Burton, Randolph Caldecott, Regina Doman, Margaret Hodges, Edgar Parin and Ingri D’Aulaire, William Pène du Bois, Wanda Gág, Theodore Geisel (Dr. Seuss), Kate Greenaway, Margaret Hodges, Shirley Hughes, Crockett Johnson, Robert Lawson, Munro Leaf, Robert McCloskey, A. A. Milne, William Nicholson, Maud and Miska Petersham, Alice and Martin Provensen, Beatrix Potter, H. A. and Margaret Rey, Maurice Sendak, Vera Williams

Poets:

John Ciardi, Rachel Field, David McCord, A. A. Milne, Walter De La Mare, Edward Lear, Laura Richards, Robert Louis Stevenson

Contemporary Literature:

Chris Van Allsburg, Alike, Mitsumasa Anno, Edward Ardizzone, Dianna Hutts Aston, Molly Bang, Hillaire Belloc, Paulette Bourgeois, Jan Brett, Norman Bridwell, Raymond Briggs, Marc Brown, Marcia Brown, Margaret Wise Brown, Eve Bunting, Ashley Bryan, Eric Carle, Lucille Clifton, Joanna Cole, Barbara Cooney, Joy Cowley, Donald Crews, Tomie dePaola, Leo and Diane Dillon, Tom Feelings, Marjorie Flack, Mem Fox, Don Freeman, Paul Galdone, Gail Gibbons, Tibor, Gergely, Eloise Greenfield, Helen Griffith, Donald Hall, Joel Chandler Harris, Russell and Lillian Hoban, Tana Hoban, Thacher Hurd, Gloria Huston, Trina Schart Hyman, Ezra Jack Keats, Steven Kellogg, Jean van Leeuwen, Reeve Lindberg, Leo Lionni, Arnold Lobel, Masako Matsuno, Gerald McDermott, Patricia McKissack, James Marshall, Bill Martin, Mercer Mayer, David McPhail, Else Holmelund Minarik, Robert Munsch, Laura Joffe Numeroff, Jerry Pinkney, Patricia Polacco, Jack Prelutsky, Faith Ringgold, Glen Rounds, Cynthia Rylant, Allen Say, Marcia Sewall, Marjorie Sharmat, Esphyr Slobodkina, Peter Spieg, William Steig, John Steptoe, Mary Stoltz, Tomi Ungerer, Judith Viorst, Rosemary Wells, Vera Williams, Jane Yolen, Ed Young, Margot and Harve Zemach, Charlotte Zolotow

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

3.ELA.DG-1.0 Identify and serve in different roles for small group discussions or projects (e.g., leader, note-taker, or reporter).

Oral Presentation

3.ELA.OP-1.0 Present information from a text or film, organizing ideas clearly and giving details from the work.

3.ELA.OP-2.0 Use teacher-developed assessment criteria to prepare presentations.

LANGUAGE STUDY

Structure and Conventions of Modern English

3.ELA.SE-1.0 Identify nouns, adjectives, and verbs in sentences and explain their function.

3.ELA.SE-2.0 Identify the subject-predicate relationship in sentences.

3.ELA.SE-3.0 Identify correct subject-verb agreement in sentences.

3.ELA.SE-4.0 Identify and use ways to eliminate sentence fragments and run-ons.

3.ELA.SE-5.0 Use commas to denote a series of items.

Vocabulary and Concept Development

3.ELA.VC-1.0 Identify the structural elements of a written word: prefixes, suffixes, and other inflected endings (e.g., -ed, -ing, or tense, comparative, or plural endings).

3.ELA.VC-2.0 Determine the meaning of the new word when a known prefix is added to a known word (e.g., agreeable/disagreeable, happy/unhappy, tell/retell).

3.ELA.VC-3.0 Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

3.ELA.VC-4.0 Identify and apply the meanings of the terms antonym, synonym, homograph (wind/wind), and homophone (to, two, too).

3.ELA.VC-5.0 Use a glossary in a textbook to find the meaning of key words in assigned geography, history, science, and mathematics curriculum materials.

3.ELA.VC-6.0 Explain the meaning of common idioms (e.g., I felt as if I were talking to a brick wall because my friend wouldn't listen to me.).

Formal and Informal English

3.ELA.FI-1.0 Recognize dialect and informal language in ads, films, videos, and songs.

READING AND LITERATURE

Print Concepts

3.ELA.PC-1.0 Write upper- and lowercase cursive letters and use them in words and sentences, leaving spaces between words.

Phonics, Word Recognition, and Spelling

3.ELA.PHO-1.0 Decode multi-syllabic words using letter-sound knowledge of all major letter-sound correspondences (e.g., /ph/ = /f/ as in graph).

3.ELA.PHO-2.0 Read multi-syllabic words composed of one or more of the six syllable patterns: VC, VR, V, VV, VCe, Cle (e.g., caterpillar).

3.ELA.PHO-3.0 Read aloud words in common word families (-ight, -ump).

3.ELA.PHO-4.0 Read multi-syllabic words composed of roots and related prefixes, suffixes, contractions, possessives, and compounds.

3.ELA.PHO-5.0 Read aloud grade-appropriate irregularly spelled sight words.

3.ELA.PHO-6.0 Read and correctly spell grade-appropriate words that have blends (walk, play, blend), contractions (isn't, can't), compounds, common spelling patterns (qu-; doubling the consonant and adding -ing as in win/winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings: hair/hare).

3.ELA.PHO-7.0 Arrange words in alphabetical order (e.g., given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them in alphabetical order).

3.ELA.PHO-8.0 Demonstrate use of decoding skills and context to identify new words in a text.

Fluency

3.ELA.FLU-1.0 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

Comprehension

- 3.ELA.CMP-1.0** Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).
- 3.ELA.CMP-2.0** Apply Grade 3 standards for comprehension of Biblical Stories, Nonfiction, Fiction, Poetry, Drama, Myth, Legend, and Classical Literature.

Nonfiction

- 3.ELA.N-1.0** Identify the introduction in a multi-paragraph nonfiction text and locate the main idea of the whole text in that introduction.
- 3.ELA.N-2.0** Identify the topic sentence and the supporting details of each paragraph.
- 3.ELA.N-3.0** Identify how the nonfiction text is organized (e.g., chronological, problem-solution, topical organization).
- 3.ELA.N-4.0** Identify common textual features (e.g., paragraphing, topic sentences, words in bold or italics, glossary) and graphic features (e.g., charts, graphs, maps).
- 3.ELA.N-5.0** Distinguish among texts whose purpose is to provide information about a particular topic; expository texts written to examine or analyze a particular event, discovery, invention, or natural phenomenon; and biographies written to tell the story of a person's life.
- 3.ELA.N-6.0** Distinguish nonfiction from fiction.

