

COMMUNICATION ARTS

Diocese of Green Bay

Philosophy of Communication Arts Instruction

“In the beginning, there was the WORD.” So begins the Gospel of John. The Word made Flesh is Jesus Christ, who is our first and most important teacher. The study of words, then, and how they are used in Communication Arts in the Diocese of Green Bay will start and end with this idea: that the Word is God, and learning to communicate – in reading, writing, and in speaking – is ultimately a quest for each student to make the message of the Gospels their first Words read, written and spoken in Christ’s name.

To develop skills in language, then, is a natural extension of this mission to “go make of all disciples” as we prepare literate students for life in our ever changing society. Catholic school education instills in students, knowledge of English language and literature, as well as fluency in reading, writing, speaking, listening, and thinking.

Special emphasis is placed on the development of critical thinking skills and comprehension to prepare students to make sound judgments based on Catholic values.

We are committed to develop within ourselves as educators and in our students an understanding and appreciation of the culture and language our students bring with them; we recognize that a growing number of students speak a non-standard dialect of English or are bilingual. While embracing cultural pluralism, we also help our students move sequentially from competency in reading and basic oral and written communication to the acquisitions of Standard English syntax and pronunciation.

Goals and objectives are based on the instructional approach to student experience. Teaching objectives are sequenced according to the ability of the growing young person so that students will demonstrate further growth in various aspects of oral and written language at each grade level.

Goals of Communication Arts: These standards for Communication Arts aspire to reach the goals of Catholic education by forming Christians who:

- Work cooperatively in a spirit of mutual service, respecting always the dignity of the human person;
- Cultivate their intellectual growth and determine their aesthetic standards;
- Appreciate and enjoy a constantly widening scope of literature and the language in which it is communicated;
- Become aware of important historical and literary elements of our cultural heritage, including and especially the writings of important figures in our Church;

COMMUNICATION ARTS

Diocese of Green Bay

- Relate the ideas, feelings, and experiences derived from literature and communicate them effectively to others;
- Recognize that the expression of the whole physical self is a reflection of God and forwarding his mission, sometimes without words;
- Use knowledge gained from reading to make sound judgments based on Catholic principles;
- Realize that the effective and responsible use of the English language is crucial to becoming a Catholic influence in contemporary social justice and moral issues;
- Broaden their reading interests;
- Make choices in leisure reading and viewing activities grounded in literary discretion and moral judgment;
- Possess the tools of language necessary for critical evaluation of media, propaganda, news and advertisements;
- Integrate and apply communication arts activities to all aspects of the curriculum.

The Development and application of Catholic values is a vital and integral component of these Communication Arts standards and all subject areas.

The primary purpose of these standards, benchmarks and grade level expectations is to assist the teacher in determining “what” students should know, understand and be able to do at the end of the school year.

The domain areas include

- Vocabulary and Word Analysis (V)
- Reading Literature and Informational Texts - Craft and Structure (RS)
- Reading Literature and Informational Text - Comprehension, Response, and Analysis (RC)
- Writing – Processes and Features (W)
- Grammar and Usage (G)
- Speaking and Listening: Comprehension and Collaboration (SL)

Referencing the standards by number CA.1.V.1.a - CA=Communication Arts, 1=first grade, V=Vocabulary and Word Analysis, 1=1st benchmark (standard sub area) a=skill (standard sub skill)

COMMUNICATION ARTS

Diocese of Green Bay

Communication Arts Committee

Laura Barnett	St. Francis Xavier Catholic Schools	Principal
Dave Callan	St. Francis Xavier Catholic Schools	Principal
Siraya Gloudemans	St. Edward Catholic School, Mackville	Teacher
Julie Guzman	St. Francis Xavier Catholic Schools	Teacher
Emily Hietpas	St. Francis Xavier Catholic Schools	Teacher
Christy Hintz	St. Mary of the Immaculate Conception, Greenville	Teacher
Paula Anne Hoepfner	Green Bay Area Catholic Schools	Teacher
Jessica Johnson	Green Bay Area Catholic Schools	Teacher
Cathi Leyden	St. Francis Xavier Catholic Schools	Teacher
Holly Montour	Sacred Heart Catholic School, Shawano	Teacher
Sarah Muraski	St. Francis Xavier Catholic Schools	Teacher
Joey Meyer	St. Francis Xavier Catholic Schools	Teacher
Samantha Parker	Green Bay Area Catholic Schools	Teacher
Moly Plozin	St. Francis Xavier Catholic Schools	Teacher
Carolyn Reuter	Sacred Heart Catholic School, Shawano	Teacher
Jane Schueller	Diocese of Green Bay	Curriculum and Instruction Director
Alyssa Schuh	St. Edward Catholic School, Mackville	Teacher

Resources

Diocese of Green Bay 2006 Standards and Benchmarks

Archdiocese of Denver 2013 Standards and Benchmarks - <http://archden.org/schools/office-catholic-schools/curricula/>

National Council of Teachers of English – www.ncte.org

Northwest Evaluation Association

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and understanding textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).

Literacy Development Kindergarten – Second Grade

Based on research, learning to read is affected by the foundation skills of phonological processing, print awareness, and oral language. Most children learn to read at around the age of six or seven. For children to develop healthy dispositions toward reading and literacy, experiences must engage children actively in the learning process. Kindergarten through second grade are critical years in language arts instruction as children acquire foundational skills and enjoyment of reading needed for later success in literacy and all areas of life.

Kindergarten	First Grade	Second Grade
<p>1. Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. recognize in sequence and name all upper and lowercase letters of the alphabet b. demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant c. associate the long and short sounds of graphemes for the five major vowels d. read at least 25 very high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) e. distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat vs. sat, cat, vs. can, hit vs. hot) f. add or subtract individual phonemes in simple, 	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. know the spelling-sound correspondence for common consonant digraphs (e.g., ck, wr, tr, th, sh) b. segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/--/ f/-/l/-/a/-/p/) c. Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g.,/at/ - /sat/ - / mat/ - /map/) d. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. (e.g. fast, fast, fast) e. decode regularly spelled one-syllable words (e.g., lock, much, see, rain, slide, bake) f. know final –e (e.g. take, side) and common vowel team conventions (e.g., rain, day, 	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., hop vs. hope) b. know spelling sound correspondence for additional common vowel teams (e.g., loud, cow, look, loop, boy, boil) c. decode words with common prefixes and suffix- es (e.g., unhappy, carefully, goodness) d. apply knowledge of spelling patterns and common word families e. decode regularly spelled two-syllable words with long vowel sounds (e.g., surprise, remain, needle, baby) f. recognize and read grade appropriate irregularly spelled words (e.g., thought, eyes,

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis K-2

<p>one-syllable words to make new words (e.g. /at/-/sat/-/mat/-/map/</p> <p>g. isolate individual letter sounds</p> <p>h. identify words with the same short vowel sound</p> <p>i. demonstrate phonemic awareness by isolating, blending and pronouncing the initial, medial vowel and final phonemes (sounds) in three-phoneme (CVC) words <i>This does not include CVCs ending with /l/, /r/, or/x.</i></p> <p>j. blend and segment consonants and rimes of spoken word (/g/-/oat/, /bl/-/ack/</p> <p>k. apply alphabetic principles through the first letter (3-4 words)</p>	<p>week, seat, road, show) for representing long vowels</p> <p>g. use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>h. decode two syllable words following basic patterns (e.g., rabbits) by breaking the words into syllables</p> <p>i. aurally distinguish long from short vowel sounds in spoken single-syllable words. (e.g./tap/vs./tape/, /sock/vs./soak/, /sit/vs./sight/</p> <p>j. orally produce single-syllable words by blending phonemes, including consonant blends (e.g./cats/, /black/blast/)</p> <p>k. read words with inflectional endings (e.g.,- s,- es, -ing, -er, -est)</p> <p>l. recognize and read grade-appropriate irregularly spelled words (e.g., said, were, could, would, their, there, through, none, both)</p> <p>m. read at least 100 high frequency words by sight</p> <p>n. associate the various families of blends with the sounds they represent (e.g., R-S-L)</p> <p>o. associate the sound of “Y” when it is used as a vowel with either the long /e/ or long /i/</p> <p>p. know the sound correspondence for hard and soft/c/and/g/</p> <p>q. recognize contractions and associate the two words that make up the contraction</p>	<p>busy, ocean, island, people)</p> <p>g. decode words with /r/ controlled vowels</p> <p>h. identify antonyms, synonyms, homophones and homonyms</p> <p>i. recognize and read correctly-formed contractions</p> <p>j. read at least 200 high frequency words by sight</p>
---	---	---

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis K-

<p>2. Understand word relationships and phonological awareness</p> <ul style="list-style-type: none"> a. demonstrate understanding of spoken words, syllables, and phonemes b. build real-life connections between words and their use. (e.g., note places in school that are colorful) c. identify and match upper and lower case letters. d. choose the word with the same initial consonant sound or blend as a given word. e. count, pronounce, blend, and segment syllables in spoken words f. Identify words using the same ending consonant sound or blend as a given word g. distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings h. demonstrate understanding of common nouns and adjectives that mean the same thing as a given word. (synonyms) (e.g. couch, sofa/happy, cheerful, joyful) i. use common adjectives to distinguish objects (e.g. the small, blue square; the shy, white rabbit) j. demonstrate understanding of common nouns, verbs and adjectives by relating them to their opposites (antonyms) (e.g. hot/cold, sit/stand, up/down) k. demonstrate understanding of common homonyms (e.g. to, two) l. choose among alternate meanings for common 	<p>2. Understand word relationships and phonological awareness</p> <ul style="list-style-type: none"> a. demonstrate understanding of spoken words, syllables, and phonemes. b. build real-life connections between words and their use (e.g., note a place at home that is cozy) c. distinguish shades of meaning among verbs differing in manner (e.g., look, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings d. identify and use common homonyms and synonyms 	<p>2. Understand word relationships and phonological awareness</p> <ul style="list-style-type: none"> a. build real-life connections between words and their use (e.g. describe foods that are spicy or juicy) b. distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny, scrawny) c. identify and use common homonyms and synonyms
--	--	--

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis K-2

<p>homographs in a sentence based on the context given in the sentence. (e.g. club, hand, bat, wind)</p> <p>m. use semantics to complete a sentence by choosing the noun, verb, adjective that best fits the context of the sentence</p> <p>n. infer the general meaning of a noun, verb, nonsense word based on the real life/familiar context given in a sentence</p> <p>o. identify words that fit into a given word family</p> <p>p. recite and produce a rhyming words</p>		
<p>3. Determine word meanings (based on kindergarten reading)</p> <p>a. sort common objects into categories (e.g. shapes, food)</p> <p>b. identify new meanings for familiar words and apply them accordingly (e.g., knowing duck as a bird and learning the verb to duck)</p> <p>c. identifies the correct base or root word to determine the meaning of a word</p> <p>d. use the most common affixes in English (e.g., - ed, -s, re-, un-, pre-, -ful, -less,) as a clue to the meaning of an unknown word</p> <p>e. determine the meaning of a given compound word</p>	<p>3. Determine word meanings (based on first grade reading)</p> <p>a. sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. use sentence-level context as a clue to meaning of an unknown word</p> <p>c. use common affixes in English as a clue to the meaning of an unknown word</p> <p>d. define words by category and by one or more key attributes (e.g., duck is a bird that swims, a tiger is a large cat with stripes)</p> <p>e. demonstrate understanding of the concept of multiple-meaning words (e.g. match, kind, play) by identifying meanings of some grade-appropriate examples of such words</p>	<p>3. Determine word meanings (based on second grade reading)</p> <p>a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital</p> <p>b. explain the meaning of grade-appropriate compound words (e.g., birdhouse, lighthouse, bookshelf)</p> <p>c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p> <p>d. determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy)</p> <p>e. recognize common abbreviations</p>

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis K-2

<p>4. Use newly learned words acquired through conversations, reading and responding to texts</p> <p>a. use new vocabulary in discussion and daily application</p>	<p>4. Use newly learned words acquired through conversations, reading and responding to texts</p> <p>a. use new vocabulary in discussion and daily application</p>	<p>4. Use newly learned words acquired through conversations, reading and responding to texts</p> <p>a. use new vocabulary in discussion and daily application</p>
--	--	--

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis

Third Grade	Fourth Grade	Fifth Grade
<p>1. Know and apply grade-level phonics and word analysis skills in spelling decoding words</p> <ol style="list-style-type: none"> identify and spell words with the same control-r sound (or, ur, ir) uses rules of syllabic division <ul style="list-style-type: none"> divide words containing a consonant plus <i>le</i> into syllables divide words containing multiple adjacent consonants into syllables (e.g., supper, chimpanzee, refrigerator, terrible, frightening) divide words that follow the VCV rule for short vowels into syllables divide words containing the suffix <i>able</i> or <i>ible</i> into syllables identify and know the meaning of the most common prefixes and derivational suffixes (un-, re-, mis-, -ful, -less, -able) decode words with common suffixes (-tion/sion, -ture, -tive/sive, -ify, -ity, -ment) read grade-appropriate irregularly spelled words (e.g., although, science, stomach, machine) decode words with common roots (e.g., object/reject, propel/repel) identifies irregular plurals (goose/geese, mouse/mice, tooth/teeth) form the plural of nouns ending in <i>f</i> (e.g., calf, half, belief) 	<p>1. Know and apply grade-level phonics and word analysis skills in spelling and decoding words</p> <ol style="list-style-type: none"> correctly spell root words, inflections, words with more than one acceptable spelling, suffixes, prefixes and syllables correctly spell grade level sight words understand and use “spell check” in a word processing program apply rules of syllabic division 	<p>1. Know and apply grade-level phonics and word analysis skills in spelling and decoding words</p> <ol style="list-style-type: none"> correctly spell root words, prefixes, suffixes, contractions and syllable constructions correctly spell grade level sight words applies spelling rules for pluralization of words utilize “spell check” in a word processing program

