

Catholic Identity Standards		
IL.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life*.		
Ways to Grow	IL.1A	recognize that every human life is sacred because each person is created and loved by God*
	IL.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	IL.1C	recognize and oppose unjust social structures and work toward justice for all*
	IL.1D	see God at work in all things and as expressed in the sacraments*
	IL.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Think		IL.2 Read. The student will gain knowledge, and satisfy personal curiosity as a reader and critical thinker.	
Tools to Know		Application	Instructional Focus
IL.2 read widely and use various media for information, personal interest, and lifelong learning	Read	IL.2A read widely and use various media for information, personal interest, and lifelong learning (V.A.1)	IL.2A.1 select and read grade-level appropriate books in a variety of genres for personal reading and information interests (6-8.9A; V.A; 3d)
			IL.2A.2 articulate how reading preferences evolved over time
Ways to Show		IL.3A respond to sources that are read, heard, or viewed	IL.3A.1 actively contribute to group discussions (III.D.1)
IL.3 respond to sources that are read, heard, or viewed	Respond		IL.3A.2 exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed (II.C.2)
	Reflect	IL.3B recognize literature as both a mirror and a window for understanding self and gaining diverse perspectives	IL.3A.3 describe personal connections to a variety of sources, including self-selected texts (6-8.10A)
IL.3A.4 explain the author’s purpose and message within a text (6-8.6L)			
IL.3B.1 summarize how literature helps us better understand ourselves, cultures and times* (7-8.7E)			
			IL.3B.2 identify examples of noble characters in stories of virtuous heroes and heroines* (6.7E)
			IL.3B.3 share how literature can contribute to strengthening one’s moral character* (5.7G)

Research and Inquiry		IL.4 Inquiry The student engages in both short-term and sustained recursive inquiry processes for a variety of reasons (I.D.2).	
Tools to Know		Application	Instructional Focus
IL.4 Identify and access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources (IV.B)	Question	IL.4A recognize the need for information and generate student-selected and teacher-guided questions for formal inquiry (K-8.13A; I.A.1, I.A.2)	IL.4A.1 recognize that accurate and comprehensive information is the basis of informed decision making
			IL.4A.2 determine and use appropriate “pre-search” strategies (e.g., brainstorming, recall of prior knowledge) (6-8.13C; I.A.2, I.B.1, I.B.3)
	Plan	IL.4B develop and follow a research plan, with adult assistance (K-8.13B)	IL.4A.3 develop a self-generated, research question and sub-questions about a topic (6-8.13A; I.A.1, V.A.3; 4a, 3a)
			IL.4A.4 refine the major research question, guided by the answers to a secondary set of questions (6-8.13C; I.B.1)
	Identify and Locate	IL.4C identify, collect, and make critical choices about information sources including primary and secondary sources (K-8.13C, 2-8.13D; IV.A.2, IV.A.3, IV.B.2)	IL.4B.1 create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources (I.D)
			IL.4C.1 prioritize sources of information for efficient and effective use (IV.B.4)
Comprehend and Organize	IL.4D demonstrate understanding of information gathered (K-8.13F)	IL.4C.2 independently gather information from various print and digital sources (I.B, IV.A, IV.B; 2b, 3b)	
		IL.4C.3 conduct a search using proper search terms (I.A; 2b, 3b)	
Synthesize	IL.4E synthesize information from a variety of sources (6-8.13F, 2-8.5I)	IL.4C.4 use specific textual evidence from primary and secondary sources and differentiate between these sources (6-8.13E; I.B)	
		IL.4D.1 discuss the author’s purpose for writing text (6-8.6L)	
		IL.4D.2 interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating (6-8.10E)	
		IL.4D.3 evaluate details read to determine key ideas (6-8.5H)	
		IL.4E.1 differentiate between paraphrasing and plagiarism when using source materials (6-8.13G)	
		IL.4E.2 paraphrase and summarize texts maintaining meaning and logical order (6-8.10D; I.B.1, IV.B.2, VI.B; 2b, 3a)	

			IL.4E.3 use specific textual evidence from primary and secondary sources and differentiate between these sources (6-8.13E; I.B)
	Evaluate	IL.4F systematically question and assess the validity and accuracy of information (3-8.13H; IV.B.3, VI.A.3)	IL.4F.1 examine sources for reliability, credibility, and bias (6-8.13H.1) IL.4F.2 examine resources for faulty reasoning such as hyperbole, emotional appeals, and stereotype (6-7.13H.2) or bandwagon, appeals, repetition, and loaded language (8.13H.2)
Ways to Show			
IL.5 create and communicate information ethically	Use	IL.5A display academic citations and use source materials ethically (2-8.13I; VI)	IL.5A.1 follow ethical and legal guidelines for gathering and using information by responsibly applying information technology and media to learning (VI.A.1, VI.A.2, VI.A.3, VI.B.1, VI.B.2) IL.5A.2 explain ethical and legal issues related to the use of intellectual property, including print, visual, audio and online materials (e.g., fair use, file sharing) (VI) IL.5A.3 cite sources using standard bibliographic citation format (VI.B, VI.C.1; 2b, 3a)
	Present	IL.5B use an appropriate mode of delivery, whether written, oral, or multimodal, to present results (K-8.13J)	IL.5B.1 use a variety of media to impart information, share opinions, or persuade an authentic audience (I.B.3, I.C.4, VI.C.1) IL.5B.2 use technology ethically to produce, publish, and interact and collaborate with others (III.B.1, VI.B.1, VI.C, VI.D)