Fiction

- 3.ELA.F-1.0** Identify elements of fiction (character, setting, problem, and solution) and analyze how major events in a story lead from problem to solution.
- 3.ELA.F-2.0** Identify personality traits of characters from the thoughts, words, and actions that reveal their personalities.
- 3.ELA.F-3.0** Identify foreshadowing clues as hints from the author about characters' destinies or what will happen later in a story.
- 3.ELA.F-4.0** Identify the meaning of similes and metaphors.
- 3.ELA.F-5.0** Identify the moral lessons in folktales, fables, and myths for children.

Poetry

- 3.ELA.P-1.0** Identify poetic elements (e.g., rhyme, rhythm, repetition, sensory images) and basic forms of poetry (e.g., a couplet).
- 3.ELA.P-2.0** Identify stanza and verse as terms for groups of lines in poetry.
- 3.ELA.P-3.0** Memorize and recite appropriate children's poems and songs.

Drama

- 3.ELA.D-1.0** Identify elements of plot and character presented through dialogue and/or action in scripts that are read, viewed, listened to, or performed.
- 3.ELA.D-2.0** Plan and perform readings for an audience, using appropriate expression, clear diction, and adequate volume.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 3.ELA.M-1.0** Identify phenomena explained in origin stories and original myths (e.g., Genesis/God’s unconditional love, Prometheus/fire; Pandora/evils).
- 3.ELA.M-2.0** Identify and compare the adventures or exploits of a character type in the traditional literature of different cultures (e.g., trickster tales such as the Anansi tales from Africa, the Iktomi stories of the Plains Indians, the Br’er Rabbit tales, and the pranks of Til Eulenspiegel).
- 3.ELA.M-3.0** Identify the meaning of figurative phrases used today that come from Greek mythology (e.g., the Midas touch).

RESEARCH AND COMPOSITION

The Research Process: Students Generate a List of Topics of Interest and Individual Questions about One Specific Topic of Interest and . . .

- 3.ELA.RP-1.0** Locate information in reference texts, electronic resources, or through interviews.
- 3.ELA.RP-2.0** Determine the accuracy and relevance of information.
- 3.ELA.RP-3.0** Record relevant information in their own words.
- 3.ELA.RP-4.0** Organize and present the information in a report or annotated display.

Analytical Writing

- 3.ELA.WA-1.0** State the topic in the title, develop a main idea for an introductory paragraph, and use a topic sentence for other paragraphs in a multi-paragraph composition. For example, students interview adults asking, “What are the three most important things to know about your job?” Students write a composition, stating their main idea in the introduction and providing pertinent examples and details in several logically connected paragraphs.

Persuasive Writing

- 3.ELA.WP-1.0** Identify an audience and purpose for a letter, speech, pamphlet, or editorial and write text that clearly states a position, supports it with reasons, and has a clear conclusion. For example, after visiting an animal shelter, students write and illustrate pamphlets to persuade families of the benefits of adopting a pet from a shelter.

Personal Writing

- 3.ELA.WE-1.0** Develop stories, poems, and scripts with real or imagined characters and topics.
- 3.ELA.WE-2.0** Write specific descriptive details, use conversational language for dialogue, and a title that reflects the meaning of the piece of writing.
- 3.ELA.WE-3.0** Connect ideas and events using straightforward introductory and transition words (e.g., once, then, and).

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

4.ELA.DG-1.0 State ideas coherently and concisely in group discussions and projects.

Oral Presentation

4.ELA.OP-1.0 Plan and make informal presentations that maintain a controlling idea, topic, or focus (e.g., a chronological sequence, topics by order of importance, comparison-contrast, or cause and effect).

LANGUAGE STUDY

Structure and Conventions of Modern English

- 4.ELA.SE-1.0** Identify adjectives, nouns, pronouns, verbs, and adverbs in sentences and explain their function.
- 4.ELA.SE-2.0** Identify and correctly use simple and compound sentences.
- 4.ELA.SE-3.0** Identify and correctly write quotation marks to denote spoken or quoted words.
- 4.ELA.SE-4.0** Identify and correctly write apostrophes in contractions.

Vocabulary and Concept Development

- 4.ELA.VC-1.0** Determine the meaning of common proverbs (e.g., “A stitch in time saves nine.”).
- 4.ELA.VC-2.0** Identify the meaning of common, grade-appropriate Greek and Latin roots to determine the meaning of unfamiliar English words that use them (e.g., students discuss the meaning of the common Greek root, graph, to help them understand the meaning of the words telegraph, photograph, and autograph).
- 4.ELA.VC-3.0** Identify the meaning of grade-appropriate Latin and Greek prefixes (e.g., Latin bi- as in bicycle, Greek oct- as in octopus, tele- as in telescope, photo- as in photosynthesis, and auto- as in autobiography) and determine the meaning of words that use them.
- 4.ELA.VC-4.0** Determine a word’s part of speech from its suffix (e.g., the noun beauty, the adjective beautiful, and the adverb beautifully).
- 4.ELA.VC-5.0** Identify words from other languages that have been adopted into English (e.g., ballet, pizza, sushi, algebra).

- 4.ELA.VC-6.0** Identify and explain the meaning of figurative language (e.g., eager beaver).
- 4.ELA.VC-7.0** Use a dictionary to find pronunciations, meanings of words, and alternate word choices in general reading and writing.
- 4.ELA.VC-8.0** Use a glossary in a textbook for key words in assigned curriculum materials.

Formal and Informal English

- 4.ELA.FI-1.0** Demonstrate through roleplaying appropriate use of formal and informal language.

READING AND LITERATURE

Print Concepts

- 4.ELA.PC-1.0** Write legibly in cursive, leaving spaces between words.

Phonics, Word Recognition, and Spelling

- 4.ELA.PHO-1.0** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multi-syllabic words.
- 4.ELA.PHO-2.0** Read and correctly spell grade-appropriate roots (e.g., unnecessary, cowardly), prefixes and suffixes (mis-, un-, -ful, -ing), and important words from all grade-specific content curricula.

Fluency

- 4.ELA.FLU-1.0** Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

Comprehension

- 4.ELA.CMP-1.0** Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).
- 4.ELA.CMP-2.0** Apply Grade 4 standards for comprehension of Biblical Stories, Classical Literature, Traditional Narrative, Legend, Myth, Poetry, Fiction, and Non-Fiction.