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis 3-5

<p>2. Understand word relationships</p> <ul style="list-style-type: none"> a. build real-life connections between words and their use. (e.g., describe people that are helpful or friendly) b. distinguish among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspect, heard, wondered) 	<p>2. Understand word relationships</p> <ul style="list-style-type: none"> a. build real-life connections between words and their various uses and meanings. b. define relationships between words (e.g., how ask is like and unlike demand). c. distinguish a word from other words with similar but not identical meanings (synonyms) 	<p>2. Understand word relationships</p> <ul style="list-style-type: none"> a. build real-life connections between words and their various uses and meanings b. define relationships between words (e.g., how smirk is like and unlike smile) c. distinguish a word from other words with similar but not identical meanings. (synonyms)
<p>3. Determine meanings of general academic language and domain-specific words (based on third grade reading, topic or content area)</p> <ul style="list-style-type: none"> a. determine the meaning of a word from information provided by the context of a passage b. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting a glossary, thesaurus, dictionary, both print and digital c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) d. determine the meaning of the new word formed when a known affix is added to a known word (agreeable/disagreeable, heat/preheat) e. distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps) f. locate a word in a passage that best fits a given definition g. recognize multiple meanings of homographs 	<p>3. Determine meanings of general academic language and domain-specific words (based on fourth grade reading, topic or content area)</p> <ul style="list-style-type: none"> a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using, semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position of function in a sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital b. use known root word as a clue to the meaning of an unknown word with the same root (e.g., telegraph, photograph, autograph) c. use etymologies of words (Latin and Greek) to understand word meaning d. explain the meaning of simple similes and metaphors (e.g. pretty as a picture). e. paraphrase common idioms, adages, and proverbs f. explain and create analogies g. apply dictionary and thesaurus skills to find meaning, pronunciation, related words and 	<p>3. Determine meanings of general academic language and domain-specific words (based on fifth grade reading)</p> <ul style="list-style-type: none"> a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital b. use a known word as a clue to meaning of an unknown word with the same root (photograph, photosynthesis) c. interpret figurative language, including similes and metaphors d. explain the meaning of common idioms, adages, and proverbs e. create and uses analogies to understand the meaning of words f. analyze the meaning of complex words by decomposing the word into understandable parts using the etymology of words (Latin and Greek_ (prefix/root/suffix) <i>transubstantiation</i> – Latin [trans] across or through [substantia] substance

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis 3-5

<ul style="list-style-type: none"> h. infer the meaning of a word (noun, verb, adjective) using context clues and selects a synonym for this word i. define antonym j. classify words based on stated characteristics in informational texts k. identify and explain analogies l. apply dictionary skills to decode, pronounce and extend meaning of words 	<p>ideas and extend the meaning of words</p>	<ul style="list-style-type: none"> g. apply dictionary and thesaurus skills to find meaning, pronunciation, related words and ideas and extend the meaning of words
<p>4. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/ social studies and science) taught directly and acquired through reading and responding to texts</p>	<p>4. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text</p>	<p>4. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text</p>

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Determine word meaning (based on grade six reading)</p> <ul style="list-style-type: none"> a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence, analyzing the word’s sound, spelling, and meaningful parts; consulting glossaries or beginning dictionaries, both print and digital b. use known prefixes, root words, and suffixes as a clue to the meaning of an unknown word with the same root (e.g., audience, auditory, audible) c. verify the preliminary determination of a word’s meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary) d. interpret various figures of speech (e.g., personification) relevant to particular texts e. use the etymologies of words to understand the origins and meanings of frequently used English and foreign words in speaking and writing 	<p>1. Determine word meanings (based on grade seven reading)</p> <ul style="list-style-type: none"> a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word’s sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital b. use known prefixes, root words, and suffixes as a clue to the meaning of an unknown word with the same root (e.g., belligerent, bellicose, rebel) c. verify the preliminary determination of a word’s meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary) d. interpret various figures of speech (e.g., allegory) relevant to particular texts e. apply the etymologies of frequently used foreign words in English speaking and writing 	<p>1. Determine word meanings (based on grade eight reading)</p> <ul style="list-style-type: none"> a. determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word’s position of function in a sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital b. use known prefixes, root words, and suffixes as a clue to meaning of an unknown word with the same root (precede, recede, secede) c. verify the preliminary determination of a word’s meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary) d. interpret various figures of speech (e.g., verbal irony, puns) relevant to particular texts e. understand the influence the etymology of words has on meaning and vocabulary expansion

COMMUNICATION ARTS

Diocese of Green Bay

Vocabulary Development and Word Analysis 6-8

<p>2. Understand word relationships</p> <ul style="list-style-type: none"> a. trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses b. distinguish a word from other words with similar denotations but different connotations c. identify analogies: word and synonym, word and antonym, part and whole 	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> a. trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses b. distinguish a word from other words with similar denotations but different connotations c. identify analogies: word and synonym, word and antonym, part and whole 	<p>2. Understand word relationships.</p> <ul style="list-style-type: none"> a. trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses b. distinguish a word from other words with similar denotations but different connotations c. identify analogies: word and synonym, word and antonym, part and whole
<p>3. Interpret figurative and connotative meanings of words and phrases as they are used in text.</p> <ul style="list-style-type: none"> a. identify and interpret idioms, metaphors, similes, personification, alliteration, onomatopoeia, hyperbole and sensory language 	<p>3. Interpret the figurative and connotative meanings of words and phrases as they are used in a text.</p> <ul style="list-style-type: none"> a. describe, in detail, a specific word choice and its impact on meaning and tone. b. apply idioms, analogies, similes, metaphors, alliteration, hyperbole, onomatopoeia, and personification 	<p>3. Explain the comparison an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to a meaning.</p> <ul style="list-style-type: none"> a. analyze idioms and comparisons

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Texts - Craft and Structure

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Kindergarten	First Grade	Second Grade
<p>1. Ask questions about unknown words in a text</p>	<p>1. Ask questions about unknown words in a text</p>	<p>1. Ask questions about unknown words in a text</p>
<p>2. Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> a. identify the front cover, back cover, and title page of a book, table of contents, glossary, and diagrams b. follow words from left to right, top to bottom, and page to page c. understand that words are separated by spaces in print d. recognize in sequence and name all upper and lowercase letters of the alphabet 	<p>2. Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> a. locate the parts of a book including: title page, table of contents, author, illustrator, and glossary b. identify distinguishing features of text (i.e. labels, captions, diagrams, illustrations) c. recognize that the dictionary is organized in alphabetical order d. demonstrate alphabetical order by locating words in the dictionary or glossary 	<p>2. Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> a. find information in informational text using different parts of that book (glossary, graphs, table of contents) b. demonstrate alphabetical sequencing by locating words in the dictionary or glossary
<p>3. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p>3. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p>3. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>
<p>4. Recognize common genres of texts (e.g. storybooks, bible stories, poems, fiction, non-fiction)</p> <ul style="list-style-type: none"> a. distinguish between fiction and non-fiction. 	<p>4. Recognize common genres of texts (e.g. storybooks, bible stories, poems, fiction, non-fiction)</p> <ul style="list-style-type: none"> a. distinguish between fiction and non-fiction b. understand the difference between narrative stories and poems 	<p>4. Recognize common genres of texts (e.g. storybooks, bible stories, poems, fiction, non-fiction)</p> <ul style="list-style-type: none"> a. refer to core elements of stories, plays, parables, and myths, including characters, settings, and plots, when writing or speaking about specific text

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Texts – Craft and Structure (RS)

<p>5. Understand features of a book</p> <p>a. locate the title, author and illustrator of a text and define the role of each</p>	<p>5. Understand features of a book</p> <p>a. locate the title, author and illustrator of a text and define the role of each</p> <p>b. use title page, table of contents, to locate information</p> <p>c. become familiar with guide words</p>	<p>5. Understand features of a book</p> <p>a. use title page, table of contents, chapter headings, guide words, key words, glossary, index and copyright page to locate information</p>
<p>6. Classify objects according to use and categories</p> <p>a. describe how objects are grouped into general categories (e.g., desk, chair, sofa: furniture...)</p>	<p>6. Classify objects and words according to use and categories</p> <p>a. describe how objects and words are grouped into general categories (e.g., desk, chair, sofa: furniture, short vowel, long vowel...)</p>	<p>6. Classify objects and words according to use and categories</p> <p>a. describe how objects are grouped into general categories ((e.g., desk, chair, sofa: furniture, short vowel, long vowel...)</p>
<p>7. Classify words based on stated characteristics in informational texts</p> <p>a. describe how a text groups information into general categories (e.g., cows, pigs, and horses are farm animals)</p>	<p>7. Classify words based on stated characteristics in informational texts</p> <p>a. describe how a text groups information into general categories (e.g., cows, pigs, and horses are farm animals)</p>	<p>7. Classify words based on stated characteristics in informational texts</p> <p>a. describe how a text groups information into general categories (e.g., cows, pigs, and horses are farm animals)</p>
<p>8. Identify who is speaking at various points in a text</p>	<p>8. Identify who is speaking at various points in a text</p> <p>a. Identify the main characters in a story</p>	<p>8. Identify who is speaking at various points in a text</p> <p>a. identify the main characters in a story and their role</p>
<p>9. Know and use various text features</p> <p>a. Use table of contents to locate information</p>	<p>9. Know and use various text features</p> <p>a. Use table of contents, captions, headings, glossary, index to locate key facts or information</p>	<p>9. Know and use various text features</p> <p>a. use table of contents, captions, headings, glossary, index, electronic menus, icons to locate key facts or information</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Texts - Craft and Structure

Third Grade	Fourth Grade	Fifth Grade
<p>1. Interpret key words and phrases in text, distinguishing literal from figurative language</p>	<p>1. Understand words and phrases in text that allude to significant characters found in mythology (e.g. Herculean) drawing on a wide reading of myths from a variety of cultures</p>	<p>1. Identify how metaphors and similes, as well as rhymes and other repetitions of sounds (alliteration) supply meaning and rhythm in a specific verse or stanza of a poem</p>
<p>2. Demonstrate understanding o of common features of legends, myths, folk tales and fairy tales</p> <p>a. identify heroes and villains; quests or challenges when writing or speaking about classic stories from around the world</p>	<p>2. Explain major differences between poetry and prose</p> <p>a. reference structural elements of poetry (e.g. stanza, verse, rhythm, meter) when speaking about poems (See CA.4.RS.5.b)</p>	<p>2. Explain major difference between drama and prose</p> <p>a. reference structural elements of drama (e.g., cast of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature</p>
<p>3. Distinguish between various types of literary genre</p> <p>a. distinguish between fiction and non-fiction</p> <p>b. identify various genre (e.g. nursery rhyme, fantasy, folk tale, fable, parable, poem)</p> <p>c. distinguish personal point of view from that of characters in the text</p> <p>d. differentiate between fact and opinion</p> <p>e. identify who is speaking at various points in a text</p>	<p>3. Distinguish between various types of literary genre</p> <p>a. understand the elements of fiction and non-fiction</p> <p>b. identify various genre (e.g., fairytales, folktales, poems, historical fiction, narratives, biography, non-fiction, Psalms, Gospels, Biblical stories – parables)</p> <p>c. compare the point of view from which different stories are narrated, including the difference between first and third person narratives</p> <p>d. differentiate between fact and opinion</p> <p>e. identify in what <i>person</i> the text is written</p>	<p>3. Distinguish between various types of literary genre</p> <p>a. recognizes features of various genre (e.g., fairytales, folktales, poems, historical fiction, narratives, biography, non-fiction, Psalms, Gospels, Biblical stories – parables)</p> <p>b. interpret how a narrator’s point of view influences how events are described</p> <p>c. describe the mood of selected literature or poetry</p> <p>d. describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or part of a text</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Texts – Craft and Structure (RS) 3-5

<p>4. Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons, illustrations) to locate information quickly and efficiently</p>	<p>4. Use text features and search tools to locate and process information relevant to a given topic</p>	<p>4. Use text features and search tools to locate and process information relevant to a given topic</p>
<p>5. Distinguish major categories of literary genre (e.g. stories from poems, fiction from non-fiction)</p> <ul style="list-style-type: none"> a. refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about specific text b. recognize structure of poetry within a variety of poetic forms (e.g., acrostic, couplets, cinquain, free verse, concrete) 	<p>5. Distinguish major categories of literary genre (e.g. stories from poems, fiction from non-fiction)</p> <ul style="list-style-type: none"> a. explain how author’s purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade) b. distinguish the structure of poetry within a variety of poetic forms (e.g., acrostic, couplets, cinquain, free verse, concrete) 	<p>5. Distinguish major categories of literary genre (e.g. stories from poems, fiction from non-fiction)</p> <ul style="list-style-type: none"> a. explain how author’s purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade)

