

# K-12 Language Arts Curriculum Standards Guidelines (2020)

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## **Opening**

The 2020 K-12 Language Arts Curriculum Standards Guidelines is the product of the review and revision of the Archdiocese of Denver Language Arts Curriculum Guidelines published in 2013. The committee below worked to align the English Language Arts standards to the vision for Catholic education in the Archdiocese and Denver.

Archdiocese of Denver Catholic Schools exist to be sanctuaries of education for young men and women, supporting parents and empowering families in forming their children in wisdom and virtue as faithful disciples of Jesus Christ, who are fully alive and serve the common good. We provide an integrated whole-person formation that aims not merely to help students be college and career ready, but to awaken in students wonder and awe via a course of study where students are led to know God and his plan for them by encountering what is true, good, and beautiful. The mission of Catholic schools though is not confined within the walls of a catechesis class, and this mission is not separate from the intellectual formation of students in a Catholic schools.

The 2020 K-12 Language Arts Curriculum Standards Guidelines were guided by the following beliefs:

- Students should read or be read literature that reflects the transmission of a Catholic culture and worldview.
- Students should read or be read works of fiction and non-fiction to uncover authentic Truth.
- Students should read or be read carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
- Reading should help students accept and value how literature aids one to live harmoniously with others.
- Teachers should share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- Reading should develop delight and wonder through the reading of well-crafted stories, poems, plays, and pieces of writings.
- Reading should develop empathy, care, and compassion for a character's or writer's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- Reading should inspire students to display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
- Teachers should understand the science of teaching reading, and be trained in early literacy instruction, if teaching early grades.
- Teachers should actively build knowledge in all content areas because content knowledge and background knowledge impacts student reading comprehension.
- Students should write well, using language as a bridge for communication with one's fellow man for the betterment of all involved.
- Students should write in various ways to naturally order thoughts, align them with truth, communicate experience, and accurately express intent, knowledge, and feelings.
- Students should study masterful writing and oration.
- Language is a bridge for communication with one's fellow man for the betterment of all involved.

- People should grow in their ability to speak in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- Oration is a means of signifying concepts and the relationship to reason.
- Listening to others to develop empathy, understanding, and love of others. We serve a God who listens to us, and we imitate God when we seek to listen to understand the heart and mind of others.

**High School Standards:** As we refine the vision for Catholic education in the Archdiocese of Denver, we are spending the 2020/21 school year revising the high school English Language Arts standards to be more closely aligned to the aim of forming students at the high school level. For the 2020/21 school year, high schools in the Archdiocese of Denver will continue to use the 2013 English Language Arts standards.

**Given the complication of the COVID-19 pandemic in the operation of our school, the Office of Catholic Schools is asking that during the 2020-21 school year, schools move towards implementation of these standards, with a full implementation in the 2021-22 school year.**

The 2019-2020 committee members who worked on this set of standards are: Michelle Ciletti (Our Lady of Loreto), Abby Basile (St. Thomas More), Brooke Wolf (St. Thomas More), Eileen Czaplá (St. Pius X), Karen Zimmerman (Blessed Sacrament), Jen Wagner (Nativity Faith and Reason), Emma McElreath (Nativity Faith and Reason), Cathy O’Hollern (Good Shepherd), Nancy Landauer (retired educator), and Abriana Chilelli (Director of Curriculum and Instruction, Office of Catholic Schools).

## **Guiding Principles of K-12<sup>th</sup> Grade Reading Standards for the Archdiocese of Denver**

*Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man's place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.*

*Guadium et Spes, 1095, #62*

- I. Students should analyze literature that reflects the transmission of a Catholic culture and worldview.
- II. Students should analyze works of fiction and non-fiction to uncover authentic Truth.
- III. Students should analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
- IV. Reading should help students accept and value how literature aids one to live harmoniously with others.
- V. Teachers should share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- VI. Reading should develop delight and wonder through the reading of well-crafted stories, poems, plays, and pieces of writings.
- VII. Reading should develop empathy, care, and compassion for a character's or writer's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- VIII. Reading should inspire students to display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

**Reading: Kindergarten through 3<sup>rd</sup> Grade**

Reading Standards can be coded as grade then identifier in left hand column below. Reading Standard 1 for Kindergarten would be coded K.R.1 (Actively listen during read aloud of texts that reflects Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
R.1	I, II	Actively listen during read aloud of texts that reflects Catholic culture and worldview.	Read texts and actively listen during read aloud that reflect Catholic culture and worldview.	Read texts and actively listen during read aloud that reflect Catholic culture and worldview.	Read texts and actively listen during read aloud that reflect Catholic culture and worldview.
R.2	I, II	With prompting, retell the main idea of fairy tales, fables, myths, parables, and stories.	Identify the main idea of fairy tales, fables, myths, parables, and stories.	Identify the main idea and theme of a text, including fairy tales, fables, myths, parables, stories, and nonfiction texts.	Identify the main idea and theme of a text, including fairy tales, fables, myths, parables, stories, and nonfiction texts.
R.3	V, VI	Sort pictures from a story into chronological order.	Retell chronological order of a storyline.	Identify chronological order of a storyline.	Identify chronological order of a storyline, including sequence of a non-chronological text.
R.4	V	With prompting, recall details from a text read aloud.	Identify details from a text or read aloud.	Identify most important details from a text or read aloud.	Identify most important details from a text or read aloud, and explain why those details are important to the story or piece of writing.
R.5	V	Predict events in a story.	Predict events in a story using rationale for prediction.	Predict events in a story using rationale for prediction.	Predict events in a story using rationale for prediction.