Nonfiction

- 4.ELA.N-1.0** Distinguish between expository texts written to examine or analyze a particular event, discovery, invention, or natural phenomenon, and persuasive texts written to urge the reader to adopt a belief or take a particular course of action.
- 4.ELA.N-2.0** Explain the author’s precise purpose in a piece of analytical or persuasive writing, using evidence from the text.
- 4.ELA.N-3.0** Identify the topic of a multi-paragraph expository text, its introductory material, the main idea of the text, the topic sentences and details in the paragraphs that make up the body of the text, and the gist of its concluding paragraph.
- 4.ELA.N-4.0** Identify the claim or argument made in a multi-paragraph persuasive text and explain how each paragraph supports the claim.
- 4.ELA.N-5.0** Identify the connectives between paragraphs and the logical relationships they indicate.
- 4.ELA.N-6.0** Identify the organizational structures (e.g., order of importance, time, and space; cause-and-effect; comparison-contrast) in expository or persuasive texts.
- 4.ELA.N-7.0** Identify textual structures (e.g., subheadings, appendices, links, sidebars, and sitemaps for websites) and graphic features, (e.g., timelines, page or website design, and website video/audio clips) and explain how they help readers to comprehend text.

Fiction

- 4.ELA.F-1.0** Identify and describe how main characters in a story or novel change as a result of events.
- 4.ELA.F-2.0** Identify the narrator of a story or novel (e.g., a character in the story, the author, someone else).
- 4.ELA.F-3.0** Identify and analyze imagery and figurative language (e.g., the roar of traffic and the hum of human beings).
- 4.ELA.F-4.0** Identify the theme of a passage, story, or novel and provide evidence for the interpretation.
- 4.ELA.F-5.0** Identify differences between American tall tales, mysteries, science fiction, and adventure stories.

Poetry

- 4.ELA.P-1.0** Identify basic sound elements, including rhyming words, consonants and assonance (i.e., repetition of consonant sounds) and assonance (i.e., repetition of vowel sounds).
- 4.ELA.P-2.0** Identify forms of poetry (e.g., the limerick or haiku).
- 4.ELA.P-3.0** Identify similes, metaphors, and sensory images.

Drama

- 4.ELA.D-1.0** Identify how the parts or performances in a play or film help to develop a character from beginning to end.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 4.ELA.M-1.0** Identify Matriarchs and Patriarchs in Sacred Scripture and characteristics of epic legends (e.g., Moses, Rebekkah, Abraham, Sarah, Robin Hood, or King Arthur).
- 4.ELA.M-2.0** Identify culturally significant characters and places in mythology (e.g., Athena, Apollo, Pan, Zeus, Jupiter, Mercury, Hades, Thor, Woton, Mt. Olympus, Valhalla, the River Styx).
- 4.ELA.M-3.0** Identify English words that come from Greek, Roman, and Norse mythology (e.g., names of days of week, months, constellations).

RESEARCH AND COMPOSITION

The Research Process: Students Generate a List of Topics of Interest and Individual Questions about a Specific Topic and . . .

- 4.ELA.RP-1.0** Identify and read through a variety of relevant sources (e.g., digital, print, and/or interviews with local authorities).
- 4.ELA.RP-2.0** After engaging in the above sources, generate one significant research question to address.
- 4.ELA.RP-3.0** Use organizational features of print and digital sources (e.g., table of contents, indices, glossaries, website links) efficiently to locate further information.
- 4.ELA.RP-4.0** Use key features of a source to determine the accuracy of the source.
- 4.ELA.RP-5.0** Record pertinent source information and follow an established format.
- 4.ELA.RP-6.0** Summarize and organize information using a variety of tools (e.g., notecards, spreadsheets, outlines, graphic organizers).
- 4.ELA.RP-7.0** Use quotation marks to distinguish quoted words and phrases, and introduce quotations in one's own words. Identify sources for illustrations, graphs, or video clips copied or imported from print or digital sources.

Analytical Writing

- 4.ELA.WA-1.0** Organize sentences and paragraphs logically, using an organizational form that suits the topic (e.g., chronological order for a biography).
- 4.ELA.WA-2.0** Provide facts, details, and examples that support ideas and extend explanations.
- 4.ELA.WA-3.0** Use language and level of formality that is appropriate to the audience and purpose of the assignment and connects ideas and events using relatively simple transition words (e.g., first, second, and, but).

Persuasive Writing

- 4.ELA.WP-1.0** Write multi-paragraph persuasive compositions in a variety of forms, choosing an appropriate level of formality for a particular audience. For example, students write a speech to persuade others at their school to volunteer in the school’s clean-up campaign. Because they deliver the speech as part of the school’s morning announcements, they use language, reasons, and a song chosen to appeal to peers.

Personal Writing

- 4.ELA.WE-1.0** Write personal narratives, letters, and poems that recall personal experiences and that have a beginning, middle, and end.
- 4.ELA.WE-2.0** Describe characters’ actions in ways that reveal their personalities and feelings.
- 4.ELA.WE-3.0** Employ vocabulary with sufficient sensory detail to give clear pictures of key events.
- 4.ELA.WE-4.0** Organize writing using meaningful paragraphing and connecting ideas and events using relatively simple transition words, such as first, before, and, but.

Grades 3–4

Suggested Authors

The Bible as Literature:

Adam and Eve, Cain and Abel, David and Jonathan, the Prodigal Son, the Visit of the Magi, the Parables of Jesus, well-known Psalms (e.g., 23, 24, 46, 92, 121, and 150)

Myths and Legends:

Greek, Roman, or Norse myths; Indigenous American myths and legends; stories about King Arthur and Robin Hood, Andrew Lang

British Authors:

Frances Burnett, Lewis Carroll, Kenneth Grahame, Dick King-Smith, Charles and Mary Lamb, Edith Nesbit, Mary Norton, Margery Sharp, Robert Louis Stevenson, Rosemary Sutcliff, P. L. Travers

American Authors and Illustrators:

L. Frank Baum, Beverly Cleary, Elizabeth Coatsworth, Alice Dalgliesh, Mary Mapes Dodge, Edward Eager, Elizabeth Enright, Eleanor Estes, Ruth Stiles Gannett, Jean George, Holling C Holling, Sterling North, William O Steele, Howard Pyle, Marjorie Kinnan Rawlings, Carl Sandburg, George Selden, Louis Slobodkin, Gertrude Chandler Warner, E. B. White, Laura Ingalls Wilder

Poets:

Stephen Vincent and Rosemarie Carr Benét, Lewis Carroll, John Ciardi, Rachel Field, Robert Frost, Oliver Wendell Holmes, Langston Hughes, Edward Lear, Myra Cohn Livingston, David McCord, A. A. Milne, Laura Richards, William Wordsworth

Contemporary Literature:

Florence & Richard Atwater, Joan Aiken, Lynne Reid Banks, William Bennett, Raymond Bial, Claire Huchet Bishop, Eve Bunting, Joseph Bruchac, Ashley Bryan, Clyde Robert Bulla, Betsy Byars, Andrew Clements, Shirley Climo, Eleanor Coerr, Roald Dahl, Paula Danziger, Kate DiCamillo, Walter Farley, John Fitzgerald, Louise Fitzhugh, Paul Fleischman, Sid Fleischman, Mem Fox, Jean Fritz, Farley Mowat, John Reynolds Gardiner, James Gribbin, Patricia Reilly Giff, Jamie Gilson, Paul Goble, Marguerite Henry, Johanna Hurwitz, Peg Kehret, Jane Langton, Kathryn Lasky, Jacob Lawrence, Patricia Laube, Julius Lester, Gail Levine, David Macaulay, Patricia MacLachlan, Mary Mahy, Barry Moser, Robert O'Brien, Mary Pope Osborne, Patricia Polacco, Daniel Pinkwater, Jack Prelutsky, Louis Sachar, Alvin Schwartz, John Scieszka, Shel Silverstein, Seymour Simon, Mildred Taylor, Ann Warren Turner, Mildred Pitts Walter

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

5.ELA.DG-1.0 Summarize points made by others before presenting one’s own ideas.

Oral Presentation

5.ELA.OP-1.0 Present a brief analysis of a text, film, or video, using appropriate gestures, vocabulary, pacing, and evidence from the text, film, or video.

LANGUAGE STUDY

Structure and Conventions of Modern English

- 5.ELA.SE-1.0** Identify nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions in sentences and explain their function.
- 5.ELA.SE-2.0** Identify and correctly use past, present, and future verb tenses.
- 5.ELA.SE-3.0** Demonstrate ways to expand or reduce sentences by adding or deleting modifiers, combining sentences, or breaking long sentences into parts.
- 5.ELA.SE-4.0** Identify and use a variety of simple and compound sentences.
- 5.ELA.SE-5.0** Identify and correctly punctuate compound sentences.
- 5.ELA.SE-6.0** Identify and correctly write apostrophes in singular nouns to show possession.
- 5.ELA.SE-7.0** Use knowledge of correct spelling for commonly used homophones.

Vocabulary and Concept Development

- 5.ELA.VC-1.0** Determine the meaning of unfamiliar words in context using definitions or examples.
- 5.ELA.VC-2.0** Identify the meaning of grade-appropriate Latin, Greek, and Anglo-Saxon roots, prefixes, and suffixes (e.g., Latin pro- as in pro-labor, Greek pseudo- as in pseudonym, and Anglo-Saxon mis- as in mislead) and determine the meaning of unfamiliar words that use them.
- 5.ELA.VC-3.0** Explain the meaning of similes and metaphors (e.g., as pretty as a picture; a bridge over troubled water).
- 5.ELA.VC-4.0** Use a dictionary to find pronunciations, parts of speech, meanings of words, and alternate word choices in general reading and writing.

- 5.ELA.VC-5.0** Identify and use words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- 5.ELA.VC-6.0** Use a glossary in a textbook to find precise meanings of key words in assigned curriculum materials.

Formal and Informal English

- 5.ELA.FI-1.0** Identify differences in formal and informal language used in a film.

READING AND LITERATURE

Phonics, Word Recognition, and Spelling

- 5.ELA.PHO-1.0** Read and spell correctly all key words from grade-specific content curricula and hyphenate them correctly.
- 5.ELA.PHO-2.0** Read and spell correctly grade-appropriate words with prefixes (understood/misunderstood, excused/unexcused) or suffixes (final/finally, mean/meanness) and contractions (will not/won't, it is/it's, they would/they'd).

Fluency

- 5.ELA.FLU-1.0** Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

Comprehension

- 5.ELA.CMP-1.0** Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).
- 5.ELA.CMP-2.0** Apply Grade 5 standards for comprehension of Biblical Stories, Classical Literature, Traditional Narrative, Legend, Myth, Poetry, Fiction, and Non-Fiction.

Nonfiction

- 5.ELA.N-1.0** Identify and analyze the introduction, controlling (main) idea, supporting facts, and conclusion of an expository text.
- 5.ELA.N-2.0** Identify and analyze the stated main claim, supporting premises and evidence, and conclusion of a persuasive argument.

- 5.ELA.N-3.0** Identify the type of evidence used to support a claim in a persuasive text (e.g., scientific research evidence, anecdotal evidence based on personal knowledge, or the discipline-based opinion of experts).
- 5.ELA.N-4.0** Identify selected types of informational texts: biographies, autobiographies, newspaper articles, encyclopedias, travelogues, political commentary, research reports, personal writing (memoirs, chronicles), and procedural or practical texts explaining how to accomplish a task.
- 5.ELA.N-5.0** Use reasoning to determine the logic of an author’s conclusion in a persuasive text and provide evidence from the text to support reasoning.

Fiction

- 5.ELA.F-1.0** Identify and describe how the main characters in a story or novel change over time.
- 5.ELA.F-2.0** Identify and describe conflict in a story or novel and its resolution.
- 5.ELA.F-3.0** Identify the differences between fantasies (e.g., Mary Poppins), historical fiction, true adventure stories.
- 5.ELA.F-4.0** Demonstrate knowledge of the concept that theme refers to the main idea or meaning of a story.
- 5.ELA.F-5.0** Identify how the author uses descriptions of settings to create atmosphere and/or mood.

Poetry

- 5.ELA.P-1.0** Identify sound elements (e.g., alliteration and rhyme scheme, couplets, ABAB) and visual elements (e.g., unusual patterns of punctuation or capitalization).
- 5.ELA.P-2.0** Identify narrative and dramatic forms of poems.
- 5.ELA.P-3.0** Explain how poets use sound effects in humorous poems.

Drama

- 5.ELA.D-1.0** Compare structural elements of dramatic literature (e.g., act, scene, cast of characters, stage directions) and of a story.
- 5.ELA.D-2.0** Identify similarities and differences between a story or novel and its film or play adaptation.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 5.ELA.M-1.0** Identify common motif structures in myths and folklore (e.g., anthropomorphic characters, the trope of three, frog prince, genies, elves).
- 5.ELA.M-2.0** Identify common stylistic elements in folklore, fairytales, and legends, such as exaggeration (hyperbole), repeated refrains, and similes.