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Texts - Craft and Structure

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Utilize the structural features of media and use the features to obtain information</p> <p>a. Identify the structural features of media and use the features to obtain information</p>	<p>1. Utilize the structural features of media and use the features to obtain information</p> <p>a. Understand and analyze the structural features of media and use the features to obtain information</p>	<p>1. Utilize the structural features of media and use the features to obtain information</p> <p>a. Compare and contrast the structural features of media and use the features to obtain information</p>
<p>2. Distinguish major categories and features of literary genre (e.g. stories from poems, fiction from non-fiction)</p> <p>a. identify different types of fiction and describe the major characteristics of each form</p> <p>b. refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about specific text</p> <p>c. recognize structure of poetry within a variety of poetic forms (e.g., acrostic, couplets, cinquain, free verse, concrete)</p> <p>d. compare and contrast literal and figurative meaning of a poem</p> <p>e. explore literature from diverse cultural backgrounds</p>	<p>2. Distinguish major categories and features of literary genre (e.g. stories from poems, fiction from non-fiction)</p> <p>a. discuss the purposes and characteristics of different forms of written text, such as short story, novel, novella and essay</p> <p>b. explain how author’s purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade)</p> <p>c. explore literature from diverse cultural backgrounds</p> <p>d. analyze how structure impacts the meaning of a poem</p>	<p>2. Distinguish major categories and features of literary genre (e.g. stories from poems, fiction from non-fiction)</p> <p>a. determine and articulate the relationship between the purposes and characteristics of different forms of poetry</p> <p>b. explain how author’s purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade)</p> <p>c. explain how a difference in the perspective or knowledge of characters and audience (e.g. created through the device or dramatic irony) produces suspense or humor</p> <p>d. compare and contrast literature from diverse cultural backgrounds</p>
<p>3. Describe the structures an author uses to organize specific text</p> <p>a. Identify how text structure affects meaning, including chronological order, order of importance and special order</p>	<p>3. Describe the structure an author uses to organize specific text</p> <p>a. Identify how text structure affects meaning, including chronological order, order of importance and special order</p>	<p>3. Describe the structure an author uses to organize specific text</p> <p>a. analyze how text structure affects meaning, including chronological order, order of importance and special order</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Craft and Structure (RS) 6-8

<ul style="list-style-type: none"> b. compare and contrast organizational patterns of texts c. explain the effect of flashback and foreshadowing on the development of the plot and meaning of the text 	<ul style="list-style-type: none"> b. explain how a sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the plot or themes c. describe how any given sentence, paragraph, section or chapter fits into the overall structure of a text and contributes to the development of ideas 	<ul style="list-style-type: none"> b. compare poetry with conventional structure, such as a free verse poem c. analyze, in detail, the structure of a specific paragraph of text, including the role of particular sentences in developing and refining a key concept
<p>4. Determine point of view and cultural context on which media is portrayed</p> <ul style="list-style-type: none"> a. identify the speaker and recognize the difference between first –person and third-person narration b. describe how an author establishes the point of view of the speaker or a character in a poem, drama or story c. identify how the author’s choice of words, examples, and reasons are used to persuade the reader d. Identify how an author’s point of view influences the cultural context of a text e. distinguish personal point of view from that of the characters or author. 	<p>4. Determine point of view and cultural context on which media is portrayed</p> <ul style="list-style-type: none"> a. identify and trace the development of an author’s argument, point of view or perspective b. identify how the author presents the points of view of different characters, including their different reactions to the same person or events c. determine how the author’s point of view influences the cultural context of a text d. compare the point of from which different stories are narrated, including the difference between first and third person narrations 	<p>4. Determine point of view and cultural context on which media is portrayed</p> <ul style="list-style-type: none"> a. identify how a narrator’s point of view influences how events are described b. compare and contrast the cultural context of a text with another similar text. c. compare the point of from which different stories are narrated, including the difference between first and third person narrations
<p>5. Analyze nonfiction and informational text</p> <ul style="list-style-type: none"> a. follow multiple-step instructions b. make reasonable statements, conclusions inferences, or predictions about a text, supporting them with evidence from the text. c. connect and clarify main ideas by identifying their relationships to multiple sources and related topics 	<p>5. Analyze nonfiction and informational text</p> <ul style="list-style-type: none"> a. draw conclusions, make reasonable statements, inferences, and predictions about a text, supporting the conclusions, statements with evidence from the text b. connect and clarify main ideas by identifying their relationships to multiple sources and related topics c. clarify an understanding of texts by 	<p>5. Analyze the structure, format and purpose of informational materials</p> <ul style="list-style-type: none"> a. draw conclusions, make reasonable statements and inferences a text, supporting them with accurate examples b. compare the original text to a summary to determine whether the summary accurately describes the main ideas,

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Craft and Structure (RS) 6-8

<p>d. clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports</p>	<p>creating outlines, notes, diagrams, summaries, or reports</p>	<p>includes important details and conveys the underlying meaning</p> <p>c. synthesize understanding of texts by creating outlines, notes, diagrams, summaries, or reports</p> <p>d. use information from a variety of documents (Vatican, consumer, primary documents) to explain a situation or decision and to solve a problem</p>
<p>6. Expository critique - Assess evidence of nonfiction and informational literature</p> <p>a. determine the appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences</p>	<p>6. Expository critique - Assess evidence of nonfiction and informational literature</p> <p>a. assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping</p>	<p>6...Expository critique - Assess evidence of nonfiction and informational text</p> <p>d. identify and explain instances of persuasion, propaganda, and faulty reasoning in nonfictional text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text - Comprehension, Response, and Analysis

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works, and literature from many periods.

Kindergarten	First Grade	Second Grade
<p>1. Use picture clues, word chunks, word patterns, structural clues and context clues to understand text</p> <ul style="list-style-type: none"> a. relate pictures or illustrations to the overall story or text in which they appear b. apply word chunks, word patterns, structural clues and context clues to decoding skills c. sequence and retell events/parts of a story 	<p>1. Use picture clues, word chunks, word patterns, structural clues and context clues to understand text</p> <ul style="list-style-type: none"> a. use pictures, illustrations, text and detail in a story to describe characters, events or settings b. use pictures, illustrations, text and detail in a text to describe the main idea c. sequence and retell events/parts of a story 	<p>1. Explain how images and illustrations contribute to and clarify a story or informational text</p> <ul style="list-style-type: none"> a. use pictures, illustrations, text and detail in a story to describe characters, events or settings b. use pictures, illustrations, text and detail in a text to describe the main idea c. sequence and retell events/parts of a story
<p>2. Use context to understand word and sentence meaning</p> <ul style="list-style-type: none"> a. use context to understand word and sentence meaning after listening to or reading text b. begin to use context to understand word and sentence meaning 	<p>2. Use context to understand word and sentence meaning</p> <ul style="list-style-type: none"> a. use context to understand word and sentence meaning after listening to or reading text b. begin to use context to understand word and sentence meaning 	<p>2. Use context to understand word and sentence meaning</p> <ul style="list-style-type: none"> a. use context to understand word and sentence meaning after listening to or reading text b. begin to use context to understand word and sentence meaning
<p>3. Identify a purpose for reading and appreciate various forms of literature</p> <ul style="list-style-type: none"> a. analyze the purpose of everyday print materials. b. determine the author’s purpose (e.g. entertain, inform) 	<p>3. Identify a purpose for reading and appreciate various forms of literature</p> <ul style="list-style-type: none"> a. determine the author’s purpose for writing b. choose age and ability appropriate material for a variety of reading purposes (“just right” 	<p>3. Identify a purpose for reading and appreciate various forms of literature</p> <ul style="list-style-type: none"> a. determine the author’s purpose for writing b. choose age and ability appropriate material for a variety of reading

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Comprehension, Response, and Analysis K-2

<ul style="list-style-type: none"> c. select books related to class themes for a variety of reading purposes d. choose age and ability appropriate material for a variety of reading purposes 	<p>books, I P.I.C.K – Daily 5)</p>	<p>purposes (“just right” books, I P.I.C.K – Daily 5)</p>
<p>4. Compare and contrast the adventures of characters in familiar stories. (With prompting and support)</p>	<p>4. Compare and contrast the adventures of characters in familiar stories.</p>	<p>4. Compare and contrast the adventures of characters in familiar stories.</p>
<p>5. Recognize basic similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions) (With prompting and support)</p>	<p>5. Recognize basic similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions)</p> <ul style="list-style-type: none"> a. compare and contrast two or more versions of the same story (e.g., Cinderella stories, Gospel stories) by different authors or from different cultures. (text to text connection) 	<p>5. Recognize basic similarities and differences between two texts on the same topic</p> <ul style="list-style-type: none"> a. compare and contrast two or more versions of the same story (e.g., Cinderella stories, Gospel stories) by different authors or from different cultures. (text to text connection)
<p>6. Read to and with others</p>	<p>6. Read to and with others</p>	<p>6. Read to and with others</p>
<p>7. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes, draw conclusions and make predictions after reading or listening to material of grade level text</p> <ul style="list-style-type: none"> a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses b. discuss a book or story read aloud c. identify key words to draw conclusions d. make predictions based on the title of the book or about what will happen next e. identify main idea, theme and supporting details f. recognize cause and effect, explain why specific effect occurred based on context g. draw a picture to depict sequence after listening to or reading a text 	<p>7. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes, draw conclusions and make predictions after reading or listening to material of grade level text</p> <ul style="list-style-type: none"> a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses b. discuss a book or story read aloud c. identify key words to draw conclusions d. make predictions based on the title of the book or about what will happen next e. identify main idea, theme and supporting details f. recognize cause and effect, explain why specific effect occurred based on context g. draw a picture to depict sequence after listening to or reading a story 	<p>7. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes, draw conclusions and make predictions after reading or listening to material of grade level text</p> <ul style="list-style-type: none"> a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses b. discuss a book or story read aloud c. identify key words to draw conclusions d. make predictions based on the title of the book or about what will happen next e. identify main idea, theme and supporting details f. recognize cause and effect, explain why specific effect occurred based on context

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Comprehension, Response, and Analysis K-2

<ul style="list-style-type: none"> h. identify and summarize/retell important parts of a story in the correct order i. identify the characters and setting 	<ul style="list-style-type: none"> h. compare and contrast personal knowledge and experience with events or characters within a story or text (text to self-connection) 	
<p>8. With support, distinguish between various types of literary genre</p> <ul style="list-style-type: none"> a. distinguish between fiction and non-fiction b. identify various genre (e.g. nursery rhyme, fantasy, folk tale, fable, parable, poem) 	<p>8. Distinguish between various types of literary genre</p> <ul style="list-style-type: none"> a. identify various genre (e.g., fairytales, folktales, poems, historical fiction, narratives, biography, non-fiction, Psalms, Gospels, Biblical stories - parables) 	<p>8. Distinguish between various types of literary genre (e.g., fairytale, poem, historical fiction, narratives, biography, non-fiction, Psalms, Gospels, Biblical stories, parables, folktales)</p> <ul style="list-style-type: none"> a. recognizes features of various genre
<p>9. Read grade appropriate text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. reads using decoding strategies b. read emergent or on-level texts with purpose and understanding. c. use context to confirm or self-correct word recognition and understanding 	<p>9. Read grade appropriate text with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. read on-level text with purpose and understanding b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. use context to confirm or self-correct word recognition and understanding, reading as necessary 	<p>9. Read grade appropriate text with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> a. read on-level text with purpose and understand b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. use context to confirm or self-correct word recognition and understanding, reading as necessary
10.	<p>10. Read signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts)</p>	<p>10. Use signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts)</p>
11.	<p>11. Interpret written directions for grade level materials</p> <ul style="list-style-type: none"> a. read and follow written directions for grade level materials 	<p>11. Interpret written directions for grade level materials</p> <ul style="list-style-type: none"> a. read and follow written directions for grade level materials
<p>12. Apply Catholic values and teachings in the evaluation of literary themes and plots.</p>	<p>12. Apply Catholic values and teachings in the evaluation of literary themes and plots.</p>	<p>12. Apply Catholic values and teachings in the evaluation of literary themes and plots.</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text - Comprehension, Response, and Analysis

Third Grade	Fourth Grade	Fifth Grade
<p>1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answer</p> <p>a. locate information in complex literary passages and informational text</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answer</p> <p>a. draw on details and examples from a text to support statements about the text</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answer.</p> <p>a. quote from a text to support statements about the text</p>
<p>2. Use information from illustrations, print features and other visual elements to develop an understanding of the text</p> <p>a. integrate information from illustrations and other visual elements (e.g., maps, graphs, photographs) as an aid to understanding where, when, why and how key events occur</p> <p>b. use information from visual elements to develop an understanding of setting, character and plot</p>	<p>2. Use information from illustrations, print features and other visual elements to develop an understanding of the text</p> <p>a. integrate information from several illustrations, print features and other visual elements to develop understanding of how the setting and characters change and the plot develops</p> <p>b. interpret factual information presented graphically or visually (e.g., charts, diagrams, timelines, animations and interactive elements) to explain how the information contributes to understanding text</p>	<p>2. Use information from illustrations, print features and other visual elements to develop an understanding of the text</p> <p>a. explain how images, sounds and movements contribute to an animated or live-action adaptation of a story, comparing that version to what is “seen” or “heard” from reading the text.</p> <p>b. draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently</p>
<p>3. Determine the main idea of a text and explain how it is supported by key details</p>	<p>3. Determine the main idea of a text and explain how it is supported by key details</p>	<p>3. Determine two or more main ideas and how they are supported by details; summarize text</p>
<p>4. Use key supporting details in stories, fables, folktales, biblical stories or myths from diverse cultures to determine the lessons or morals</p>	<p>4. Use key supporting details and evidence in stories, fables, folktales, biblical stories, myths from diverse cultures or non-fiction to determine the theme of a text, lessons or morals</p> <p>a. summarize a text to derive a theme of a story, drama, or poem from the details of the text</p>	<p>4. Use key supporting details and evidence in stories, fables, folktales, biblical stories, myths from diverse cultures or non-fiction to determine the theme of a text, lessons and morals</p> <p>a. determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Comprehension, Response, and Analysis - Gr.3-5