R.6	V	With prompting, identify the setting of a story.	Identify the setting of a story.	Identify the setting of a story.	Identify the setting of a story and explain why the setting is important to the storyline.
R.7	III	With prompting, recall the characters of a story.	Recall the characters of a story.	Identify the characters in a story and the relationships between the characters.	Identify the characters in a story, the relationship between the characters, and the importance of those relationships.
R.8	III, IV, VII, VIII	Identify character's virtuous or unvirtuous choices in a read aloud.	Identify character's virtuous or unvirtuous choices in a read aloud.	Identify characteristics of characters who make virtuous or unvirtuous choices in a read aloud.	Identify characteristics of characters who make virtuous or unvirtuous choices in a read aloud, and begin to identify the underlying causes why characters or people do the things they do.  Begin to identify which characters are worthy of imitation.
R.9	IV, VII	Describe the role of the author and illustrator of a literary text.	Identify the author and illustrator of a literary text.	Identify the author and illustrator of a literary text.	Describe how an author's background influenced the writing of a literary text, or the author's intent in writing a literary text.
R.10	VI	With prompting, exhibit delight in words or phrases from a read aloud of a creative, sound, and well-crafted poem, fairy tales, fables, myths, parables, and stories.	Exhibit delight in words or phrases from a read aloud of a creative, sound, and well-crafted poem, fairy tales, fables, myths, parables, and stories.	Exhibit delight and wonder in words or phrases from a read aloud of a creative, sound, and well-crafted poem, fairy tales, fables, myths, parables, and stories.	Exhibit delight and wonder in words or phrases from a read aloud of a creative, sound, and well-crafted poem, fairy tales, fables, myths, parables, and stories.

**Reading: 4<sup>th</sup> through 8<sup>th</sup> Grade**

Reading Standards can be coded as identifier in left hand column below preceded by grade. Reading Standard 1 for 4<sup>th</sup> Grade would be coded 4.R.1 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
R.1	I, II	Read texts and actively listen during read aloud that reflect Catholic culture and worldview.	Read texts and actively listen during read aloud that reflect Catholic culture and worldview.	Analyze literature that reflects the transmission of a Catholic culture and worldview.	Analyze literature that reflects the transmission of a Catholic culture and worldview.	Analyze literature that reflects the transmission of a Catholic culture and worldview.
R.2	I, II	Identify the main idea and theme of a text, including fables, myths, parables, stories, and nonfiction texts (integrated within content learning across the content areas).	Identify the main idea and theme of a text, including fairy tales, fables, myths, parables, stories, and nonfiction texts (integrated within content learning across the content areas).	<p>a. Identify the main idea and theme of a text including fairy tales, fables, myths, parables, and stories.</p> <p>b. Identify the main argument or ideas from nonfiction texts, integrated within content learning across the content areas.</p>	<p>a. Identify the main idea and theme of a text including fairy tales, fables, myths, parables, and stories.</p> <p>b. Begin to explore how the genre of the text contributes to the development of a moral imagination and the mystery, danger, and wonder of human experience.</p> <p>c. Identify the main argument or ideas from nonfiction texts, integrated within content learning across the content areas.</p>	<p>a. Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.</p> <p>b. Identify the main argument or ideas from nonfiction texts, integrated within content learning across the content areas.</p>

**Reading: 4<sup>th</sup> through 8<sup>th</sup> Grade**

Reading Standards can be coded as identifier in left hand column below preceded by grade. Reading Standard 1 for 4<sup>th</sup> Grade would be coded 4.R.1 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
R.3	V, VI	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, and cause/effect.	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, and cause/effect.	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, and cause/effect.	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, and cause/effect.	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, and cause/effect.
R.4	V	Identify most important details, including specific vocabulary, from a text or read aloud, and explain why those details are important to the story or piece of writing.	Identify most important details, including specific vocabulary, from a text or read aloud, and explain why those details are used to advance the theme to the story or purpose of the writing.	Identify author's choice of important details, including specific vocabulary, and/or ideas in a piece of writing to develop the plot or argument.	Analyze an author's choice of details, including specific vocabulary, and/or ideas in a piece of writing to develop the plot or argument.	Evaluate the effectiveness of an author's choice of details, including specific vocabulary, and/or ideas in a piece of writing to develop the plot or argument.
R.5	V	Use character analysis and identification of important details to make informed predictions.	Use details to make inferences about characters, setting, and plot to strengthen understanding while reading.	Use details to make inferences about characters, setting, and plot to strengthen understanding while reading.	Use details to make inferences about characters, setting, and plot to strengthen understanding while reading.	Use details to make inferences about characters, setting, and plot to strengthen understanding while reading.