RESEARCH AND COMPOSITION

The Research Process

- 5.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources:
- Formulate one open-ended researchable question.
 - Identify and acquire information from at least three sources (digital and print resources, surveys, and/or interviews with authorities).
 - Select accurate and relevant resources using organizational features of print reference texts; knowledge of public and school libraries and their classification systems; knowledge of properties of Internet search engines; knowledge of how information is structured and linked on websites; and knowledge of the differences between primary and secondary sources.
 - Demonstrate the value of academic integrity in collecting, recording, and documenting information.
 - Assess accuracy and reliability of information in print and electronic sources (e.g., author or organization credentials, formality of presentation, date of publication, publisher, title of journal, cross-references in websites).
- 5.ELA.RP-2.0** Apply steps for recording and organizing ideas.
- Record pertinent main ideas/important information and supporting details in brief note form, citing the source of information in an established format.
 - Quote specific phrases and sentences or incorporate illustrations, graphics, sound, or video clips as needed, recording their source and following an established and consistent format for citations.
 - Restate information found in one's own words, using summarizing or paraphrasing techniques.
 - Organize and interpret information using a variety of tools (e.g., spreadsheet, database, outlining software).
- 5.ELA.RP-3.0** Report findings in a clear, concise way.
- Identify an appropriate approach to organizing a group or individual written report, an annotated display, or oral presentation that will fit one's audience and purpose.
 - Differentiate between paraphrasing and plagiarism when incorporating the ideas of others.
 - Evaluate the research project as a whole using teacher-generated criteria.

Analytical Writing

- 5.ELA.WA-1.0** Write a multi-paragraph composition on a subject studied in school with a topic in the title, introductory paragraph with a clear controlling idea, paragraphs that have topic sentences and a logical organization (e.g., order of importance, time and space, cause and effect, comparison-contrast), and an effective conclusion.
- 5.ELA.WA-2.0** Employ sufficient examples to give clear support for topics and include relevant transition words to clearly connect ideas within and between paragraphs.
- 5.ELA.WA-3.0** Use language and sentence variety to convey meaning, for effect, and to support a tone and formality appropriate to the topic, audience, and purpose.

Persuasive Writing

- 5.ELA.WP-1.0** Present a position to an identified audience and use relevant examples or quantitative information in support of one's position.

Personal Writing

- 5.ELA.WE-1.0** Write stories, poems, and scripts with real or imagined characters whose actions, words, and appearances are distinctive.
- 5.ELA.WE-2.0** Describe a significant moment through the use of precise and expressive vocabulary and figurative language for effect (e.g., strong verbs and specific details) as needed.
- 5.ELA.WE-3.0** Connect ideas and events using transitions such as when, then, however.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

- 6.ELA.DG-1.0** Contribute constructively to class discussion in order to develop ideas for a class project.
- 6.ELA.DG-2.0** Show courtesy and politeness when criticizing others' ideas.

Oral Presentation

- 6.ELA.OP-1.0** Employ purposeful diction and visual aids to make a clear and coherent persuasive argument about an assigned conflict or issue.

LANGUAGE STUDY

Structure and Conventions of Modern English

- 6.ELA.SE-1.0** Identify nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections in sentences and explain their function.
- 6.ELA.SE-2.0** Identify and correctly use verb phrases and the subjunctive tense (e.g., “If I were President Lincoln, I would have . . .”).
- 6.ELA.SE-3.0** Identify and correct run-on sentences or sentence fragments.
- 6.ELA.SE-4.0** Identify and use a variety of simple, compound, and complex sentences.
- 6.ELA.SE-5.0** Identify and correctly write apostrophes in plural nouns to show possession.

Vocabulary and Concept Development

- 6.ELA.VC-1.0** Determine the meanings of unfamiliar words in context using analogies or conceptual relationships.
- 6.ELA.VC-2.0** Identify the meaning of grade-appropriate Latin, Greek, and Anglo-Saxon prefixes, suffixes, and roots and determine the meaning of unfamiliar words that use them.
- 6.ELA.VC-3.0** Identify singular and plural forms of Latin words often used in English (e.g., alumna, alumnae).
- 6.ELA.VC-4.0** Determine the meaning of grade-appropriate foreign words used frequently in written English (e.g., résumé, repertoire).
- 6.ELA.VC-5.0** Determine the meaning of common proverbs, adages, or sayings.

- 6.ELA.VC-6.0** Use a dictionary to find pronunciations, syllable breaks, parts of speech, meanings of words, and alternate word choices in general reading and writing.
- 6.ELA.VC-7.0** Use a glossary in a textbook to find the precise meanings of key words in assigned curriculum materials.

Formal and Informal English

- 6.ELA.FI-1.0** Identify differences between oral and written language patterns in texts read in class.

READING AND LITERATURE

Phonics, Word Recognition, and Spelling

- 6.ELA.PHO-1.0** Read and spell correctly Latin plurals (e.g., alumnus/alumni) in assigned curriculum materials.
- 6.ELA.PHO-2.0** Correctly spell frequently misspelled words (e.g., license, recommendation, exaggerate).

Fluency

- 6.ELA.FLU-1.0** Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

Comprehension

- 6.ELA.CMP-1.0** Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).
- 6.ELA.CMP-2.0** Apply Grade 6 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, Myth, Legend, Traditional Narrative, and Classical Literature.

Nonfiction

- 6.ELA.N-1.0** Identify the controlling idea, even when not explicitly stated, of an expository text, and explain how details and conclusion support this idea.
- 6.ELA.N-2.0** Identify and explain how key ideas in a text are logically related to each other.

- 6.ELA.N-3.0** Distinguish between an argument in an expository text (i.e., the information and relationships an author wants the reader to grasp) and an argument in a persuasive text (i.e., the position an author holds and the action he or she urges the reader to take).
- 6.ELA.N-4.0** Interpret straightforward factual and/or quantitative information presented in maps, charts, graphs, timelines, and diagrams.

Fiction

- 6.ELA.F-1.0** Identify and analyze three different points of view (i.e., first-person, third-person omniscient, and third-person limited) in stories or novels.
- 6.ELA.F-2.0** Demonstrate knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is stated or implied.
- 6.ELA.F-3.0** Identify the imagery, symbolism, and figurative language in a story and explain how they contribute to its meaning.
- 6.ELA.F-4.0** Identify and analyze characteristics of the following fiction genres: adventure stories, historical fiction, contemporary realistic fiction, folktales, legends, fables, tall tales, myths, fantasies, science fiction, and mysteries.

Poetry

- 6.ELA.P-1.0** Analyze sound (e.g., onomatopoeia and rhyme scheme) and graphics (e.g., line length and word placement), and figurative language (e.g., hyperbole).
- 6.ELA.P-2.0** Analyze various poetic forms (e.g., quatrain or cinquain).

Drama

- 6.ELA.D-1.0** Identify conflict, rising and falling action, climax, and resolution in a play.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 6.ELA.M-1.0** Compare Sacred Scripture and traditional literature from different cultures.
- 6.ELA.M-2.0** Compare myths about constellations, showing how each culture configured and explained a group of stars and why they were important for travel and navigation.
- 6.ELA.M-3.0** Identify character types in traditional literature from different cultures, such as the heroic figure, the fool who comes out on top, and others.