	<p>b. distinguish between significant and insignificant details in text</p>	<p>topic; summarize the text</p> <p>b. explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim</p>
<p>5. Describe the main characters in a story (e.g. their traits, motivations, or feelings) and explain how they contribute to the sequence of events</p>	<p>5. Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, interactions with others)</p>	<p>5. Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, interactions with others)</p> <p>a. compare and contrast two or more characters, events, or settings in a text, drawing on specific details</p>
<p>6. Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect. (e.g., timelines)</p>	<p>6. Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text</p>	<p>6. Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts</p>
<p>7. Use a variety of reading strategies to achieve meaning while reading</p> <p>a. activate prior knowledge about the topic</p> <p>b. use predicting and confirming strategies to achieve meaning while reading.</p> <p>c. self-correct when miscues interfere with meaning</p> <p>d. draw inferences from ideas and concepts presented in text</p> <p>e. identify who is speaking at various points in a text</p> <p>f. use context to understand word and sentence meaning</p> <p>g. demonstrate the ability to relate new concepts to prior knowledge</p>	<p>7. Use a variety of reading strategies to achieve meaning while reading</p> <p>a. activate prior knowledge about the topic</p> <p>b. use predicting and confirming strategies to achieve meaning while reading.</p> <p>c. self-correct when miscues interfere with meaning</p> <p>d. draw inferences from ideas and concepts presented in text</p> <p>e. explain how author’s purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade).</p> <p>f. use context to understand word and sentence meaning</p> <p>g. demonstrate the ability to relate new concepts to prior knowledge</p>	<p>7. Use a variety of reading strategies to achieve meaning while reading</p> <p>a. activate prior knowledge about the topic</p> <p>b. collaborate with others to construct meaning through participation in literature groups</p> <p>c. draw inferences from ideas and concepts presented in text</p> <p>d. explain how author’s purpose for writing influences the contents of the selection (e.g., inform, entertain, persuade)</p> <p>e. demonstrate the ability to relate new concepts to prior knowledge</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Comprehension, Response, and Analysis - Gr.3-5

<p>8. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes, draw conclusions and make predictions after reading or listening to material of grade level text</p> <ul style="list-style-type: none"> a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses b. discuss a book or story read aloud c. identify key words to draw conclusions d. make predictions based on the title of the book or about what will happen next e. identify main idea, theme and supporting details f. recognize cause and effect, explain why specific effect occurred based on context g. draw a picture to depict sequence after listening to or reading a text h. identify and summarize/retell important parts of a story in the correct order i. identify the characters and setting j. explain author’s use of vocabulary during group discussions 	<p>8. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes, draw conclusions and make predictions after reading or listening to material of grade level text</p> <ul style="list-style-type: none"> a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses b. discuss a book or story read aloud c. identify key words to draw conclusions d. make predictions based on the title of the book or about what will happen next e. identify main idea, theme and supporting details f. recognize cause and effect, explain why specific effect occurred based on context g. draw a picture to depict sequence after listening to or reading a story h. compare and contrast personal knowledge and experience with events or characters within a story or text (text to self-connection) i. explain the author’s use of vocabulary during group discussions 	<p>8. Communicate thoughts, feelings, judgments, understanding, personal experiences and attitudes, draw conclusions and make predictions after reading or listening to material of grade level text</p> <ul style="list-style-type: none"> a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses b. discuss a book or story read aloud c. identify key words to draw conclusions d. make predictions based on the title of the book or about what will happen next e. identify main idea, theme and supporting details f. recognize cause and effect, explain why specific effect occurred based on context g. describe the mood of selected literature or poetry h. explain the author’s use of vocabulary during group discussions
<p>9. Identify a purpose for reading and appreciate various forms of literature</p> <ul style="list-style-type: none"> a. identify the purpose of everyday print materials b. determine the author’s purpose (e.g. entertain, inform) c. select books related to class themes for a variety of reading purposes d. choose age and ability appropriate material for a variety of reading purposes e. differentiate between fact and opinion 	<p>9. Identify a purpose for reading and appreciate various forms of literature</p> <ul style="list-style-type: none"> a. determine the author’s purpose for writing b. choose age and ability appropriate material for a variety of reading purposes (“just right” books, I P.I.C.K – Daily 5) c. differentiate between fact and opinion 	<p>9. Identify a purpose for reading and appreciate various forms of literature</p> <ul style="list-style-type: none"> a. analyze the purpose of everyday print materials. b. determine the author’s purpose for writing c. differentiate between fact and opinion

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Comprehension, Response, and Analysis - Gr.3-5

<p>10. Recognize basic similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions) (With prompting and support)</p> <ul style="list-style-type: none"> a. compare and contrast personal experience and knowledge with events or characters in a story b. compare and contrast the adventures of characters in familiar stories (with support) c. compare and contrast information drawn from two texts on the same subject 	<p>10. Recognize basic similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions)</p> <ul style="list-style-type: none"> a. compare and contrast personal experience and knowledge with events or characters in a story b. compare and contrast the adventures of characters in familiar stories. c. compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (text to text connection) d. compare and contrast information drawn from two texts on the same subject e. describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey. 	<p>10. Recognize basic similarities and differences between two or more texts on the same topic</p> <ul style="list-style-type: none"> a. compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (text to text connection) b. integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably
<p>11. Read to and with others</p>	<p>11. Read to and with others</p>	<p>11. Read to and with others</p>
<p>12. Read grade appropriate text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. read using decoding strategies b. read on-level texts with purpose and understanding. c. read on-level text orally with accuracy, appropriate rate, and expression on successive readings. d. use context to confirm or self-correct word recognition and understanding, reading as necessary e. use context to confirm or self-correct word recognition and understanding 	<p>12. Read grade appropriate text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. read on-level text with purpose and understanding b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. use context to confirm or self-correct word recognition and understanding, reading as necessary d. read assigned and self-selected fiction and non-fiction texts e. read across genres (myths, folktale, legend, fairytale, fable, fantasy, science fiction, 	<p>12. Read grade appropriate text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. read on-level text with purpose and understand b. read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. use context to confirm or self-correct word recognition and understanding, reading as necessary d. read assigned and self-selected fiction and non-fiction texts e. read across genres (myths, folktale, legend, fairytale, fable, fantasy, science fiction,

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text – Comprehension, Response, and Analysis - Gr.3-5

<ul style="list-style-type: none"> f. use punctuation cues to add meaning to text g. read assigned and self-selected fiction and non-fiction texts h. read across genres (myths, folktale, legend, fairytale, fable, fantasy, science fiction, autobiography, news story, historical fiction, content area, and classical literature i. self-select appropriate reading material for independent reading 	<p>autobiography, news story, mystery, contemporary fiction, historical fiction, content area, and classical literature</p> <ul style="list-style-type: none"> f. self-select appropriate reading material for independent reading 	<p>autobiography, news story, mystery, contemporary fiction, historical fiction, content area, and classical literature</p> <ul style="list-style-type: none"> f. self-select appropriate reading material for independent reading
<p>13. Read signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).</p>	<p>13. Read signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).</p>	<p>13. Use signs and symbols used across curriculum content areas (e.g., maps, temperature, and charts).</p>
<p>14. Interpret written directions for grade level materials</p> <ul style="list-style-type: none"> a. read and follow written directions for grade level materials 	<p>14. Interpret written directions for grade level materials</p> <ul style="list-style-type: none"> a. read and follow written directions for grade level materials 	<p>14. Interpret written directions for grade level materials</p> <ul style="list-style-type: none"> a. read and follow written directions for grade level materials
<p>15. Apply Catholic values and teachings in the evaluation of literary themes and plots.</p>	<p>15. Apply Catholic values and teachings in the evaluation of literary themes and plots.</p>	<p>15. Apply Catholic values and teachings in the evaluation of literary themes and plots.</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text - Comprehension, Response, and Analysis

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Identify a purpose for reading</p> <p>a. Student will read a variety of texts and genres to build an interest in leisure, academic, and informational reading</p>	<p>1. Identify a purpose for reading</p> <p>a. Student will read a variety of texts and genres to build an interest in leisure, academic, and informational reading</p>	<p>1. Identify a purpose for reading</p> <p>a. Student will read a variety of texts and genres to build an interest in leisure, academic, and informational reading</p>
<p>2. Interpret text using background knowledge, literary elements and inferences</p>	<p>2. Interpret text using background knowledge, literary elements and inferences.</p>	<p>2. Interpret text using background knowledge, literary elements and inferences.</p>
<p>3. Apply Catholic values, virtues, Catholic Social Teachings in evaluation of literary themes and plots</p>	<p>3. Apply Catholic values, virtues, Catholic Social Teachings in evaluation of literary themes and plots</p>	<p>3. Apply Catholic values, virtues, Catholic Social Teachings in evaluation of literary themes and plots</p>
<p>4. Describe how a story’s plot unfolds as well as how characters adapt or change as they move toward a resolution</p> <p>a. identify the conflict of the plot and explain how it is resolved</p> <p>b. analyze how the traits of the characters and the elements of the setting affect and influence the plot</p>	<p>4. Describe how a story’s plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution</p> <p>a. identify events that advance the plot and determine how each event explains past or present action or foreshadows future action</p> <p>b. analyze how particular lines of dialogue or specific incidents in the story or drama reveal aspects of character, or provoke a decision</p>	<p>4. Describe how a story’s plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution</p> <p>a. evaluate the structural elements of the plot such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are addressed and resolved.</p> <p>b. analyze the relevance of setting and compare and contrast the motivations and reactions of literary characters from different historical eras.</p>
<p>5. Identify and analyze features and themes conveyed through characters, actions and images</p> <p>a. analyze how a theme or central idea develops over the course of a text, drawing on key details</p>	<p>5. Identify and analyze features and themes conveyed through characters, actions and images</p> <p>a. analyze how two or more themes or central ideas in a text relate to one another, drawing on key details</p>	<p>5. Identify and analyze features and themes conveyed through characters, actions and images</p> <p>a. identify and analyze recurring themes that appear frequently across traditional and contemporary works</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text - Comprehension, Response, and Analysis – Gr. 6-8

<p>6. Interpret figurative and connotative meanings of words and phrases, as they are used in text, to develop meaning and tone</p> <p>a. identify the effects of common literary devices such as symbolism, imagery, or metaphor in a variety of texts</p>	<p>6. Interpret figurative and connotative meanings of words and phrases, as they are used in text, to explain meaning</p> <p>a. Identify and explain the effects of common literary devices such as symbolism, imagery, or metaphor in a variety of texts</p>	<p>6. Interpret figurative and connotative meanings of words and phrases, as they are used in text, to explain meaning</p> <p>a. analyze significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work</p>
<p>7. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details</p>	<p>7. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details</p> <p>a. describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g. through example or anecdotes)</p>	<p>7. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.</p> <p>a. analyze how an author introduces, illustrates, and elaborates on two or more significant ideas in a text, including how the relationship between ideas is expressed</p>
<p>8. Evaluate, critique, and interpret a variety of literature from different eras, cultures and authors</p> <p>a. critique the credibility of characters and the degree to which a plot is believable or realistic</p> <p>b. compare and contrast the works of various authors</p>	<p>8. Evaluate, critique, and interpret a variety of literature from different eras and cultures and authors</p> <p>a. compare reviews of literary works and determine what influences the reviewer</p> <p>b. compare and contrast the works of various authors</p>	<p>8. Evaluate, critique, and interpret a variety of literature from different eras and cultures and authors</p> <p>a. analyze a work of literature showing how it reflects the heritage, tradition, attitudes, and beliefs of the author</p> <p>b. compare and contrast the works of various authors</p>
<p>9. Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.</p>	<p>9. Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.</p>	<p>9. Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.</p>

COMMUNICATION ARTS

Diocese of Green Bay

Reading Literature and Informational Text - Comprehension, Response, and Analysis – Gr. 6-8

<p>10. Compare and contrast the accounts of a subject in different mediums (e.g. person’s life story told in print, video, or multimedia)</p> <p>a. Analyze which details are emphasized and how the account unfolds in each version.</p>	<p>10. Compare and contrast the accounts of a subject in different mediums (e.g. person’s life story told in print, video, or multimedia)</p> <p>a. Analyze how the method of delivery affects the impact of the information being portrayed</p>	<p>10. Compare and contrast the accounts of a subject in different mediums (e.g. person’s life story told in print, video, or multimedia)</p> <p>a. Evaluate the advantages and disadvantages of using different mediums (e.g., text, multimedia, video) to present a particular topic</p>
<p>11. Distinguish among fact, opinion, propaganda, and reasoned judgment presented</p> <p>a. Identify if a text or media, is fact, opinion, or propaganda</p>	<p>11. Distinguish among fact, opinion, propaganda, and reasoned judgment presented</p> <p>a. Identify the stated and unstated premises of an argument and explain how they contribute to the conclusion reached</p>	<p>11. Distinguish among fact, opinion, propaganda, and reasoned judgment presented</p> <p>a. Evaluate an argument’s claim and reasoning as well as the degree to which evidence supports each claim.</p>
<p>12. Assess the similarities and differences between two or more texts on the same subject.</p> <p>a. Apply the knowledge gained from two texts to inform the reading additional texts</p>	<p>12. Assess the similarities and differences between two or more texts on the same subject.</p> <p>a. Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation of those facts</p>	<p>12. Assess the similarities and differences between two or more texts on the same subject.</p> <p>a. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different interpretations of facts.</p>
<p>13. Expand the use of reference materials for gathering information and develop rubric for evaluating validity of sources from web sources.</p>	<p>13. Expand the use of reference materials for gathering information and develop rubric for evaluating validity of sources from web sources.</p>	<p>13. Expand the use of reference materials for gathering information and develop rubric for evaluating validity of sources from web sources.</p>
<p>14. Self-select appropriate texts for research and personal reading</p>	<p>14. Self-select appropriate texts for research and personal reading</p>	<p>14. Self-select appropriate texts for research and personal reading</p>