**Reading: 4<sup>th</sup> through 8<sup>th</sup> Grade**

Reading Standards can be coded as identifier in left hand column below preceded by grade. Reading Standard 1 for 4<sup>th</sup> Grade would be coded 4.R.1 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
R.6	V	Explore how the setting influences the plot development, tone, and themes of a narrative.	Identify how the setting influences the plot development, tone, and themes of a narrative.	Describe how an author’s choices, such as setting, development of characters, and inclusion of details, impact the development of a narrative.	Analyze how an author’s choices, such as setting, development of characters, and inclusion of details, impact the development of a narrative.	Identify the importance of the setting of a piece of literature. Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
R.7	III	Identify the relationships between characters in a text, and the ways character relationships advance the plot and theme of a text.	Identify the relationships between characters in a text, the ways character relationships advance the plot and theme of a text, and how a story may be different if told from a different point of view.	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.

**Reading: 4<sup>th</sup> through 8<sup>th</sup> Grade**

Reading Standards can be coded as identifier in left hand column below preceded by grade. Reading Standard 1 for 4<sup>th</sup> Grade would be coded 4.R.1 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
R.8	III, IV, VII, VIII	<p>a. Identify noble characteristics of persons studied in fiction and nonfiction, and identify the underlying causes of why characters or people do the things they do.</p> <p>b. Identify which characters are worthy of imitation.</p>	<p>a. Identify noble characteristics of persons studied in fiction and nonfiction, and identify the underlying causes of why characters or people do the things they do.</p> <p>b. Identify which characters are worthy of imitation, with rationale grounded in virtue.</p>	<p>a. Identify noble characteristics of persons studied in fiction and nonfiction, and identify the underlying causes of why characters or people do the things they do.</p> <p>b. Identify which characters are worthy of imitation, with rationale grounded in virtue, and which characters are not worthy of imitation.</p>	<p>Examine the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</p>	<p>Analyze characters in a text, with a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</p>

**Reading: 4<sup>th</sup> through 8<sup>th</sup> Grade**

Reading Standards can be coded as identifier in left hand column below preceded by grade. Reading Standard 1 for 4<sup>th</sup> Grade would be coded 4.R.1 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
R:9	IV, VII	Describe how an author's perspective may influence the author's work, and identify author's purpose in writing a text.	Describe how an author's perspective may influence the author's work, and identify author's purpose in writing a text.	Analyze the author's reasoning in light of the author's perspective, and identify the author's intent in writing a text. Distinguish between fact, opinion, and propaganda presented in a text.	Analyze the author's reasoning in light of the author's perspective, identify the author's intent in writing a text, and begin to analyze whether the intent was met in the writing. Identify the stated and unstated premises of an argument and explain how they contribute to the conclusion reached.	Analyze the author's reasoning in light of the author's perspective, identify the author's intent in writing a text, and analyze whether the intent was met in the writing. Evaluate an argument's claim and reasoning as well as the degree to which evidence supports each claim.
R:10	I, IV, VI	Define symbolism and identify an author's use of symbolism.	Identify an author's use of symbolism.	Identify an author's use of symbolism and explain why an author chose to use symbolism at a certain point in the text.	Identify the use of symbolism in literature and explain symbolism's role in making visible realities that are complex, invisible, and spiritual.	Identify the use of classic Christian and Western symbols in a piece of literature, and explain their importance in understanding their role in making visible realities that are complex, invisible, and spiritual.

**Reading: 4<sup>th</sup> through 8<sup>th</sup> Grade**

Reading Standards can be coded as identifier in left hand column below preceded by grade. Reading Standard 1 for 4<sup>th</sup> Grade would be coded 4.R.1 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

	<b>AoD Guiding Principle</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
R.11	IV, VI	Identify the mood and tone of a text.	Identify the mood and tone of a text and the impact of the mood and tone on understanding the text.	Identify the mood and tone of a text and the impact of the mood and tone on understanding the text.	Identify the mood and tone of a text and the impact of the mood and tone on understanding the text.	Identify the mood and tone of a text and the impact of the mood and tone on understanding the text.
R.12	VI	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.	Delight and wonder through the reading of creative, sound, and virtuous stories, plays and poems.

## **Guiding Principles for K-3 Early Literacy Skills Standards for the Archdiocese of Denver**

*Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man's place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.*

*Guadium et Spes, 1095, #62*

- I. Students should read or be read literature that reflects the transmission of a Catholic culture and worldview.
- II. Students should read or be read works of fiction and non-fiction to uncover authentic Truth.
- III. The grammar and rules of the English language build the appreciation of order and logic.
- IV. Students should read or be read carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
- V. Reading should help students accept and value how literature aids one to live harmoniously with others.
- VI. Teachers should share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- VII. Reading should develop delight and wonder through the reading of well-crafted stories, poems, plays, and pieces of writings.
- VIII. Reading should develop empathy, care, and compassion for a character's or writer's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- IX. Reading should inspire students to display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
- X. Teachers should understand the science of teaching reading, as articulated in the K-3 standards below, and use researched best-practice to teach the skill of reading in early grades.
- XI. Teachers should actively build knowledge in all content areas because content knowledge and background knowledge impacts student reading comprehension.