RESEARCH AND COMPOSITION

The Research Process

- 6.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources:
- Formulate one open-ended researchable question.
 - Identify and acquire information from at least three sources (digital and print resources, surveys, and/or interviews with authorities).
 - Select accurate and relevant resources using organizational features of print reference texts; knowledge of public and school libraries and their classification systems; knowledge of properties of Internet search engines; knowledge of how information is structured and linked on websites; and knowledge of the differences between primary and secondary sources.
 - Demonstrate the value of academic integrity in collecting, recording, and documenting information.
 - Assess accuracy and reliability of information in print and electronic sources (e.g., author or organization credentials, formality of presentation, date of publication, publisher, title of journal, cross-references in websites).
- 6.ELA.RP-2.0** Apply steps for recording and organizing ideas.
- Record pertinent main ideas/important information and supporting details in brief note form, citing the source of information in an established format.
 - Quote specific phrases and sentences or incorporate illustrations, graphics, sound, or video clips as needed, recording their source and following an established and consistent format for citations.
 - Restate information found in one's own words, using summarizing or paraphrasing techniques.
 - Organize and interpret information, using a variety of tools (e.g., spreadsheet, database, outlining software).
- 6.ELA.RP-3.0** Report findings in a clear, concise way.
- Identify an appropriate approach to organizing a group or individual written report, annotated display, or oral presentation that will fit one's audience and purpose.
 - Differentiate between paraphrasing and plagiarism when incorporating the ideas of others.
 - Evaluate the research project as a whole using teacher-generated criteria.

Analytical Writing

- 6.ELA.WA-1.0** Develop possible topics for a multi-paragraph composition based on what is studied in religion, mathematics, science and technology/engineering, history/social science, health, or the arts.
- 6.ELA.WA-2.0** Organize information with a thesis statement in the introduction, supporting relevant details and clarifying examples in the body of the composition, and a reiteration of the main idea in the conclusion.
- 6.ELA.WA-3.0** Ensure that words, syntax, and level of formality are appropriate to the topic, audience, and purpose.
- 6.ELA.WA-4.0** Use a thesaurus to find the right word for the intended meaning.

Persuasive Writing

- 6.ELA.WP-1.0** Present a position to an identified audience and use relevant facts, quantitative information, or anecdotes in support of one's position to persuade the reader.

Personal Writing

- 6.ELA.WE-1.0** Write stories or scripts that contain the basic elements of fiction (sustained characters, setting, dialogue, conflict, plot, resolution).
- 6.ELA.WE-2.0** Organize narrative writing with flashbacks and/or foreshadowing.
- 6.ELA.WE-3.0** Use vocabulary that gives vivid pictures of key settings, characters, and events.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

7.ELA.DG-1.0 Identify and apply basic rules for formal discussions and making decisions.

Oral Presentation

7.ELA.OP-1.0 Orally explain the logic or lack of logic in a persuasive argument about a local issue in a local newspaper, supplying evidence from the text and using appropriate techniques of delivery for effect.

LANGUAGE STUDY

Structure and Conventions of Modern English

7.ELA.SE-1.0 Identify and correctly use prepositional phrases in sentences.

7.ELA.SE-2.0 Distinguish phrases from clauses in sentences.

7.ELA.SE-3.0 Identify ways to vary sentence structure by using opening phrases or clauses, modifiers, and closing dependent clauses or phrases.

7.ELA.SE-4.0 Identify, and correctly write with commas after, introductory phrases or clauses.

7.ELA.SE-5.0 Identify appropriate agreement between pronouns and their antecedents.

7.ELA.SE-6.0 Use standard English when speaking formally and writing.

Vocabulary and Concept Development

7.ELA.VC-1.0 Determine the meanings of unfamiliar words in context using contrast or cause and effect. For example, students collect examples of sentences that indicate contrast or cause and effect, such as, “Most organisms need oxygen to survive, but many types of bacteria are anaerobic.”

7.ELA.VC-2.0 Use context to determine the meanings of unfamiliar words that use grade-appropriate Greek, Latin, or Anglo-Saxon roots, suffixes, and prefixes. For example, while reading about men and women who pioneered in space and under the sea, students come across such words as astronaut and nautical and use their knowledge of Greek and Latin roots and the context to determine the meaning of these words.

- 7.ELA.VC-3.0** Determine the meaning of foreign words used frequently in various subject areas.
- 7.ELA.VC-4.0** Use a dictionary to find pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words in general reading and writing.
- 7.ELA.VC-5.0** Use a glossary in a textbook to find precise meanings of key words in assigned curriculum materials.

Formal and Informal English

- 7.ELA.FI-1.0** Identify forms of informal language and symbols that are commonly used in texting and emails among friends and differentiate them from formal electronic communications.

Students Continue to Address Earlier Standards as They Apply to More Difficult Texts

READING AND LITERATURE

Nonfiction

- 7.ELA.N-1.0** Demonstrate understanding of the difference between causality and probability when used in arguments:
- Causality: the truth or occurrence of one thing can necessarily imply something else;
 - Probability: the truth or occurrence of one thing can make other things likely or unlikely.
- 7.ELA.N-2.0** Identify classification as an organizational structure in expository text.
- 7.ELA.N-3.0** Identify claims, arguments, counterarguments, and refutation of counterarguments in a persuasive text.
- 7.ELA.N-4.0** Identify and analyze how an author’s choice of words, organization, examples, and graphics contributes to the purpose of an expository or persuasive text.

Fiction

- 7.ELA.F-1.0** Identify the main plot and subplots in a story and novel and explain how they are related.
- 7.ELA.F-2.0** Analyze the ways in which main characters change or interact throughout a story or a novel.
- 7.ELA.F-3.0** Identify the theme of a story or novel, whether stated or implied, using evidence from the text.
- 7.ELA.F-4.0** Analyze how figurative language and imagery in a story create its mood.
- 7.ELA.F-5.0** Identify and analyze the characteristics of a parody.

Poetry

- 7.ELA.P-1.0** Analyze sound (e.g., changes in rhythm), graphics (e.g., changes in font type and size, line length, word position), or figurative language (e.g., personification).
- 7.ELA.P-2.0** Analyze various forms (e.g., sonnet, epic).

Drama

- 7.ELA.D-1.0** Identify and describe relationships among elements of setting, plot, points of view, and characterization.
- 7.ELA.D-2.0** Identify and explain with detail the theme, either explicit or implied, of a play.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 7.ELA.M-1.0** Identify conventions in epic tales and other traditional literature (e.g., extended simile, the quest, the hero's tasks, special weapons or clothing, or helpers).