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Kindergarten	First Grade	Second Grade
<p>1. Use coordinated eye-hand movement</p> <ul style="list-style-type: none"> a. work from left to right, top to bottom b. mark answers (underline, draw a line across, mark with X) c. locate pages d. hold pencil, marker or crayon correctly. e. fold paper f. complete puzzle g. cut along dotted lines h. trace around a template 	<p>1. Use the conventions of print such as the following in purposeful writing activities</p> <ul style="list-style-type: none"> a. work from left to write, top to bottom. b. correct manuscript letter formation and maintain correct handwriting position. c. directionality d. spacing e. upper and lower case letters f. ending punctuation. g. mark answers (underline, draw a line across). h. use of commas, apostrophes, and question marks 	<p>1. Use the conventions of print such as the following in purposeful writing activities</p> <ul style="list-style-type: none"> a. spacing between words and sentences b. ending punctuation (e.g., period, question mark, exclamation point) c. use of commas, apostrophes, and quotation marks
<p>2. Demonstrate an understanding of the organization and basic features and conventions of print</p> <ul style="list-style-type: none"> a. understand that print conveys meaning b. increase use of correct letter formation c. write first and last name using upper and lower case letters d. use uppercase letters in the beginning of names and sentences e. demonstrate left to right, top to bottom progression 	<p>2. Demonstrate an understanding of the organization and basic features and conventions of print</p> <ul style="list-style-type: none"> a. understand that print conveys meaning b. increase use of correct letter formation c. write first and last name using upper and lower case letters d. use uppercase letters in the beginning of names and sentences. e. demonstrate proper spacing between letters and words 	<p>2. Demonstrate an understanding of the organization and basic features and conventions of print</p> <ul style="list-style-type: none"> a. identify how print conveys meaning b. begin to make a transition from manuscript print to cursive writing c. writes complete sentences using capitalization and punctuation d. integrates spelling strategies into written context e. recognize the pronoun “I” should be capitalized

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. K-2

<ul style="list-style-type: none"> f. demonstrate proper spacing between letters and words g. print all capital letters and lower case letter of the alphabet h. demonstrate letter/sound correspondence through writing i. recognize the pronoun “I” should be capitalized j. recognize the months of the year and days of the week require capitalization k. recognize parts of a sentence (capital letter at the beginning, punctuation at the end) l. begin to write complete sentences m. spell independently using an understanding of the sounds of the alphabet and knowledge of letter names n. distinguish among punctuation marks that can be used to end a sentence (period, question mark, exclamation point) 	<ul style="list-style-type: none"> f. print all capital letters and lower case letter of the alphabet g. demonstrate letter/sound correspondence through writing h. recognize the pronoun “I” should be capitalized i. recognize the months of the year and days of the week require capitalization j. recognize parts of a sentence (capital letter at the beginning, punctuation at the end) k. begin to write complete sentences l. spell independently using an understanding of the sounds of the alphabet and knowledge of letter names m. distinguish among punctuation marks that can be used to end a sentence (period, question mark, exclamation point) 	<ul style="list-style-type: none"> f. recognize the months of the year, days of the week and proper names of places require capitalization g. identify parts of a sentence (capital letter at the beginning, punctuation at the end) h. write complete sentences i. spell independently using an understanding of the sounds of the alphabet and knowledge of letter names j. distinguish among punctuation marks that can be used to end a sentence (period, question mark, exclamation point)
<p>3. Understand that writing is used to communicate</p> <ul style="list-style-type: none"> a. write using pictures, letters, and words b. discuss ideas to include in a story c. tell a story that the teacher or other person will write 	<p>3. Use symbols and drawings to convey information</p> <ul style="list-style-type: none"> a. write using letters, and words b. discuss ideas to include in a story c. tell a story that the teacher or other person will write 	<p>3. Use symbols and drawings to convey information</p> <ul style="list-style-type: none"> a. write using letters, and words b. discuss and map ideas to include in a story c. write a story with a beginning, details and end (3-5 sentences)
<p>4. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is...)</p>	<p>4. Write opinions in which the topic or book is introduced, state an opinion, and provide a reason for the opinion</p> <ul style="list-style-type: none"> a. use words to link opinions and reasons (e.g., because, and, also, therefore) 	<p>4. Write opinions in which the topic or the book is introduced, state an opinion, provide reasons and details to support the opinion and provide a sense of closure</p> <ul style="list-style-type: none"> a. use words to link opinions and reasons (e.g., because, and, also, therefore)

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. K-2

<p>5. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts</p> <ul style="list-style-type: none"> a. name the topic b. share some information about the topic (e.g., My favorite animal is...I like this animal because it...) 	<p>5. Write informative and explanatory texts in which the topic is named, supply some facts relevant to the topic, and provide some sense of closure</p> <ul style="list-style-type: none"> a. name the topic b. write or draw information about the topic (e.g., My favorite animal is...I like this animal because it...) 	<p>5. Write informative and explanatory texts in which the topic is named, supply some facts relevant to the topic, and provide some sense of closure</p> <ul style="list-style-type: none"> a. name the topic b. use a graphic organizer c. write information (2-3 sentences) about the topic (e.g., My favorite animal is...I like this animal because it...) d. write a closing summary statement
<p>6. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened</p>	<p>6. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure</p>	<p>6. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure</p>
<p>7. Add details to strengthen writing as needed through revision. (with guidance and support from adults)</p>	<p>7. Add details to strengthen writing as needed through revision. (with guidance and support from adults)</p>	<p>7. Add details to strengthen writing as needed through revision.</p>
<p>8. Gather information from experience to answer a specific question</p>	<p>8. Gather information from experience or provided text sources to answer specific questions</p>	<p>8. Gather information from experience or provided text sources to answer specific questions</p>
<p>9. Explore his/her voice through the use of personal, high interest vocabulary when writing</p>	<p>9. Explore his/her voice through the use of personal, high interest vocabulary when writing</p>	<p>9. Explore his/her voice through the use of personal, high interest vocabulary when writing</p> <ul style="list-style-type: none"> a. use descriptive language in writing b. use high interest vocabulary
<p>10. Organize and classify information</p> <ul style="list-style-type: none"> a. identify pictures and charts as sources of information and begin gathering information from a variety of sources b. organize and classify information into categories of how and why (e.g., color, shape, size...) 	<p>10. Use technology to produce writing (with guidance from adults)</p>	<p>10. Use technology to produce writing (with guidance from adults)</p>

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. K-2

c. ask how and why questions about a topic of interest		
11. Write or draw for a specific purpose or audience a. draw pictures and write words for a specific reason or audience	11. Write for a specific purpose or audience a. draw pictures and write sentences for a specific reason or audience	11. Write for a specific purpose or audience a. draw pictures and write a three sentence paragraph for a specific reason or audience

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features

Third Grade	Fourth Grade	Fifth Grade
<p>1. Produce grade appropriate coherent and clear writing in which organization, development, substance and style are appropriate to task, purpose, and audience</p>	<p>1. Produce grade appropriate coherent and clear writing in which organization, development, substance and style are appropriate to task, purpose, and audience</p>	<p>1. Produce grade appropriate coherent and clear writing in which organization, development, substance and style are appropriate to task, purpose, and audience</p>
<p>2. Demonstrate conventions of print in meaningful writing activities</p> <ul style="list-style-type: none"> a. correct letter formation in both manuscript and cursive b. capitalization c. punctuation d. conventional spelling (final draft) 	<p>2. Apply conventions of print in meaningful writing activities</p> <ul style="list-style-type: none"> a. correct letter formation in both manuscript and cursive b. correct spelling c. capitalization d. correct indentation of paragraphs e. punctuation 	<p>2. Apply conventions of print in meaningful writing activities</p> <ul style="list-style-type: none"> a. produce legible work in cursive b. capitalization c. correct spelling d. correct grammar rules e. correct indentation of paragraphs f. use punctuation to affect meaning and flow in written pieces
<p>3. Use prewriting strategies (e.g., webbing, mapping, outlining, clustering and note taking)</p>	<p>3. Use prewriting strategies (e.g., webbing, mapping, outlining, clustering and note taking)</p>	<p>3. Use prewriting strategies (e.g., webbing, mapping, outlining, clustering and note taking)</p>
<p>4. Write in a variety of genre and style appropriate to task, purpose and audience</p> <ul style="list-style-type: none"> a. thank you notes b. friendly letter c. address envelopes for correspondence 	<p>4. Write in a variety of genre and style appropriate to task, purpose and audience</p> <ul style="list-style-type: none"> a. thank you notes b. friendly letter c. address envelopes for correspondence 	<p>4. Write in a variety of genre and style appropriate to task, purpose and audience</p>

<p>5. Develop a paragraph including:</p> <ul style="list-style-type: none"> a. topic sentence b. supporting sentences (2-4) c. unity d. coherence e. proper punctuation (final draft) 	<p>5. Develop a paragraph including:</p> <ul style="list-style-type: none"> a. topic sentence b. supporting sentences (3-5) c. unity d. coherence e. proper punctuation (final draft) 	<p>5. Compose paragraphs that are based on information, flow from reading and describe events and observations. Include:</p> <ul style="list-style-type: none"> a. topic sentence b. supporting sentences c. unity d. coherence e. concluding sentence f. proper punctuation (final draft)
<p>6. Write opinions in which:</p> <ul style="list-style-type: none"> a. the topic or the book is introduced, state an opinion relative to a topic b. provide reasons and details to support the opinion c. provide a sense of closure d. use words to link opinions and reasons (e.g., because, and, also, therefore) 	<p>6. Write opinions in which:</p> <ul style="list-style-type: none"> a. an opinion about a concrete topic is introduced b. create an organizing structure where related ideas are grouped to support the writer’s purpose c. provide reasons and that are supported by facts and details d. link reasons and details together using words and phrases (e.g., so, then, for instance, in addition) e. adopt an appropriate style for sharing and defending an opinion f. provide a concluding statement or section 	<p>6. Write opinions in which:</p> <ul style="list-style-type: none"> a. an opinion about a concrete topic is introduced b. Create an organizing structure where related ideas are grouped to support the writer’s purpose c. provide reasons and that are supported by facts and details d. link reasons and details together using words and phrases (e.g., consequently, generally, specifically) e. adopt an appropriate style for sharing and defending an opinion f. provide a concluding statement or section

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 3-5

<p>7. Write informative/explanatory documents which:</p> <ul style="list-style-type: none"> a. introduce a topic and create organizational structure that presents information together b. provide some details to develop points c. use linking words (e.g., also, another, and, more) to connect ideas with categories of information d. include a concluding sentence or section 	<p>7. Write informative/explanatory documents which:</p> <ul style="list-style-type: none"> a. state a topic clearly and group related information in paragraphs and sections b. develop the topic using facts, concrete details, quotations, or other information and examples c. use appropriate links and transition words to join ideas within categories of information d. employ domain-specific vocabulary when appropriate e. provide a conclusion related to the information or explanation offered f. identify the need for correct citation of sources to avoid plagiarism 	<p>7. Write informative/explanatory documents which:</p> <ul style="list-style-type: none"> a. state a topic clearly and group related information in paragraphs and sections b. develop the topic using facts, concrete details, quotations, or other information and examples c. use appropriate links and transition words to join ideas within categories of information d. employ domain-specific vocabulary when appropriate e. provide a conclusion related to the information or explanation offered f. identify the need for correct citation of sources to avoid plagiarism
<p>8. Write narratives which:</p> <ul style="list-style-type: none"> a. two or more appropriately sequenced events are evident, time cue words are used to signal event order, and provide some details and a sense of closure b. establish a situation, introduce a narrator and/or characters and organize event sequence 	<p>8. Write narratives which:</p> <ul style="list-style-type: none"> a. orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally b. use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events c. use a variety of temporal words and phrases to manage the sequence of events d. use concrete and sensory words and phrases to convey events and experiences precisely 	<p>8. Write narratives which:</p> <ul style="list-style-type: none"> a. orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally b. use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events c. use a variety of temporal words and phrases to manage the sequence of events d. use concrete and sensory words and phrases to convey events and experiences precisely