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
III, X	<b>Phonological Awareness (PA)</b>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. Name the letters of the alphabet and their corresponding sounds (consonants, long and short vowels).                             <ol style="list-style-type: none"> <li>a. Identify phonemes for letters (recognize that /d/ is the letter d).</li> <li>b. Identify and produce words that begin with the same sound (alliteration).</li> </ol> </li> <li>2. Demonstrate understanding of spoken words, syllables, and phonemes.                             <ol style="list-style-type: none"> <li>a. Students can physically break down sounds and syllables (clap, step, jump, tap).</li> </ol> </li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. Progress from simple to more complex skills (cvc, short vowel, blends, digraphs, long vowels, silent e, vowel teams) in oral phonological awareness exercises.</li> <li>2. Demonstrate proficiency in naming the letters of the alphabet and their corresponding sounds (consonants, long and short vowels).                             <ol style="list-style-type: none"> <li>a. Orally distinguish long from short vowel sounds in spoken single-syllable words. (e.g./tap/vs./tape/,</li> </ol> </li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. Master first grade phonological awareness skills.</li> <li>2. Demonstrate understanding of multi-syllabic words and their parts orally                             <ol style="list-style-type: none"> <li>a. identify root word (jumped, jump is the root word, ed is the suffix) orally</li> <li>b. identify affixes orally; (reread, re is the prefix, read is the root; going, go is</li> </ol> </li> </ol>	

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>3. Introduce word families through onset and rime patterns.</p> <p>a. Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/ - /sat/ - /mat/.</p> <p>b. Substitute final consonant in rhyme to make new words (e.g., /mat/ - /map/).</p> <p>4. Recite and produce rhyming words.</p>	<p>/sock/vs./ soak/, /sit/vs./sight/.</p> <p>3. Accurately identify spoken words, syllables, and phonemes.</p> <p>a. Physically break down sounds in words and syllables (clap, tap sounds and syllables).</p> <p>4. Further develop producing word families through onset and rime patterns.</p> <p>a. . Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/ - /sat/ - /mat/.</p>	<p>the root, ing is the suffix).</p> <p>3. Identify common syllable types by orally dividing syllables (rab/bit, rep/tile, tu/lip, etc.)</p>	

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>5. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>6. Count individual words in spoken</p>	<p>b. Substitute final consonant in rime to make new words (e.g., /mat/ - /map/).</p> <p>c. create word families using more complex vowel teams, consonant blends, trigraphs (/bow/-/how/-/cow;/ /bridge/-/ridge;/ /catch/-/hatch/-/match/).</p> <p>5. Orally produce single-syllable and multi-syllable words by blending phonemes, including consonant blends, suffixes and prefixes (e.g./cats/, /black/ blast/, /going/, /redo/, /stopped/).</p> <p>6. Isolate and pronounce initial, medial vowel, and final</p>		

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>phrases or simple sentences.</p> <p>7. Blend and segment consonants and rimes of spoken words (/g/ - /oat/, /bl/ - /ack/).</p> <p>8. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words. (e.g./ dog/, /hat/).</p> <p style="padding-left: 20px;">a. Practice making, building, and manipulating new letters/sounds in word building activities (letter tiles, word sorts, sound boxes).</p>	<p>phonemes in spoken singly-syllable words. (e.g. fast, fast, fast.)</p> <p>7. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/- /a/-/p/--/ f/-/l/-/a/-/p/).</p> <p>8. Demonstrate proficient phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words. (e.g./ dog/, /hat/)</p>		

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
			9. Demonstrate mastery in blending and segmenting words into their individual phonemes by the end of first grade.		
III, X	<b>Phonics and Word Recognition (PWR)</b>	<p>Students can:</p> <ol style="list-style-type: none"> <li>Understand that letters and sounds are related and can be understood based on the code of the English Language.</li> <li>Learn scope and sequence of phonics skills from simple to more complex (cvc, short vowels, blends, digraphs, silent e, vowel teams, syllables, morphology).</li> <li>Engage in meaningful practice (reading, writing, speaking) for learned phonics rules and word patterns.</li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>Understand that letters and sounds are related and based on the code of the English Language.</li> <li>Learn a scope and sequence of phonics skills from simple to more complex (cvc, short vowels, blends, digraphs, silent e, vowel teams, syllables, morphology).</li> <li>Engage in meaningful practice (reading, writing, speaking) for learned phonics rules and word patterns.</li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>Understand that letters and sounds are related and based on the code of the English Language.</li> <li>Learn a scope and sequence of phonics skills from simple to more complex (cvc, short vowels, blends, digraphs, silent e, vowel teams, syllables, morphology).</li> <li>Engage in meaningful practice (reading, writing, speaking) for learned phonics rules and word patterns.</li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>Understand that letters and sounds are related and based on the code of the English Language.</li> <li>Learn a scope and sequence of phonics skills from simple to more complex (cvc, short vowels, blends, digraphs, silent e, vowel teams, syllables, morphology).</li> <li>Engage in meaningful practice (reading, writing, speaking) for learned phonics rules and word patterns.</li> </ol>

