

Catholic Identity Standards

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

- 3.0A recognize that every human life is sacred because each person is created and loved by God
- 3.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 3.0C recognize and oppose unjust social structures and work toward justice for all
- 3.0D see God at work in all things and as expressed in the sacraments
- 3.0E 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

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

- 3.1A listen actively, ask relevant questions to clarify information, and make pertinent comments
- 3.1B follow, restate, and give oral instructions that involve a series of related sequences of action
- 3.1C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
- 3.1D work collaboratively with others by following agreed-upon rules, norms, and protocols
- 3.1E develop social communication such as conversing politely in all situations

Developing and Sustaining Foundational Language Skills: Fluency

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

- 3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

3.5 The student reads grade-appropriate texts independently.

- 3.5A self-select text and read independently for a sustained period of time

Developing and Sustaining Foundational Language Skills: Beginning Reading and Writing

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

- 3.2A.i demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en
- 3.2A.ii demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
- 3.2A.iii demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations
- 3.2A.iv demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts
- 3.2A.v demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes
- 3.2A.vi demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
- 3.2A.vii demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list
- 3.2B.i demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
- 3.2B.ii demonstrate and apply spelling knowledge by spelling homophones
- 3.2B.iii demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations
- 3.2B.iv demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
- 3.2B.v demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
- 3.2B.vi demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes
- 3.2B.vii demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
- 3.2C alphabetize a series of words to the third letter
- 3.2D write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

Developing and Sustaining Foundational Language Skills: Vocabulary

3.3 The student uses newly acquired vocabulary expressively.

- 3.3A use print or digital resources to determine meaning, syllabication, and pronunciation
- 3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
- 3.3C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful
- 3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text

Comprehension Skills

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

3.DS1* Accept and value how literature aids one to live harmoniously with others

3.DS2* Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit

3.DS4*	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form
3.DS5*	Share how literature ignites the creative imagination in healthy ways
3.6A	establish purpose for reading assigned and self-selected texts
3.6B	generate questions about text before, during, and after reading to deepen understanding and gain information
3.6C	make and correct or confirm predictions using text features, characteristics of genre, and structures
3.6D	create mental images to deepen understanding
3.6E	make connections to personal experiences, ideas in other texts, and society
3.6F	make inferences and use evidence to support understanding
3.6G	evaluate details read to determine key ideas
3.6H	synthesize information to create new understanding
3.6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

Response Skills

3.7	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
3.GS4*	share how literature can contribute to strengthening one's moral character
3.DS7*	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays
3.7A	describe personal connections to a variety of sources, including self-selected texts
3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response
3.7D	retell and paraphrase texts in ways that maintain meaning and logical order
3.7E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
3.7F	respond using newly acquired vocabulary as appropriate
3.7G	discuss specific ideas in the text that are important to the meaning

Multiple Genres: Literary Elements

3.8	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
3.DS8*	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes
3.8A	infer the theme of a work, distinguishing theme from topic
3.8B	explain the relationships among the major and minor characters
3.8C	analyze plot elements, including the sequence of events, the conflict, and the resolution
3.8D	explain the influence of the setting on the plot
3.IS6*	identify examples of noble characteristics in stories of virtuous heroes and heroines
3.IS7*	identify the causes underlying why people do the things they do

Multiple Genres: Genres

3.9	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
3.DS9*	share how the beauty and cadence of poetry impacts human sensibilities and forms the soul
3.9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths
3.9B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems
3.9C	discuss elements of drama such as characters, dialogue, setting, and acts
3.9D.i	recognize characteristics and structures of informational text, including the central idea with supporting evidence
3.9D.ii	recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding
3.9D.iii	recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution
3.9E.i	recognize characteristics and structures of argumentative text by identifying the claim
3.9E.ii	recognize characteristics and structures of argumentative text by distinguishing facts from opinion
3.9E.iii	recognize characteristics and structures of argumentative text by identifying the intended audience or reader
3.9F	recognize characteristics of multimodal and digital texts

Author's Purpose and Craft

3.10	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.
3.10A	explain the author's purpose and message within a text
3.10B	explain how the use of text structure contributes to the author's purpose
3.10C	explain the author's use of print and graphic features to achieve specific purposes
3.10D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes
3.10E	identify the use of literary devices, including first- or third-person point of view
3.10F	discuss how the author's use of language contributes to voice

- 3.10G identify and explain the use of hyperbole
- 3.IS14 analyze the author's reasoning and discover the author's intent

Composition: Writing Process

3.11 The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

- 3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
- 3.11B.i develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion
- 3.11B.ii develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
- 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
- 3.11D.i edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement
- 3.11D.ii edit drafts using standard English conventions, including past, present, and future verb tense
- 3.11D.iii edit drafts using standard English conventions, including singular, plural, common, and proper nouns
- 3.11D.iv edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms
- 3.11D.v edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner
- 3.11D.vi edit drafts using standard English conventions, including prepositions and prepositional phrases
- 3.11D.vii edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases
- 3.11D.viii edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences
- 3.11D.ix edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places
- 3.11D.x edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series
- 3.11D.xi edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
- 3.11E publish written work for appropriate audiences
- 3.WS3* use grammar as a means of signifying concepts and the relationship to reason

Composition: Genres

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

- 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft
- 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
- 3.12C compose argumentative texts, including opinion essays, using genre characteristics and craft
- 3.12D compose correspondence such as thank you notes or letters
- 3.WS1* use language as a bridge for communication with one's fellow man for the betterment of all involved
- 3.IS12* use imagination to create dialogue between the readers and the characters in a story

Inquiry and Research

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

- 3.13A generate questions on a topic for formal and informal inquiry
- 3.13B develop and follow a research plan with adult assistance
- 3.13C identify and gather relevant information from a variety of sources
- 3.13D identify primary and secondary sources
- 3.13E demonstrate understanding of information gathered
- 3.13F recognize the difference between paraphrasing and plagiarism when using source materials
- 3.13G create a works cited page
- 3.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results