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 3-5

	e. provide a satisfying conclusion that follows from the narrative’s events	e. provide a satisfying conclusion that follows from the narrative’s events
<p>9. Add details to strengthen writing as needed through revision</p> <p>a. use descriptive language in writing</p> <p>b. use high interest vocabulary</p>	<p>9. Strengthen writing as needed by planning, revising and editing</p> <p>a. collaboration with adults and peers to enhance writing ideas and techniques</p> <p>b. use dictionary and/or thesaurus to expand vocabulary appropriate to purpose</p>	<p>9. Strengthen writing as needed by planning, revising, editing, rewriting</p> <p>a. collaboration with adults and peers to enhance writing ideas and techniques</p> <p>b. use dictionary and/or thesaurus to expand vocabulary appropriate to purpose</p>
<p>10. Perform short, focused research tasks that build knowledge about a topic</p> <p>a. gather information from experience as well as print and digital resources, take simple notes on sources and sort evidence into categories</p> <p>b. cite sources used</p>	<p>10. Perform short focused research tasks that build knowledge through investigation of different aspects of a topic using several sources</p> <p>a. participate in shared research and writing projects</p> <p>b. gather information from experience as well as print and digital resources, take notes categorize evidence, restate information</p> <p>c. cite sources used</p> <p>d. provide basic bibliographic information using MLA format</p>	<p>10. Perform short focused research tasks that build knowledge through investigation of different aspects of a topic using several sources</p> <p>a. participate in shared research and writing projects</p> <p>b. gather information from experience as well as print and digital resources, take notes on sources, categorize evidence, restate, summarize or paraphrase information</p> <p>c. cite sources used</p> <p>d. provide basic bibliographic information using MLA format</p>
<p>11. Write routinely for a range of tasks, purposes and audiences, over short and extended time frames</p> <p>a. <i>Provisional writing</i> – brief, daily writing that supports learning (brainstorming, spontaneous, routine tasks)</p> <p>b. <i>Readable writing</i> – intended for an audience (essay test question, assignment –short response answers)</p> <p>c. <i>Polished writing</i> – engaged in the full writing process (plan, research, reflect, revise; first draft, second draft, final)</p>	<p>11. Write routinely for a range of tasks, purposes and audiences, over short and extended time frames</p> <p>a. <i>Provisional writing</i> – brief, daily writing that supports learning (brainstorming, spontaneous, routine tasks)</p> <p>b. <i>Readable writing</i> – intended for an audience (essay test question, assignment –short response answers)</p> <p>c. <i>Polished writing</i> – engaged in the full writing process (plan, research, reflect, revise; first draft, second draft, final)</p>	<p>11. Write routinely for a range of tasks, purposes and audiences, over short and extended time frames</p> <p>a. <i>Provisional writing</i> – brief, daily writing that supports learning (brainstorming, spontaneous, routine tasks)</p> <p>b. <i>Readable writing</i> – intended for an audience (essay test question, assignment –short response answers)</p> <p>c. <i>Polished writing</i> – engaged in the full writing process (plan, research, reflect, revise; first draft, second draft, final)</p>

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 3-5

<p>12. Use technology including internet to produce writing (with guidance from adults)</p> <p>a. produce digital stories</p>	<p>12. Use technology including internet to produce writing (with guidance from adults)</p> <p>a. use word processing program to produce and publish writing</p>	<p>12. Use technology including internet to produce writing (with guidance from adults)</p> <p>a. produce, publish, and interact with others about writing</p>
---	--	--

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Produce grade appropriate coherent, clear, and legible writing in which organization, development, substance and style are appropriate to task, purpose, and audience</p>	<p>1. Produce grade appropriate coherent, clear, and legible writing in which organization, development, substance and style are appropriate to task, purpose, and audience</p>	<p>1. Produce grade appropriate coherent, clear, and legible writing in which organization, development, substance and style are appropriate to task, purpose, and audience</p>
<p>2. Write routinely for a range of tasks, purposes and audiences, over short and extended time frames</p> <p>a. <i>Provisional writing</i> – brief, daily writing that supports learning (brainstorming, spontaneous, routine tasks)</p> <p>b. <i>Readable writing</i> – intended for an audience (essay test question, assignment –short response answers)</p> <p>c. <i>Polished writing</i> – engaged in the full writing process (plan, research, reflect, revise; first draft, second draft, final)</p>	<p>2. Write routinely for a range of tasks, purposes and audiences, over short and extended time frames</p> <p>a. <i>Provisional writing</i> – brief, daily writing that supports learning (brainstorming, spontaneous, routine tasks)</p> <p>b. <i>Readable writing</i> – intended for an audience (essay test question, assignment –short response answers)</p> <p>c. <i>Polished writing</i> – engaged in the full writing process (plan, research, reflect, revise; first draft, second draft, final)</p>	<p>2. Write routinely for a range of tasks, purposes and audiences, over short and extended time frames</p> <p>a. <i>Provisional writing</i> – brief, daily writing that supports learning (brainstorming, spontaneous, routine tasks)</p> <p>b. <i>Readable writing</i> – intended for an audience (essay test question, assignment –short response answers)</p> <p>c. <i>Polished writing</i> – engaged in the full writing process (plan, research, reflect, revise; first draft, second draft, final)</p>
<p>3. Engage in a writing process of planning, reviewing, revising, editing, rewriting, evaluating or trying a new approach</p> <p>a. revise writing to improve the organization and consistency of ideas within and between paragraphs to improve meaning and clarity.</p> <p>b. collaborate with adults and peers throughout the writing process to enhance ideas and techniques</p>	<p>3. Engage in a writing process of planning, reviewing, revising, editing, rewriting, evaluating or trying a new approach</p> <p>a. revise writing to improve the organization and consistency of ideas within and between paragraphs to improve meaning and clarity.</p> <p>b. collaborate with adults and peers throughout the writing process to enhance ideas and techniques</p>	<p>3. Engage in a writing process of planning, reviewing, revising, editing, rewriting, evaluating or trying a new approach</p> <p>a. revise writing to improve the organization and consistency of ideas within and between paragraphs to improve meaning and clarity.</p> <p>b. collaborate with adults and peers throughout the writing process to enhance ideas and techniques</p> <p>c. discuss ideas for writing, keep a list of ideas,</p>

COMMUNICATION ARTS

Diocese of Green Bay

<ul style="list-style-type: none"> c. discuss ideas for writing, keep lists of ideas, and use a graphic organizer to plan writing d. edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors 	<ul style="list-style-type: none"> c. discuss ideas for writing, keep a list of ideas, and use a graphic organizer to plan writing d. reflect on how well questions of purpose have been addressed and revise writing as needed e. use strategies of note-taking, outlining, and summarizing to impose structure on composition text f. edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors 	<ul style="list-style-type: none"> and use a graphic organizer to plan writing d. d. reflect on how well questions of purpose have been addressed and revise writing as needed. e. use strategies of note-taking, outlining, and summarizing to impose structure on composition text f. edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors
<p>4. Emphasize content as well as mechanics in written work</p> <ul style="list-style-type: none"> a. demonstrate the ability to use punctuation to affect meaning and flow in a written piece b. apply spelling and grammar rules to all written work 	<p>4. Emphasize content as well as mechanics in written work</p> <ul style="list-style-type: none"> a. demonstrate the ability to use punctuation to affect meaning and flow in a written piece b. apply spelling and grammar rules to all written work 	<p>4. Emphasize content as well as mechanics in written work</p> <ul style="list-style-type: none"> a. demonstrate the ability to use punctuation to affect meaning and flow in a written piece b. apply spelling and grammar rules to all written work
<p>5. Compose paragraphs that are based on information, flow from reading and describe events and observations</p> <ul style="list-style-type: none"> a. write multi-paragraph informational text that engages the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to 	<p>5. Compose paragraphs that are based on information, flow from reading and describe events and observations</p> <ul style="list-style-type: none"> a. write multi-paragraph informational text that engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the 	<p>5. Compose paragraphs that are based on information, flow from reading and describe events and observations</p> <ul style="list-style-type: none"> a. support theses or conclusions with analogies, paraphrases, quotations, expert opinions, and similar devices and evidence

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 6-8

<p>the purpose of the summary</p>	<p>purpose of the summary</p> <p>b. support all statements and claims with anecdotes, descriptions, facts and statistics</p>	
<p>6. Write for different purposes; information, persuasion, description, and to a specific audience or person, adjusting tone and style as necessary</p> <p>a. use varied word choices to make all types of writing interesting for the reader</p> <p>b. use symbols, pictures and charts to convey thoughts and meaning in a written document</p>	<p>6. Write for different purposes; information, persuasion, description, and to a specific audience or person, adjusting tone and style as necessary</p> <p>a. use varied word choices to make all types of writing interesting and more precise for the reader</p> <p>b. use symbols, pictures and charts to convey thoughts and meaning in a written document</p>	<p>6. Write for different purposes; information, persuasion, description, and to a specific audience or person, adjusting tone and style as necessary</p> <p>a. use varied word choices to make all types of writing interesting and more precise for the reader</p> <p>b. use symbols, pictures and charts to convey thoughts and meaning in a written document</p>
<p>7. Write for correspondence</p> <p>a. friendly and business letters</p> <p>b. memos that portray the appropriate tone</p> <p>c. thank you notes</p> <p>d. email and electronic notes that portray the appropriate tone</p>	<p>7. Write for correspondence</p> <p>a. friendly and business letters</p> <p>b. memos that portray the appropriate tone</p> <p>c. thank you notes</p> <p>d. email and electronic notes that portray the appropriate tone</p>	<p>7. Write for correspondence</p> <p>a. friendly and business letters</p> <p>b. memos that portray the appropriate tone</p> <p>c. thank you notes</p> <p>d. email and electronic notes that portray the appropriate tone</p>
<p>8. Write narratives which:</p> <p>a. engage and orient the reader by establishing a context and point of view, and have an organized sequence of events or experiences</p> <p>b. develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details and devices such as dialogue or suspense</p>	<p>8. Write narratives which:</p> <p>a. engage and orient the reader by establishing a context and point of view, and have an organized sequence of events or experiences</p> <p>b. develop narrative elements (e.g., setting, event sequence, complex major and minor characters) using relevant sensory details and devices such as</p>	<p>8. Write narratives which:</p> <p>a. engage and orient the reader by establishing a context and point of view, and have an organized sequence of events or experiences</p> <p>b. develop narrative elements (e.g., setting, event sequence, complex major and minor characters) using relevant sensory details and devices such as</p>

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 6-8

<ul style="list-style-type: none"> c. use a variety of transition words, phrases and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among the events and experiences d. choose words and phrases to develop the events, experiences, and ideas precisely e. provide a satisfying conclusion that follows from events, experiences, or ideas 	<p>dialogue, suspense and the naming of narrative action</p> <ul style="list-style-type: none"> c. write biographical, autobiographical and short stories that develop a standard plot line and point of view. d. use a variety of transition words, phrases and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among the events and experiences e. choose words and phrases to develop the events, experiences, and ideas precisely f. provide a satisfying conclusion that follows from events, experiences, or ideas 	<p>dialogue, suspense and the naming of narrative action</p> <ul style="list-style-type: none"> c. write biographical, autobiographical and short stories that tell about an incident, event, or situation, using details; reveal the significance of, or writer’s attitude about the subject d. use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters e. use a variety of techniques to convey sequence, shift from one time frame or setting to another and/or show the relationships among the events or experiences f. choose words and phrases to develop the events, experiences, and ideas precisely to create a particular mood or attitude g. provide a satisfying conclusion that follows from events, experiences, or ideas
<p>9. Write expository, informative/explanatory, descriptive, and technical texts which:</p> <ul style="list-style-type: none"> a. introduce a topic, state a thesis, organize information appropriate to the purpose, use strategies such as definition, classification, compare/contrast, and cause/effect and offer evidence to support arguments and conclusions 	<p>9. Write expository, informative/explanatory, descriptive, and technical texts which:</p> <ul style="list-style-type: none"> a. introduce a topic, state a thesis, organize information appropriate to the purpose, use strategies such as definition, classification, compare/contrast, and cause/effect and offer evidence to support arguments and conclusions 	<p>9. Write expository, informative/explanatory, descriptive, and technical texts which:</p> <ul style="list-style-type: none"> a. introduce a topic, state a thesis, organize information appropriate to the purpose, use strategies such as definition, classification, compare/contrast, and cause/effect and offer evidence to support arguments and conclusions

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 6-8

<ul style="list-style-type: none"> b. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples c. use appropriate links and varied sentence structures to join and clarify ideas d. use straightforward language to create an objective style, appropriate for a reader seeking information e. provide a conclusion that follows logically from the information or explanation presented f. produce a 5 paragraph essay g. identify the need for correct citation of sources to avoid plagiarism h. use MLA (or APA) style for bibliography 	<ul style="list-style-type: none"> b. develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples c. use appropriate links and varied sentence structures to join and clarify ideas d. use straightforward language to create an objective style, appropriate for a reader seeking information e. provide a conclusion that follows logically from the information or explanation presented f. produce a 5-10 paragraph essay g. identify the need for correct citation of sources to avoid plagiarism h. use MLA (or APA) style for bibliography 	<ul style="list-style-type: none"> b. develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples c. use appropriate links and varied sentence structures to join and clarify ideas. d. use straightforward language to create an objective style, appropriate for a reader seeking information. e. provide a conclusion that follows logically from the information or explanation presented f. produce a 5-10 paragraph essay g. identify the need for correct citation of sources to avoid plagiarism h. use MLA (or APA) style for bibliography i. use formatting techniques (headings, fonts, font sizes, etc) in technical writing to aid in style and comprehension
<p>10. Write a research report that has been developed using a systematic research process</p> <ul style="list-style-type: none"> a. gather information from experience as well as print and digital resources, take notes on sources, categorize evidence, restate, summarize or paraphrase information b. participate in shared research and writing projects c. use a variety of resources and documents d. demonstrate that sources have been 	<p>10. Perform focused research tasks that build knowledge through investigation of different aspects of a topic using several sources</p> <ul style="list-style-type: none"> a. gather information from experience as well as print and digital resources, take notes on sources, categorize evidence, restate, summarize or paraphrase information b. participate in shared research and writing projects c. use a variety of resources and documents 	<p>10. Perform focused research tasks that build knowledge through investigation of different aspects of a topic using several sources</p> <ul style="list-style-type: none"> a. gather information from experience as well as print and digital resources, take notes on sources, categorize evidence, restate, summarize or paraphrase information b. participate in shared research and writing projects c. use a variety of resources and documents d. demonstrate that sources have been evaluated for accuracy, bias and credibility