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>4. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.</p> <p>b. Say the long and short sounds of graphemes for the five major vowels</p> <p>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) and provide resources to practice.</p> <p>d. Distinguish between similarly</p>	<p>4. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>a. Know the spelling-sound correspondence for common consonant digraphs (two letters represent one sound, e.g., ch, wh, th, sh).</p> <p>b. Decode regularly spelled one-syllable words (e.g., lock, much, see, rain, slide, bake).</p> <p>c. Know final -e (e.g. take, side) and common vowel team conventions (e.g., rain, day, week, seat, road, show) for representing long vowels.</p>	<p>4. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., hop vs. hope).</p> <p>b. Know spelling sound correspondence for additional common vowel teams (e.g., loud, cow, look, loop, boy, boil).</p> <p>c. Decode words with common prefixes and suffixes (e.g., unhappy, carefully, goodness) and know common morphological meanings (re means to do again, un means not).</p>	<p>4. Know and apply grade-level phonics and word analysis strategies in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., un-, re-, mis-, -ful, -less, -able.)</p> <p>b. Decode words with common suffixes (e.g., -tion/-sion, -ture, -tive/sive, -ify, -ity, -ment).</p> <p>c. Decode multisyllabic words (e.g., supper, chimpanzee, refrigerator, terrible, frightening).</p> <p>d. Read grade-appropriate irregularly spelled words (e.g.,</p>

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>spelled words by identifying the sounds of the letters that differ (e.g., bat vs. sat, cat, vs. can, hit vs. hot).</p> <p>e. Practice chunking, blending, and sounding out to read and produce words.</p> <p>f. Identify common “chunks” of words and use to read and make new words (word families: cat, hat, sat, bat).</p> <p>g. Use frequently occurring inflections and affixes (ed, -s, re-pre-, -ful, -less) to determine word meanings through basic morphology.</p>	<p>d. Know r-controlled vowels, diphthongs (eg: car, boil).</p> <p>e. Know common syllable types (closed, open, vce, vowel team, r-controlled vowels, consonant-le).</p> <p>f. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>g. Decode two syllable words following basic patterns (e.g., rabbits) by breaking the words into syllables.</p> <p>h. Read words with inflectional endings</p>	<p>d. Know common syllable types (closed, open, vce, vowel team, r-controlled vowels, consonant-le).</p> <p>e. Know silent letter combinations (kn, wr, gn, rh, mb).</p> <p>f. Know final, stable syllables (-ture, -sure, -ion, -tion, -sion).</p> <p>g. Decode regularly spelled two-syllable words with long vowel sounds (e.g., surprise, remain, needle, baby).</p> <p>h. Recognize and read grade appropriate irregularly spelled words (e.g., thought, eyes, busy, ocean, island, people).</p>	<p>although, science, stomach, machine).</p> <p>e. Learn morphology; apply knowledge of word parts (roots, affixes) to make and determine the meaning of words.</p> <p>f. Decode words with common roots (e.g., object, reject, propel, repel).</p> <p>g. Identify antonyms, synonyms, and homonyms.</p> <p>h. Read multisyllabic words accurately and fluently.</p> <p>i. Read and create correctly-formed contractions.</p> <p>j. Read at least 300 high frequency by sight (e.g. Fry, Dolch lists).</p>

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>h. Identify the sequence of the alphabet.</p> <p>i. Identify capital and lowercase letters.</p> <p>j. Segment and blend words into their individual sequence of phonemes (b-a-t, bat, ch-i-n, chin)</p> <p>k. Blend individual phonemes into words</p>	<p>(e.g., -s, -es, -ing, -er, -est).</p> <p>i. Use frequently occurring inflections and affixes (ed, -s, re-pre-, -ful, -less) to determine word meanings through basic morphology.</p> <p>j. Recognize and read grade-appropriate irregularly spelled words (e.g., said, were, could, would, their, there, through, none, both).</p> <p>k. Accurately decode unknown words that follow learned letter/sound spelling patterns.</p> <p>l. Read at least 100 high frequency</p>	<p>i. Decode words with /r/ controlled vowels.</p> <p>j. Identify antonyms, synonyms, and homonyms.</p> <p>k. Read multisyllabic words accurately and fluently.</p> <p>l. Recognize and read correctly-formed contractions.</p> <p>m. Read at least 200 high frequency words by sight (e.g.: Fry, Dolch lists).</p>	

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
			<p>words by sight (e.g.: Fry, Dolch lists.)</p> <p>m. Associate the various families of blends with the sounds they represent (e.g., R-S-L).</p> <p>n. Practice chunking, blending, and sounding out to read and produce words.</p> <p>o. Segment and blend words into their individual sequence of phonemes (b-a-t, bat, ch-i-n, chin)</p> <p>p. Create word families using onsets and rimes (e.g., ip-slip-dip-ship).</p> <p>q. Associate the sound of "Y" when it</p>		

