

Catholic Identity Standards

1.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 1.0A recognize that every human life is sacred because each person is created and loved by God
- 1.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 1.0C recognize and oppose unjust social structures and work toward justice for all
- 1.0D see God at work in all things and as expressed in the sacraments
- 1.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Developing and Sustaining Foundational Language Skills: Oral Language

1.1 The student develops oral language through listening, speaking, and discussion.

- 1.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
- 1.1B follow, restate, and give oral instructions that involve a short, related sequence of actions
- 1.1C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 1.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 1.1E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings

Developing and Sustaining Foundational Language Skills: Fluency

1.4 The student reads grade-level text with fluency and comprehension.

- 1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

1.5 The student reads grade-appropriate texts independently.

- 1.5A self-select text and interact independently with text for increasing periods of time

Developing and Sustaining Foundational Language Skills: Beginning Reading and Writing

1.2 The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

- 1.2A.i demonstrate phonological awareness by producing a series of rhyming words
- 1.2A.ii demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
- 1.2A.iii demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words
- 1.2A.iv demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed
- 1.2A.v demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
- 1.2A.vi demonstrate phonological awareness by manipulating phonemes within base words
- 1.2A.vii demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends
- 1.2B.i demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences
- 1.2B.ii demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs
- 1.2B.iii demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables
- 1.2B.iv demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words and contractions
- 1.2B.v demonstrate and apply phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es
- 1.2B.vi demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list
- 1.2C.i demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables
- 1.2C.ii demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs
- 1.2C.iii demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns
- 1.2C.iv demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list
- 1.2D demonstrate print awareness by identifying the information that different parts of a book provide
- 1.2E alphabetize a series of words to the first or second letter and use a dictionary to find words
- 1.2F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words

Developing and Sustaining Foundational Language Skills: Vocabulary

1.3 The student uses newly acquired vocabulary expressively.

- 1.3A use a resource such as a picture dictionary or digital resource to find words
- 1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings
- 1.3C identify the meaning of words with the affixes -s, -ed, and -ing
- 1.3D identify and use words that name actions, directions, positions, sequences, categories, and locations

Comprehension Skills

1.6 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

1.DS1*	Accept and value how literature aids one to live harmoniously with others
1.DS4*	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form
1.DS5*	Share how literature ignites the creative imagination in healthy ways
1.6A	establish purpose for reading assigned and self-selected texts with adult assistance
1.6B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance
1.6C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance
1.6D	create mental images to deepen understanding with adult assistance
1.6E	make connections to personal experiences, ideas in other texts, and society with adult assistance
1.6F	make inferences and use evidence to support understanding with adult assistance
1.6G	evaluate details to determine what is most important with adult assistance
1.6H	synthesize information to create new understanding with adult assistance
1.6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down

Response Skills

1.7	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
1.GS4*	share how literature can contribute to strengthening one's moral character
1.DS7*	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays
1.7A	describe personal connections to a variety of sources
1.7B	write brief comments on literary or informational texts
1.7C	use text evidence to support an appropriate response
1.7D	retell texts in ways that maintain meaning
1.7E	interact with sources in meaningful ways such as illustrating or writing
1.7F	respond using newly acquired vocabulary as appropriate

Multiple Genres: Literary Elements

1.8	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
1.DS8*	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes
1.8A	discuss topics and determine theme using text evidence with adult assistance
1.8B	describe the main character(s) and the reason(s) for their actions
1.8C	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
1.8D	describe the setting

Multiple Genres: Genres

1.9	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
1.9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes
1.9B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems
1.9C	discuss elements of drama such as characters and setting
1.9D.i	recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance
1.9D.ii	recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information
1.9D.iii	recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance
1.9E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do
1.9F	recognize characteristics of multimodal and digital texts

Author's Purpose and Craft

1.10	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
1.10A	discuss the author's purpose for writing text
1.10B	discuss how the use of text structure contributes to the author's purpose
1.10C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes
1.10D	discuss how the author uses words that help the reader visualize
1.10E	listen to and experience first- and third-person texts

Composition: Writing Process

1.11	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
1.11A	plan a first draft by generating ideas for writing such as by drawing and brainstorming
1.11B.i	develop drafts in oral, pictorial, or written form by organizing with structure
1.11B.ii	develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details

1.11C	revise drafts by adding details in pictures or words
1.11D.i	edit drafts using standard English conventions, including complete sentences with subject-verb agreement
1.11D.ii	edit drafts using standard English conventions, including past and present verb tense
1.11D.iii	edit drafts using standard English conventions, including singular, plural, common, and proper nouns
1.11D.iv	edit drafts using standard English conventions, including adjectives, including articles
1.11D.v	edit drafts using standard English conventions, including adverbs that convey time
1.11D.vi	edit drafts using standard English conventions, including prepositions
1.11D.vii	edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases
1.11D.viii	edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I"
1.11D.ix	edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences
1.11D.x	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
1.11E	publish and share writing

Composition: Genres

1.12 The student uses genre characteristics and craft to compose multiple texts that are meaningful.

1.12A	dictate or compose literary texts, including personal narratives and poetry
1.12B	dictate or compose informational texts, including procedural texts
1.12C	dictate or compose correspondence such as thank you notes or letters
1.WS1*	use language as a bridge for communication with one's fellow man for the betterment of all involved
1.IS12*	use imagination to create dialogue between the readers and the characters in a story

Inquiry and Research

1.13 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

1.13A	generate questions for formal and informal inquiry with adult assistance
1.13B	develop and follow a research plan with adult assistance
1.13C	identify and gather relevant sources and information to answer the questions with adult assistance
1.13D	demonstrate understanding of information gathered with adult assistance
1.13E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results