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 6-8

<p>evaluated for accuracy, bias and credibility</p> <p>e. demonstrate the distinction between one’s own ideas from the ideas of others</p> <p>f. cite sources used</p> <p>g. provide basic bibliographic information using MLA or APA format</p>	<p>d. demonstrate that sources have been evaluated for accuracy, bias and credibility</p> <p>e. demonstrate the distinction between one’s own ideas from the ideas of others</p> <p>f. cite sources used</p> <p>g. provide basic bibliographic information using MLA or APA format</p>	<p>e. demonstrate the distinction between one’s own ideas from the ideas of others</p> <p>f. cite sources used</p> <p>g. provide basic bibliographic information using MLA or APA format</p>
<p>11. Write in response to literary or informational sources</p> <p>a. draw from text to support analysis and reflection describing what has been learned</p> <p>b. develop an interpretation that shows careful reading, understanding and insight</p> <p>c. reference standards in Reading Literature and Informational Text-Comprehension, Response and Analysis (beginning on page 29)</p>	<p>11. Write in response to literary or informational sources</p> <p>a. draw from text to support analysis and reflection describing what has been learned</p> <p>b. develop an interpretation that shows careful reading, understanding and insight</p> <p>c. reference standards in Reading Literature and Informational Text-Comprehension, Response and Analysis (beginning on page 29)</p>	<p>11. Write in response to literary or informational sources</p> <p>a. draw from text to support analysis and reflection describing what has been learned</p> <p>b. develop an interpretation that shows careful reading, understanding and insight</p> <p>c. reference standards in Reading Literature and Informational Text-Comprehension, Response and Analysis (beginning on page 29)</p>
<p>12. Write persuasive compositions that state a clear position on a proposition or proposal</p> <p>a. support the position with organized and relevant evidence and effective emotional appeals</p> <p>b. anticipate and address reader concerns and counterarguments</p>	<p>12. Write persuasive compositions that state a clear position on a proposition or proposal</p> <p>a. describe the points in support of the proposition employing well-articulated evidence using effective emotional, logical and ethical appeals</p> <p>b. anticipate and address reader concerns and counterarguments</p>	<p>12. Write persuasive compositions that include a well-defined thesis that makes a clear and knowledgeable appeal</p> <p>a. present detailed evidence, examples, and reasoning to support effective arguments using emotional, logical and ethical appeals</p> <p>b. provide details, reasons, and examples, arranging them effectively by</p>

COMMUNICATION ARTS

Diocese of Green Bay

Writing – Processes and Features – Gr. 6-8

		anticipating and answering reader concerns and counterarguments
13. Use technology in an appropriate way, including the internet, to produce, publish and interact with others about writing, including linking to and citing online sources in order to avoid plagiarism.	13. Use technology in an appropriate way, including the internet, to produce, publish and interact with others about writing, including linking to and citing online sources in order to avoid plagiarism.	13. Use technology in an appropriate way, including the internet, to produce, publish and interact with others about writing, including linking to and citing online sources in order to avoid plagiarism.

COMMUNICATION ARTS

Diocese of Green Bay

Grammar and Usage

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Kindergarten	First Grade	Second Grade
<p>1. Observe conventions of grammar and usage in writing and speaking</p> <ul style="list-style-type: none"> a. form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs, fish, fishes) when speaking b. form regular past tense verbs orally (e.g., played, walked) c. understand and use the most frequently occurring prepositions in English (e.g., to/from, in/ out, on/off, for, of, by, With) when speaking d. produce and expand complete sentences in shared language and writing activities e. understand and use questions words (e.g., who, what, where, when, why and how) in discussions 	<p>1. Observe conventions of grammar and usage in writing and speaking</p> <ul style="list-style-type: none"> a. use singular and plural nouns with matching verbs in simple sentences (e.g., He hops, we hop) b. use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my, they, them, their) c. use verbs to convey a sense of past, present and future in writing and speaking (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) d. understand and use frequently occurring prepositions in English (e.g., during, beyond, toward) e. produce and expand complete statements, exclamations and commands in response to prompts and questions. (declarative, interrogative, imperative, and exclamatory-terms not used) f. identify a sentence as having a subject and predicate g. identify the subject and predicate in a sentence h. identify verbs, nouns and adjectives 	<p>1. Observe conventions of grammar and usage in writing and speaking</p> <ul style="list-style-type: none"> a. form common irregular plural nouns (e.g., feet, children, teeth) b. form the past tense of common irregular verbs (e.g., sat, hid, and told) c. produce and expand complete declarative, interrogative, imperative, and exclamatory sentences d. produce and expand complete sentences to provide requested detail or clarification e. identify a sentence as having a subject and predicate f. identify the subject and predicate in a sentence g. identify verbs, nouns and adjectives

COMMUNICATION ARTS

Diocese of Green Bay

Grammar and Usage – Gr. K-2

<p>2. Observe conventions of capitalization, punctuation, and spelling</p> <ul style="list-style-type: none">a. capitalize the first word in a sentence and the pronoun <i>I</i>b. name and identify end punctuation, including periods, questions marks, and exclamation pointsc. spell simple words phonetically using knowledge of sound-letter relationships	<p>2. Observe conventions of capitalization, punctuation, and spelling</p> <ul style="list-style-type: none">a. capitalize names, places and datesb. use end punctuation for sentences, including periods, questions marks, and exclamation pointsc. use commas in dates and to separate single words in a seriesd. use conventional spelling for words with common spelling patterns and for common irregular wordse. use phonetic spelling for untaught words, drawing on phonemic awareness and spelling conventionsf. form new words through addition, deletion and substitution of sound and letters (e.g., an-man-mat-mast-must-rust-crust)	<p>2. Observe conventions of capitalization, punctuation, and spelling</p> <ul style="list-style-type: none">a. capitalize holidays, product names, geographic names, and important words in a titleb. use commas in greetings and closing lettersc. use apostrophes to form contractions and common possessivesd. generalize learned spelling patterns when writing words (e.g., cage—badge, boy—boil)e. consult reference materials, including beginning dictionaries, as needed to check and correct spellingf. identify use of quotation marks in dialogue
---	---	--

COMMUNICATION ARTS

Diocese of Green Bay

Grammar and Usage

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

COMMUNICATION ARTS

Diocese of Green Bay

Grammar and Usage Gr. 3-5

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

COMMUNICATION ARTS

Diocese of Green Bay

<p>syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. consult reference materials, including dictionaries, as needed to check and correct spellings</p>		<p>f. identify and use the following marks of punctuation: hyphen, colon, and semi-colon</p> <p>g. spell grade-appropriate words correctly, consulting references as needed</p> <p>h. produce grammatically correct work</p>
<p>3. Produce legible written work applying the standards of correct manuscript and cursive.</p>	<p>3. Produce legible written work applying the standards of correct cursive.</p>	<p>3. Produce legible written work applying the standards of correct cursive.</p>
<p>4. Make effective language choices.</p> <p>a. use words for effect</p>	<p>4. Make effective language choices</p> <p>a. use punctuation for effect</p> <p>b. maintain consistency in style and tone</p> <p>c. choose words and phrases to convey ideas</p>	<p>4. Make effective language choices.</p> <p>a. expand, combine, and reduce sentences for meaning, reader/listener interest, and style</p>

COMMUNICATION ARTS

Diocese of Green Bay

Grammar and Usage

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Observe conventions of grammar and usage in writing and speaking</p> <ul style="list-style-type: none"> a. identify and define the functions of the parts of speech including adverbs, adjectives, interjections and conjunctions b. identify nouns with particular emphasis on concrete, abstract and collective nouns as a part of speech c. use nouns of direct address and appositives d. identify and use words in the possessive case, nominative case and objective case e. demonstrate understanding of and use of predicate nominative and predicate adjective (predicate nouns or subject complements) f. identify direct and indirect objects g. identify the antecedent of the pronoun and agreement of antecedent with the pronoun h. ensure that pronouns are in the proper case (subjective, objective, possessive) i. identify and use relative pronouns, intensive/reflexive, possessive, demonstrative, and indefinite pronouns j. identify and properly use present perfect, past perfect, and future perfect verb tenses k. identify and correctly use verbs that agree with compound subjects l. identify and use verb phrases 	<p>1. Observe conventions of grammar and usage in writing and speaking</p> <ul style="list-style-type: none"> a. identify and define the functions of the parts of speech including adverbs, adjectives, interjections and conjunctions b. identify nouns with particular emphasis on concrete, abstract and collective nouns as a part of speech c. use nouns of direct address and appositives d. identify and use words in the possessive case, nominative case and objective case e. demonstrate understanding of and use of predicate nominative and predicate adjective (predicate nouns or subject complements) f. identify direct and indirect objects g. identify the antecedent of the pronoun and agreement of antecedent with the pronoun h. identify and use relative pronouns, intensive/reflexive, possessive, demonstrative and indefinite pronouns i. identify and properly use present perfect, past perfect, and future perfect verb tenses j. identify and use modifiers such as adjective and adverb phrases; identify the words they modify k. identify and use infinitives 	<p>1. Observe conventions of grammar and usage in writing and speaking</p> <ul style="list-style-type: none"> a. use nouns with particular emphasis on concrete, abstract and collective nouns as a part of speech b. demonstrate agreement of antecedent with pronoun c. use relative pronouns, intensive/reflexive, possessive, demonstrative and indefinite pronouns d. demonstrate understanding of and use of predicate nominative and predicate adjective (predicate nouns or subject complements) e. identify and properly use present perfect, past perfect, and future perfect verb tenses f. form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive moods g. recognize and correct inappropriate shifts in verb voice and mood h. identify and use identify and use modifiers such as adjective and adverb phrases; identify the words they modify i. identify and use verbals and verbal phrases (gerunds, participles, and infinitives)

COMMUNICATION ARTS

Diocese of Green Bay

Grammar and Usage Gr. 6-8

<p>2. Observe conventions of capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> a. use correct capitalization rules b. use a comma, colon and semi-colon, hyphen, dash, parentheses, and bracketing appropriately c. use a comma before the conjunction in a compound sentence, use a semi-colon to connect main clauses d. use commas to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie, but not he wore and old green shirt.) e. demonstrate the use of quotation marks f. use an apostrophe to form possessive nouns and contractions g. spell correctly, frequently misspelled words 	<p>2. Observe conventions of capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> a. use correct capitalization rules b. follow correct of use of commas when punctuating subordinate clauses c. identify and correctly use a hyphen, dash, parentheses, bracketing and semi-colon d. demonstrate the use of quotation marks e. spell correctly, derivatives by applying the spelling of bases and affixes 	<p>2. Observe conventions of capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> a. use correct capitalization rules b. use a comma after a dependent clause to begin a sentence and after introductory words to set off interrupters, nouns of direct address and appositives c. use a semi-colon, colon, hyphen, parentheses, bracketing, and ellipses appropriately d. demonstrate the use of quotation marks with emphasis on direct quotations
<p>3. Use appropriate and varied sentence types to develop paragraphs</p> <ul style="list-style-type: none"> a. use simple, compound and complex sentences b. identify and correctly use phrases, prepositional phrases, appositives, main clauses, and subordinate clauses c. use effective coordination and subordination of ideas, including both main ideas and supporting details in single sentences to express complete thoughts d. use a variety of complex transitions between sentences to build coherency within paragraphs 	<p>3. Use appropriate and varied sentence types to develop paragraphs</p> <ul style="list-style-type: none"> a. use simple, compound and complex sentences b. use effective coordination and subordination of ideas, including both main ideas and supporting details in single sentences to express complete thoughts c. identify passive and active voice, choosing active voice to produce clear, concise writing d. use a variety of complex transitions between sentences to build coherency within paragraphs 	<p>3. Use appropriate and varied sentence types to develop paragraphs</p> <ul style="list-style-type: none"> a. use simple, compound, complex, and compound-complex sentences b. use effective coordination and subordination of ideas, including both main ideas and supporting details in single sentences to express complete thoughts and present lively and effective personal style c. place phrases and clauses within a sentence avoiding misplaced and dangling modifiers d. use a variety of complex

COMMUNICATION ARTS

Diocese of Green Bay

<p>e. identify and properly use parallelism to present ideas in a series and items juxtaposed for emphasis</p>	<p>e. use phrases and clauses within sentences, paragraphs, and essays</p> <p>f. identify and properly use parallelism to present ideas in a series and items juxtaposed for emphasis</p>	<p>transitions between sentences to build coherency within paragraphs</p> <p>e. identify and properly use parallelism to present ideas in a series and items juxtaposed for emphasis</p>
--	---	--

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration

Students adjust their use of spoken language to communicate effectively with a variety of audiences and for different purposes.