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

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<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
			<p>is used as a vowel with either the long /e/ or long /i/ (e.g.: day, sky).</p> <p>r. Know the sound correspondence for hard and soft/c/and/g/ (c or g followed by an e, l, or y make the soft sound of the letter).</p>		
III, X	<b>Print Concepts (PC)</b>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.               <ol style="list-style-type: none"> <li>a. identify the front cover, back cover, and title page of a book.</li> <li>b. Identify author and illustrator and their roles.</li> <li>c. Understand that words and</li> </ol> </li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. Locate the parts of a book including: title page, table of contents, author, illustrator, and glossary.               <ol style="list-style-type: none"> <li>a. Identify and differentiate fiction and nonfiction text features.</li> <li>b. Use various text features to gain information from the text (pictures, table of contents, glossary, icons,</li> </ol> </li> </ol>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. Differentiate genres of literature and informational text (fiction and nonfiction).               <ol style="list-style-type: none"> <li>a. Identify and differentiate fiction and nonfiction text features and use features to gain information.</li> <li>b. Use various text features to gain information and efficiently locate key facts from the</li> </ol> </li> </ol>	

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<p>illustrations carry meaning in the text.</p> <p>d. follow words from left to right, top to bottom, and page to page.</p> <p>e. Identify three types of punctuation (period, question mark, exclamation point)</p> <p>f. understand that words are separated by spaces in print.</p> <p>g. recognize in sequence and name all upper- and lowercase letters of the alphabet.</p> <p>h. recognize the difference between letters, numbers, and words.</p>	<p>captions, punctuation).</p> <p>2. Define the role of author and illustrator in a text.</p> <p>3. Recognize that the dictionary and glossary are arranged in alphabetical order and locate words in a dictionary.</p>	<p>text (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.)</p> <p>3. Recognize that the dictionary and glossary are arranged in alphabetical order and locate words in a dictionary.</p>	

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		i. demonstrate book handling skills.			
III, X	<b>Fluency (F)</b>	<p>Students will:</p> <p>Read with sufficient accuracy, fluency, expression, and natural pace to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read emergent texts with purpose and understanding.</li> <li>b. Orally read emergent texts accurately, with proper expression, and natural pacing.</li> <li>c. Upon successive readings, fluently decode words in emergent texts.</li> </ul>	<p>Students will:</p> <p>Read with sufficient accuracy, fluency, expression, and natural pace to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Orally read on-level texts accurately, with proper expression, and natural pacing.</li> <li>c. On successive readings, fluently decode words in on-level texts.</li> <li>d. Ability to self-correct based on</li> </ul>	<p>Students will:</p> <p>Read with sufficient accuracy, fluency, expression, and natural pace to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Orally read on-level texts accurately, with proper expression, and natural pacing.</li> <li>c. On successive readings, fluently decode words in on-level texts.</li> </ul>	<p>Students will:</p> <p>Read with sufficient accuracy, fluency, expression, and natural pace to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Orally read on-level texts accurately, with proper expression, and natural pacing.</li> <li>c. On successive readings, fluently decode words in on-level texts.</li> </ul>

**Early Literacy Skills: Kindergarten through 2<sup>nd</sup>/3<sup>rd</sup> Grade**

Early Literacy (EL) Standards can be coded as Grade.EL.Substrand below preceded by grade. Early Literacy Standard Phonological Awareness 1 for 2<sup>nd</sup> Grade would be coded 2.EL.PA.1 (Master first grade phonological awareness skills.)

<b>AoD Guiding Principle</b>	<b>Substrand</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
		<ul style="list-style-type: none"> <li>d. Ability to self-correct based on meaning.</li> <li>e. Recognize punctuation in emergent texts as part of natural pacing.</li> <li>f. Model fluent reading through read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>meaning, word recognition, punctuation, and understanding for on-level texts.</li> <li>e. Model fluent reading thorough read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>d. Ability to self-correct based on meaning, word recognition, punctuation, and understanding for on-level texts.</li> <li>e. Model fluent reading through read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>d. Ability to self-correct based on meaning, word recognition, punctuation, and understanding for on-level texts.</li> <li>e. Model fluent reading through read aloud.</li> </ul>