RESEARCH AND COMPOSITION

The Research Process

- 7.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources:
- Formulate one open-ended researchable question.
 - Identify and acquire information from at least three sources (digital and print resources, surveys, and/or interviews with authorities).
 - Select accurate and relevant resources using organizational features of print reference texts; knowledge of public and school libraries and their classification systems; knowledge of properties of Internet search engines; knowledge of how information is structured and linked on websites; and knowledge of the differences between primary and secondary sources.
 - Demonstrate the value of academic integrity in collecting, recording, and documenting information.
 - Assess accuracy and reliability of information in print and electronic sources (e.g., author or organization credentials, formality of presentation, date of publication, publisher, title of journal, cross-references in websites).

- 7.ELA.RP-2.0** Apply steps for recording and organizing ideas.
- Record pertinent main ideas/important information and supporting details in brief note form, citing the source of information in an established format.
 - Quote specific phrases and sentences or incorporate illustrations, graphics, sound, or video clips as needed, recording their source and following an established and consistent format for citations.
 - Restate information found in one’s own words, using summarizing or paraphrasing techniques.
 - Organize and interpret information using a variety of tools (e.g., spreadsheet, database, outlining software).
- 7.ELA.RP-3.0** Report findings in a clear, concise way.
- Identify an appropriate approach to organizing a group or individual written report, annotated display, or oral presentation that will fit one’s audience and purpose.
 - Differentiate between paraphrasing and plagiarism when incorporating the ideas of others.
 - Evaluate the research project as a whole using teacher-generated criteria.

Analytical Writing

- 7.ELA.WA-1.0** Write on topics drawn from what is studied in religion, mathematics, science and technology/engineering, history/social science, foreign languages, or the arts, using an organizational form that is appropriate to the topic (e.g., sequence, description, categorization, problem-solution, cause and effect, comparison-contrast), topic development, supporting details, reasons, examples, and data.
- 7.ELA.WA-2.0** Ensure that word choice is precise; that there is a variety in sentence structure; and that the level of formality is appropriate to the topic, audience, and purpose.

Persuasive Writing

- 7.ELA.WP-1.0** Write persuasive arguments to an identified audience that clearly present a position and that acknowledge other positions.

Personal Writing

- 7.ELA.WE-1.0** Develop characters, settings, and plots for stories, scripts, and poems that are somewhat removed from student’s immediate experience (e.g., write from the point of view of a character from the past).
- 7.ELA.WE-2.0** Employ sufficient sensory detail and figurative language or poetic techniques selectively to convey settings, characters, and events.

**Address earlier standards as needed.*

LISTENING AND SPEAKING

Discussion and Group Work

- 8.ELA.DG-1.0** Identify and demonstrate techniques for productive group discussions (e.g., electing a leader, making and following an agenda, and setting time limits for speakers and deadlines for decision-making).
- 8.ELA.DG-2.0** Identify and demonstrate understanding of basic rules for classroom or school debates.

Oral Presentation

- 8.ELA.OP-1.0** Distinguish informal English from formal English and decide upon the level of formality needed for talking to different audiences.
- 8.ELA.OP-2.0** Identify essential elements of a persuasive/informative presentation and use a rubric to evaluate those elements

LANGUAGE STUDY

Structure and Conventions of Modern English

- 8.ELA.SE-1.0** Distinguish and correctly use dependent and independent clauses in sentences.
- 8.ELA.SE-2.0** Identify and correctly use adverbial and adjectival phrases in sentences.
- 8.ELA.SE-3.0** Identify and use correct pronoun and properly placed modifiers in sentences.
- 8.ELA.SE-4.0** Identify how the placement of an idea in a dependent clause or in a main clause affects the emphasis of a sentence and its meaning.

Vocabulary and Concept Development

- 8.ELA.VC-1.0** Determine the meanings of unfamiliar words that use grade-appropriate Greek, Latin, or Anglo-Saxon roots, suffixes, and prefixes or combinations of Greek roots (e.g., neurology, morphology).
- 8.ELA.VC-2.0** Identify the origin and explain the meaning of grade-appropriate foreign words or phrases used frequently in written English (e.g., per se, passé, du jour).

- 8.ELA.VC-3.0** Use a dictionary, a specialized dictionary, or related reference to find pronunciations, alternate pronunciations, parts of speech, meanings, alternate word choices, and etymologies of words in general reading and writing.
- 8.ELA.VC-4.0** Use a glossary in a textbook to find the precise meanings of key words in assigned curriculum materials.

Formal and Informal English

- 8.ELA.FI-1.0** Identify the language styles of different characters in literary works and determine their significance for understanding the characters.

Students Continue to Address Earlier Standards as They Apply to More Difficult Texts

READING AND LITERATURE

Nonfiction

- 8.ELA.N-1.0** Identify and distinguish among major subgenres of nonfiction: exposition (e.g., biography, autobiography, political, historical, scientific, literary essays and documents, research reports, book or arts reviews, news or features articles, textbooks, trade books, encyclopedia entries, informational website articles); persuasive texts (e.g., editorials, letters to the editor, speeches, journals, commentaries, position papers, advertisements, political campaign literature); and procedural texts or documents (recipes, directions, manuals, schedules, application forms, contracts and other legal documents).
- 8.ELA.N-2.0** Identify and describe the structure of a multifaceted argument with a main claim (thesis statement), supporting premises, explicit words indicating connections (e.g., therefore, because), and conclusion.
- 8.ELA.N-3.0** Identify and analyze the use of overstatement, understatement, ambiguity, incongruity, and irony in a persuasive text.

Fiction

- 8.ELA.F-1.0** Identify qualities, beliefs, and assumptions of central characters in a story or novel and analyze how these influence relationships among characters and the resolution of the conflict.
- 8.ELA.F-2.0** Analyze how a story unfolds when it is told by alternating narrators or multiple narrators with different points of view.
- 8.ELA.F-3.0** Explain how different elements of the text contribute to the overall theme.

- 8.ELA.F-4.0** Analyze how an author’s choice of words helps create tone and mood.
8.ELA.F-5.0 Identify and analyze the characteristics of a satire.

Poetry

- 8.ELA.P-1.0** Analyze sound and types of rhyme (e.g., rhymes with identical sounds or similar sounds) and figurative language (e.g., symbolism).
8.ELA.P-2.0 Analyze free verse, rhymed verse, and blank verse explain their purpose.

Drama

- 8.ELA.D-1.0** Identify the use of theatre or film/video production techniques (e.g., camera shots, sound, and lighting) to establish narrative elements such as mood, character, plot, or to create special effects in a film.

Sacred Scripture, Classical Literature, Traditional Narrative, Myth, and Legend

- 8.ELA.M-1.0** Identify and analyze similarities and differences in mythologies from different cultures with Sacred Scripture (e.g., God, heaven, ideas of the afterlife, roles and characteristics of deities, and types and purposes of myths).