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

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration – Gr. K-2

4.	4. Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future	4. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns
5. Describe familiar people, places, things, and events, and with prompting and support, provide additional details	5. Describe familiar people, places, things, and events, and with prompting and support, provide additional details.	5. Describe familiar people, places, things, and events, and with prompting and support, provide additional details.
6. With prompting and support, speak with appropriate volume, enunciation, rate, fluency and expression	6. With support, speak with appropriate volume, enunciation, rate, fluency and expression	6. With support, speak with appropriate volume, enunciation, rate, fluency and expression
7. Recite short poems, scripture verses, rhymes, and songs	7. Recite short poems, scripture verses, rhymes and songs	7. Recite short poems, scripture verses, rhymes and songs
<p>8. Practice the steps to focused listening</p> <ul style="list-style-type: none"> a. stop what they are doing and saying (calm themselves) b. clear away distractions c. look toward the focal point d. be able to tell the person what was heard or ask a question of the speaker e. move into action if directions are given 	<p>8. Practice the steps to focused listening</p> <ul style="list-style-type: none"> a. stop what they are doing and saying (calm themselves) b. clear away distractions c. look toward the focal point d. be able to tell the person what was heard or ask a question of the speaker e. move into action if directions are given 	<p>8. Practice the steps to focused listening</p> <ul style="list-style-type: none"> a. stop what they are doing and saying (calm themselves) b. clear away distractions c. look toward the focal point d. be able to tell the person what was heard or ask a question of the speaker e. move into action if directions are given

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration

Third Grade	Fourth Grade	Fifth Grade
<p>1. Initiate and engage in group discussions on third grade topics and texts being studied in class</p> <ul style="list-style-type: none"> a. follow agreed upon rules for discussion and carry out assigned roles in small group discussions b. pose relevant questions and add to the conversation elaborating on the remarks of others c. talk about ideas, projects, books, events rather than gossip about people who are not present d. extend ideas and understanding in light of the discussion e. demonstrate respect for the views of others even when there is disagreement f. use appropriate tone and voice g. form comments, opinions, and new ideas based on Catholic values and doctrine 	<p>1. Initiate and engage in group discussions on fourth grade topics and texts being studied in class</p> <ul style="list-style-type: none"> a. come to discussions prepared, having read required materials b. during discussions explicitly draw on relevant material and other information known about the topic c. pose and respond to questions as well as build on the ideas of previous speakers d. acknowledge new information provided by others and incorporate it into own thinking e. demonstrate respect for the views of others even when there is disagreement f. avoid sarcasm, hostility and defensiveness in tone or gesture when there is disagreement g. use appropriate tone and voice h. talk about ideas, projects, books, events rather than gossip about people who are not present i. form comments, opinions, and new ideas based on Catholic values and doctrine 	<p>1. Initiate and engage in group discussions on fifth grade topics and texts being studied in class</p> <ul style="list-style-type: none"> a. come to discussions prepared, having read required materials b. during discussions explicitly draw on relevant material and other information known about the topic c. respond to questions with elaborate, make comments that contribute to the topic and build on the ideas of previous speakers d. ask questions to clarify or follow up on ideas or information presented orally or through media e. draw conclusions based on the ideas of others and incorporate them in own thinking f. demonstrate respect for the views of others even when there is disagreement g. use appropriate tone and voice h. avoid sarcasm, hostility and defensiveness in tone or gesture when there is disagreement i. initiate discussion about ideas, projects, books, events rather than gossip about people who are not present j. form comments, opinions, and new ideas based on Catholic values and doctrine

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration Gr. 3-5

2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodal	2. Paraphrase the key information or ideas presented graphically, visually, orally, or multimodal	2. Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodal
3. Ask questions about presentations, offering constructive feedback with elaboration and detail	3. Identify the claims and supporting evidence presented by the speaker	3. Summarize the claims presented by the speaker and explain how each claim is supported with evidence
4. Report on a topic or recount stories or experiences with appropriate facts and descriptive details	4. Report on events, topics or texts in an organized manner using appropriate, specific facts and descriptive details to support the main idea	4. Report on events, topics or texts in an organized manner using appropriate, specific facts and descriptive details to support the main idea
5. Produce simple visual displays for reports	5. Incorporate visual displays and digital media presentations when appropriate	5. Incorporate visual displays and digital media presentations when appropriate
6. Speak coherently with appropriate volume, enunciation, rate, fluency and expression a. employ a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement b. use appropriate manners and speech when addressing individuals or groups	6. Speak coherently with appropriate volume, enunciation, rate, fluency and expression a. use formal English when appropriate to task and situation b. differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g. presenting ideas vs. small group discussion) c. use appropriate manners and speech when addressing individuals or groups	6. Speak coherently with appropriate volume, enunciation, rate, fluency and expression a. adapt speech to a variety of contexts and communication tasks using formal English when appropriate to task and situation. b. use appropriate manners and speech when addressing individuals or groups
7. Recite short poems, scripture verses, rhymes, and songs	7. Recite short poems, scripture verses, rhymes and songs	7. Recite short poems, scripture verses, rhymes and songs
8. Practice the steps to focused listening a. stop what they are doing and saying b. clear away distractions c. look toward the focal point	8. Practice the steps to focused listening a. stop what they are doing and saying b. clear away distractions c. look toward the focal point	8. Practice the steps to focused listening a. stop what they are doing and saying (b. clear away distractions c. look toward the focal point

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration Gr. 3-5

<p>d. be able to tell the person what was heard or ask a question of the speaker</p> <p>e. move into action if directions are given</p>	<p>d. be able to tell the person what was heard or ask a question of the speaker</p> <p>e. move into action if directions are given</p>	<p>d. be able to tell the person what was heard or ask a question of the speaker</p> <p>e. move into action if directions are given</p>
---	---	---

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Initiate and engage in group discussions on sixth grade topics and texts being studied in class</p> <ul style="list-style-type: none">a. prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussionb. ask questions that seek information not already discussedc. cooperate with peers to set clear goals and deadlinesd. build on the ideas of others by asking relevant questions and contributing appropriate and essential informatione. review the key ideas expressed and extend their own ideas in light of new information learnedf. demonstrate respect for the view of others assessing new ideas against Catholic values	<p>1. Initiate and engage in group discussions on seventh grade topics and texts being studied in class</p> <ul style="list-style-type: none">a. prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussionb. ask questions to elicit information, including evidence to support the speaker's claims and conclusionsc. cooperate with peers to set clear goals and deadlinesd. advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observationse. ensure a forum for the range of positions on an issuef. take the views of others into account and, when warranted, modify personal view in light of the evidence presentedg. demonstrate respect for the views of others assessing new ideas against Catholic doctrine	<p>1. Initiate and engage in group discussions on eighth grade topics and texts being studied in class</p> <ul style="list-style-type: none">a. prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussionb. ask questions concerning the speaker's content, delivery and attitude toward a subjectc. cooperate with peers to set clear goals and deadlinesd. advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observationse. ensure a hearing for the range of positions on an issuef. qualify or justify, when warranted, personal view and thinking, after listening to others' questions or accounts of evidenceg. demonstrate respect for the views of others assessing new ideas against Catholic doctrine

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration Gr. 6-8

<p>2. Analyze, evaluate and interpret information presented in visual or multimodal formats</p> <ul style="list-style-type: none"> a. explain how the information presented clarifies and contributes to a topic or issue under study b. identify the tone, mood and emotion conveyed in the oral communication and relate the speaker’s verbal communication to the nonverbal message c. identify persuasive and propaganda techniques used in electronic media and identify faults and misleading information d. provide helpful feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact on the listener e. delineate the claims made by a speaker or presenter and detail what evidence supports which claims 	<p>2. Analyze, evaluate, and interpret information presented in visual or multimodal formats</p> <ul style="list-style-type: none"> a. determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information presented clarifies and contributes to a topic or issue under study b. determine the speaker’s attitude toward the subject c. analyze the effect on the viewer of images, text and sound in electronic journalism and identify the techniques used to achieve the effects d. provide helpful feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact on the listener e. evaluate a speaker’s or presenter’s reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided f. analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns and the use of onomatopoeia for intent and effect 	<p>2. Analyze, evaluate, and interpret information presented in visual or multimodal formats</p> <ul style="list-style-type: none"> a. explain how the information presented clarifies and contributes to a topic or issue under study b. interpret and evaluate the various ways in which visual image makers communicate information and affect impressions and opinions c. evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material d. analyze oral interpretations of literature, including language choice and delivery and the effect of interpretations on the listener e. summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence
--	---	---

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration Gr. 6-8

<p>3. Present information emphasizing salient points with pertinent descriptions and details, using appropriate manners and speech, adequate volume, clear pronunciation, and use of visuals</p> <ul style="list-style-type: none"> a. select a focus, an organizational structure and a point of view, matching the purpose, message and vocal modulation to the audience b. use effective timing, volume and tone to sustain audience interest and attention c. emphasize important points to assist the listener in following the main ideas and concepts d. adapt speech to a variety of contexts and communicative tasks demonstrating command of formal English when indicated or appropriate e. incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation 	<p>3. Present information emphasizing salient points with pertinent descriptions and details, using appropriate manners and speech, adequate volume, clear pronunciation, and use of visuals</p> <ul style="list-style-type: none"> a. organize information to achieve particular purposes and to appeal to the background and interest of the audience b. arrange supporting details, reasons, descriptions and examples effectively c. use adjustments in tone, volume and timing of speech and enunciation for effective presentations d. adapt speech to a variety of contexts and communicative tasks demonstrating command of formal English when indicated or appropriate e. incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation 	<p>3. Present information emphasizing salient points with pertinent descriptions and details, using appropriate manners and speech, adequate volume, clear pronunciation, and use of visuals</p> <ul style="list-style-type: none"> a. outline the organization of a speech, including an introduction, transitions, previews, and summaries, a logically developed body and an effective conclusion b. use appropriate grammar, word choice, enunciation, vocabulary, voice modulation, expression, tone and pace during formal presentations c. use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than passive voice in ways that enliven oral presentations d. adapt speech to a variety of contexts and communicative tasks demonstrating command of formal English when indicated or appropriate e. use audience feedback, including both verbal and non-verbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning f. incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation
---	--	---

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration Gr. 6-8

<p>4. Determine the purpose of a presentation and apply appropriate presentation skills for the particular purpose</p> <ul style="list-style-type: none"> a. recite poems, scripture passages, sections of speeches, or dramatic soliloquies using voice modulation, tone and gestures expressively to enhance the meaning b. deliver narrative presentations that establish a context, plot, and point of view, including sensory details and specific language to develop the plot and character, use a range of narrative devices, including dialogue, tension or suspense c. give informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered through development of the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information d. deliver descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences e. provide oral responses to literature that develop an interpretation showing careful reading, understanding, and insight; organize the presentation around several clear ideas, premises or images, develop and justify the interpretation through the use of examples from the text 	<p>4. Identify the purpose of a presentation and apply appropriate presentation skills for the particular purpose</p> <ul style="list-style-type: none"> a. recite poems, scripture passages, sections of speeches, or dramatic soliloquies using voice modulation, tone and gestures expressively to enhance the meaning b. deliver narrative presentations that establish a context, plot, and point of view, including sensory details and specific language to develop the plot and character, use a range of narrative devices, including dialogue, tension or suspense and showing narrative action with movement, gestures, and expressions c. give research presentations that pose relevant and concise questions about the topic, provide accurate information on the topic, include evidence generated through the formal research process, including the use of computer databases, magazines, newspapers, and dictionaries, citing reference sources appropriately d. deliver descriptive presentations that establish a clear point of view on the subject, establish the presenter’s relationship with the subject, contain effective, factual descriptions of appearance, concrete images, shifting perspectives and sensory details e. provide oral summaries of articles and books that include the main ideas and the most significant details; state in own words, except when quoting directly from sources, demonstrate a complete understanding of sources, not just 	<p>4. Identify the purpose of a presentation and apply appropriate presentation skills for the particular purpose</p> <ul style="list-style-type: none"> a. deliver narrative presentations such as biographical or autobiographical information that relate to a clear incident, event or situation including well-chosen details revealing the significance of the incident, event, or situation b. use narrative and descriptive strategies to support the presentation including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters c. give research presentations that define a thesis, research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic, use a variety of research sources and distinguish the nature and value of each, present information on charts, maps and graphs d. deliver descriptive presentations that establish a clear point of view on the subject, establish the presenter’s relationship with the subject, contain effective, factual descriptions of appearance, concrete images, shifting perspectives and sensory details e. provide oral responses to literature that interpret a reading and provide insight, connect personal responses to the writer’s techniques and to specific textual references; make supported inferences about the effects of a
---	---	--

COMMUNICATION ARTS

Diocese of Green Bay

Speaking and Listening: Comprehension and Collaboration Gr. 6-8

<p>f. make persuasive presentations that provide a clear statement of the position, include relevant evidence, offer a logical sequence of information, engage the listener and try to gain acceptance of the proposition or proposal</p> <p>g. deliver presentations on problems and solutions that theorize on the causes and effects of each problem, establish connections between the defined problem and at least one solution, and offer persuasive evidence to support the definition of the problem and the proposed solutions</p>	<p>superficial details</p> <p>f. make persuasive presentations that state a clear position in support of an argument or proposal, describe the points in support of the proposal and include supporting evidence</p>	<p>literary work on its audience, support judgments through references to the text, other works, other authors, or personal knowledge</p> <p>f. make persuasive presentations that include a well-defined thesis, differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning and persuasive language, anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements while maintaining a reasonable tone</p>
---	---	--

COMMUNICATION ARTS

Diocese of Green Bay

CURRICULUM RESOURCES

(A working list)

Publisher	Title	Grade Level	Notes
Zaner Bloser	Super Kids Reading	PK-2	Phonics based reading program encompassing all literacy domains. Stories easily integrate with Catholic themes.
Houghton Mifflin	Journeys (Catholic Edition)	K-5	The Catholic edition provides a teacher manual only that has faith integration themes and connections with each unit
Orbis Books	The Color of Gratitude and other Spiritual Surprises	K-12	Prayer poems: Bishop Robert Morneau
Orbis Books	A Splash of Sunshine and Other Glimpses of Grace	K-12	Prayer poems: Bishop Robert Morneau
St. Mary Press	Strategic Reading Strategies using Scripture	K-5	St. Mary Press Children's Bible is well suited for young readers. Additional materials are available utilizing Strategic Reading Strategies, while basing the reading on scripture.
NCEA Author Kay Burgess (2012)	A Working Reading List for Catholic School Students	PK-2	An anthology of books for the themes of; Faith, Hope, Love, Community, Justice, Courage, Reconciliation, Service
NCEA Author Kay Burgess (2012)	A Working Reading List for Catholic School Students	3-5	An anthology of books for the themes of; Faith, Hope, Love, Community, Justice, Courage, Reconciliation, Service
NCEA Author Kay Burgess (2012)	A Working Reading List for Catholic School Students	6-8	An anthology of books for the themes of; Faith, Hope, Love, Community, Justice, Courage, Reconciliation, Service