## **Guidance on Read Alouds in the Kindergarten - 3rd Grade Classrooms**

1. Read Alouds help develop wonder about stories and characters.
  - a. adapt a “notice, think, and wonder” mindset during read aloud. These need to be carefully planned by the teacher.
  - b. cultivate imagination, visualization, and creativity through characterization and questioning
2. Read Alouds encourage pursuit of understanding larger questions about life’s essential questions and human nature.
  - a. explore questions of morality: who is right? Who is wrong? Who is virtuous? Who is loving?
3. Read Alouds offer opportunities to immerse students in Catholic Biblical scripture and stories which gives them a deeper access to their faith.
  - a. introduce age-appropriate versions of Bible stories
  - b. develop curiosity and awe for God and His creation
4. Read Alouds should draw from a diverse variety of texts that are a good use of instructional time. See Archdiocese of Denver Recommended Text list.
5. Read Alouds allow the teacher to invite students into a leisure of reading, an enjoyment of story, and to foster a love of story.
6. Read Alouds allow the teacher to model expert, fluent reading of the text. This allows the students to focus on comprehension (visual and oral), acquisition of new vocabulary, and phonemic awareness without having to do the decoding.
  - a. build phonological awareness by noticing letter/sound patterns, rhyming words, alliteration, syllabication, and word decoding.
  - b. associate picture-word connections
  - c. give child-friendly explanations of new vocabulary
7. Read Alouds create opportunities for children to learn, to apply, and to recognize precise vocabulary that relates to content areas like math, science, art, religion, and history.
  - a. give child-friendly explanations of new vocabulary
  - b. use tools such as movement, videos, props, examples to provide context and clarification
  - c. provide opportunities to apply new words in conversations and retell
8. Read Alouds provide a rich variety of exposure to different types of texts such as songs, poems, plays, folktales, stories from many cultures, and a variety of genres.
  - a. choose books with powerful illustrations

- b. introduce various genres through different texts
9. Read Alouds expose children to rich vocabulary and opportunities to explore the meaning of beautiful words and language.
- a. model correct pronunciation
  - b. provide context and meaning by relating to prior knowledge
  - c. apply new words in conversations and retell
10. Read Alouds should be intentionally planned by the teacher, with a purpose that is clear to students and allows for student interaction, discussion, and questions.
- In Kindergarten:*
- a. develop routines for class read alouds (location, expectations, consistency, predictability)
  - b. encourage class discussions through prompting
  - c. give opportunities for students to express feelings, make connections, ask questions around shared text
  - d. practice retelling text
- In 1<sup>st</sup> - 3<sup>rd</sup> Grade:*
- a. develop routines for class read alouds (location, expectations, consistency, predictability)
  - b. encourage class discussions through prompting
  - c. give opportunities for students to express feelings, make connections, ask questions around shared text using concise, descriptive vocabulary
  - d. retell stories with descriptive details in coherent sentences
  - e. make predictions and demonstrate deeper understanding of story elements
  - f. incorporate student-formulated questions in class discussions
  - g. ability to compare and contrast characters, events, and outcomes.
  - h. introduce cause and effect (sharp rock---flat tire)
11. Read Alouds provide a daily routine for a shared reading experience in the classroom which builds community and a common context for discussion.
- a. develop routines for class read alouds (location, expectations, consistency, predictability)
  - b. build a foundation based on prior knowledge
  - c. connect text to themselves, their peers, and their community
12. Read Alouds should provide opportunities to write in response to readings, with teacher support and scaffolding.

13. Read Alouds offer opportunities to immerse students in Catholic biblical scripture and stories which gives them a deeper access to their faith.
- a. introduce age-appropriate versions of Bible stories
  - b. develop awe of God and His creation
  - c. be invited into a relationship with the Lord through the story of salvation history

**Guiding Principles of K-2<sup>nd</sup> Grade Writing Curriculum for the Archdiocese of Denver**

- I. Early grade writing instruction focuses on the foundational building blocks for writing: letters, words, and copywork of quality sentences and paragraphs, with an emphasis in the early grades on writing sentences well.
- II. Lengthy writing assignments are not necessary for primary aged students as they are still learning and growing in understanding of the world, God, and the human story.
- III. Proper letter formation and beautiful handwriting should encourage students to take time, attend patiently to detail, correct mistakes, and grow in appreciation of beauty.
- IV. As they progress through older grades, students should write in various ways to naturally order thoughts, align them with truth, communicate experience, and accurately express intent, knowledge, and feelings.

<b>Writing Standards: Kindergarten through 2<sup>nd</sup> Grade</b>				
Writing Standards can be coded as identifier in left hand column below preceded by grade. Writing Standard 1 for Kindergarten would be coded K.W.1 (Copy sentences from the Bible, primary sources, or literature.)				
	<b>AOD Guiding Principle</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
W.1	I	Copy sentences from the Bible, primary sources, or literature.	Copy sentences from the Bible, primary sources, or literature.	Copy sentences or short paragraphs from the Bible, literature, or works of history; listen to an oral recitation and write down a sentence from works of history, the Bible, or literature.
W.2	I, III	Begin to notice and use capital letters and beginning punctuation.	Notice and use capital letters and beginning punctuation.	Use capital letters, beginning punctuation, contractions, and begin to purposefully choose wording for particular meaning (synonyms, antonyms, transition words).
W.3	I	Define sentences as a communication of an idea that starts with a capital letter and ends with punctuation.	Define sentences as a communication of an idea that starts with a capital letter and ends with punctuation.	Understand and use the four different types of sentences.
W.4	I		Memorize and recite the definition of the parts of speech.	Memorize, recite, and identify the definition of the parts of speech.

**Writing Standards: Kindergarten through 2<sup>nd</sup> Grade**

Writing Standards can be coded as identifier in left hand column below preceded by grade. Writing Standard 1 for Kindergarten would be coded K.W.1 (Copy sentences from the Bible, primary sources, or literature.)