RESEARCH AND COMPOSITION

The Research Process

- 8.ELA.RP-1.0** Apply steps for obtaining information from a variety of sources:
- Formulate one open-ended researchable question.
 - Identify and acquire information from at least three sources (digital and print resources, surveys, and/or interviews with authorities).
 - Select accurate and relevant resources using organizational features of print reference texts; knowledge of public and school libraries and their classification systems; knowledge of properties of Internet search engines; knowledge of how information is structured and linked on websites; and knowledge of the differences between primary and secondary sources.
 - Demonstrate the value of academic integrity in collecting, recording, and documenting information.
 - Assess accuracy and reliability of information in print and electronic sources (e.g., author or organization credentials, formality of presentation, date of publication, publisher, title of journal, cross-references in websites).

- 8.ELA.RP-2.0** Apply steps for recording and organizing ideas.
- Record pertinent main ideas/important information and supporting details in brief note form, citing the source of information in an established format.
 - Quote specific phrases and sentences or incorporate illustrations, graphics, sound, or video clips as needed, recording their source and following an established and consistent format for citations.
 - Restate information found in one’s own words, using summarizing or paraphrasing techniques.
 - Organize and interpret information, using a variety of tools (e.g., spreadsheet, database, outlining software).
- 8.ELA.RP-3.0** Report findings in a clear, concise way.
- Identify an appropriate approach to organizing a group or individual written report, an annotated display, or oral presentation that will fit one’s audience and purpose.
 - Differentiate between paraphrasing and plagiarism when incorporating the ideas of others.
 - Evaluate the research project as a whole using teacher-generated criteria.

Analytical Writing

- 8.ELA.WA-1.0** Write an interpretation of literary text that includes a main idea, logical development, supporting details and examples from the text, and conclusion.
- 8.ELA.WA-2.0** Write a research report that includes a controlling idea, logical development, supporting details and examples from multiple sources, a conclusion, parenthetical references or footnotes/endnotes and a bibliography.

Persuasive Writing

- 8.ELA.WP-1.0** Write persuasive arguments that begin with an engaging introduction (i.e., a “hook”), include sufficient commentary in the body of the argument, and end with a compelling conclusion.

Personal Writing

- 8.ELA.WE-1.0** Develop topics for stories, scripts, and poems that provide insight into relationships among characters, settings, and events.
- 8.ELA.WE-2.0** Maintain consistency of character/voice throughout a narrative or expressive piece, selecting vocabulary to convey meaning and using figurative language for effect.

Grades 5–8

Suggested Authors

Selections from:

Grimm’s fairy tales, French fairy tales, Tales by Hans Christian Andersen and Rudyard Kipling, Aesop’s fables, Greek, Roman, or Norse myths, Indigenous American myths and legends, Stories about King Arthur, Robin Hood, Beowulf and Grendel, *St. George and the Dragon*, *The Children’s Homer* by Padraic Colum

The Bible as Literature and Saints:

Old Testament: Genesis, Ten Commandments, Psalms and Proverbs

New Testament: Sermon on the Mount; Parables

The Vision Book Series of Saints (authors are various set of 24 books)

Sr. Mary Fabyan Windeatt Lives of Saints (set of 20 books total)

Ethel Pochocki (Once Upon a Time Saints, others)

British and European Authors and Illustrators:

James Barrie, Frances Burnett, Lucy Boston, Lewis Carroll, G. K. Chesterton, Carlo Collodi, Charles Dickens, Arthur Conan Doyle, Daniel Defoe, Leon Garfield, Kenneth Grahame, Roger Lancelyn Green, C.S. Lewis, Hugh John Lofting, George MacDonald, Edith Nesbit, Mary Norton, Philippa Pearce, Arthur Rackham, Author Ransome, Edmond Rostand, Anna Sewell, William Shakespeare, Johanna Spyri, Robert Louis Stevenson, Jonathan Swift, J. R. R. Tolkien, P. L. Travers, Jules Verne, T.H.White, H.G. Wells

American Authors or Illustrators:

Louisa May Alcott, Thomas Bailey Aldrich, Lloyd Alexander, Natalie Babbitt, L.Frank Baum, Nathaniel Benchley, Edgar Rice Burroughs, Carol Ryrie Brink, Elizabeth Coatsworth, Frederick Douglass, Esther Forbes, Paula Fox, Jean George, Virginia Hamilton, Bret Harte, Irene Hunt, Washington Irving, Brian Jacques, Arthur Miller, Ralph Moody, Sterling North, Scott O’Dell, Maxfield Parrish, Gary Paulsen, Andrew Peterson, Edgar Allan Poe, Howard Pyle, Ellen Raskin, Marjorie Kinnan Rawlings, Elizabeth Speare, Anna Sewell, Booth Tarkington, Mark Twain, James Thurber, E. B. White, Kate Douglas Wiggin, Laura Ingalls Wilder, N. C. Wyeth

Poets:

Stephen Vincent and Rosemarie Carr Benét, Lewis Carroll, John Ciardi, Rachel Field, Henry Wadsworth Longfellow, David McCord, Ogden Nash

Contemporary Literature:

Isaac Asimov, Avi, James Berry, Nancy Bond, Ray Bradbury, Bruce Brooks, Joseph Bruchac, Rebecca Caudill, Alice Childress, Vera and Bill Cleaver, James and Christopher Collier, Susan Cooper, Robert Cormier, Sharon Creech, Chris Crutcher, Christopher Paul Curtis, Karen Cushman, Alexandre Dumas, Paul Fleischman, Russell Freedman, Jack Gantos, Sheila Gordon, Bette Greene, Rosa Guy, Mary Downing Hahn, Joyce Hansen, James Herriot, Karen Hesse, S. E. Hinton, Felice Holman, Irene Hunt, Paul Janeczko, Angela Johnson, Diana Wynne Jones, Norton Juster, M. E. Kerr, E. L. Konigsburg, Kathryn Lasky, Madeleine L’Engle, Ursula LeGuin, Robert Lipsyte, Lois Lowry, Anne McCaffrey, Robin McKinley, Patricia McKissack, Margaret Mahy, Albert Marrin, Milton Meltzer, Lucy Maud Montgomery, Jim Murphy, Phyllis Reynolds Naylor, Naomi Shihab Nye, Richard Peck, Daniel Pinkwater, Elizabeth Marie Pope, Philip Pullman, Ellen Raskin, J. K. Rowling, Cynthia Rylant, Louis Sachar, Isaac Bashevis Singer, Gary Soto, Hilda Van Stockum, Mildred Taylor, Sydney Taylor, Theodore Taylor, Yoshiko Uchida, Cynthia Voigt, Yoko Kawashima Watkins, Janet Wong, Johann Wyss, Laurence Yep, Jane Yolen, Paul Zindel