W.5	III	<p>Use coordinated eye-hand movement:</p> <ul style="list-style-type: none"> <li>a. work from left to right, top to bottom.</li> <li>b. mark answers (underline, draw a line across, mark with X).</li> <li>c. locate pages</li> <li>d. hold pencil, marker or crayon correctly.</li> <li>e. fold paper</li> <li>f. complete puzzle</li> <li>g. cut along dotted lines</li> <li>h. learn proper penmanship/handwriting</li> </ul>	<p>Use the conventions of print such as the following in purposeful writing activities:</p> <ul style="list-style-type: none"> <li>a. work from left to write, top to bottom.</li> <li>b. correct manuscript letter formation and maintain correct handwriting position.</li> <li>c. directionality</li> <li>d. spacing</li> <li>e. upper and lower case letters.</li> <li>f. ending punctuation.</li> <li>g. mark answers (underline, draw a line across).</li> <li>h. use of commas, apostrophes, and question marks.</li> </ul>	<p>Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:</p> <ul style="list-style-type: none"> <li>a. correct letter formation (manuscript and cursive) and maintain correct handwriting position.</li> <li>b. capitalization</li> <li>c. punctuation</li> </ul>
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## **Guiding Principles of 3-8<sup>th</sup> Grade Writing Curriculum for the Archdiocese of Denver**

- 1. Students should write well, using language as a bridge for communication with one’s fellow man for the betterment of all involved.**
  - a. Students should know the mechanics of writing.
  - b. Students should use grammar to signify concepts and the relationship to reason.
  - c. Students should create legible, finished products that are clear and concise.
- 2. Students should choose or be assigned lengths of writing intentionally for the purpose of the writing.**
  - a. Students should be able to craft purposeful and artful sentences to connect the complex relationships of complex ideas.
  - b. Students should be able to write paragraphs that include topic sentence, unity of ideas, clarity, and proper conclusion.
  - c. Students should be able to write essays of varying length for a variety of purposes.
- 3. Writing should reflect word choice appropriate for the type of writing and audience.**
  - a. Grade-level vocabulary
  - b. Intentionality in word choice
  - c. Students should be aware of common misspellings and word usage errors at each grade level.
- 4. Students should write in various ways to naturally order thoughts, align them with truth, communicate experience, and accurately express intent, knowledge, and feelings.**
  - a. Students should practice pre-writing strategies to guide the direction of their written work.
  - b. Students should be able to identify the purpose of their writing and make choices about style, tone, and voice based on that purpose.
  - c. Students should be able to craft arguments.
  - d. Students should be able to craft narratives
    - i. Students will be writing narratives, intentionally aligned to purpose and audience.
    - ii. Students will develop sequencing skills through narrative writing.
  - e. Students should be able to craft informational writing.
    - i. Students will write informational pieces, intentionally aligned to purpose and audience.
    - ii. Students should be able to research a topic and be able to communicate that research well in writing.
    - iii. Students should be able to give proper credit to outside sources using MLA format.
    - iv. Students should recognize and avoid plagiarism.
- 5. Students should be able to mimic masterful writing.**
- 6. Students should be able to read their work critically to revise.**
  - a. Students should know how to edit and revise: editing is the analysis of the structure of sentences and grammatical errors.
  - b. Students have made purposeful grammatical choices and have edited to make the choices as purposefully aligned as possible.
  - c. Students have used their community to make revision choices in regard to the quality of ideas and arguments.
- 7. Proper letter formation and cursive handwriting should encourage students to take time, attend patiently to detail, correct mistakes, and grow in appreciation of beauty.**

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create and organizing structure that lists reasons.)

<b>AoD Guiding Principle</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
4C	<p>1. Write opinions in which they: a. introduce the topic directly, state an opinion relative to the topic, and create and organizing structure that lists reasons. b. Research in order to provide reasons that support opinion. c. use appropriate words to link opinions and reasons (e.g., because, therefore, in order, since, for example). d. provide sense of closure</p>	<p>1. Write opinions in which they: a. introduce an opinion about a concrete topic and create an organizing structure where related ideas are grouped to support the writer’s purpose. b. Research in order to provide reasons that are supported by facts and details. c. link reasons and details together using words and phrases (e.g., so, then, for instance, in addition). d. provide a concluding statement or section.</p>	<p>1. Write opinions in which they: a. introduce an opinion about a concrete topic and create an organizing structure where related ideas are grouped to support the writer’s purpose. b. Research in order to provide reasons that are supported by facts and details. c. link reasons and details together using words and phrases (e.g., consequently, generally, specifically). d. provide a concluding statement or section</p>	<p>1. Write arguments in which they: a. introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Research in order to support the claim with clear reasons and relevant evidence. c. use words, phrases, and clauses to convey relationships among claims and reasons. d. provide a concluding statement or section that follows from the argument. e. sustain an objective style and tone.</p>	<p>1. Write arguments in which they: a. introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Research in order to support the claim with logical reasoning and detailed, relevant evidence that demonstrates a comprehensive understating of the topic. c. use words, phrases, and clauses to convey relationships among claims and reasons.</p>	<p>1. Write arguments in which they: a. introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Research in order to support the claim with logical reasoning and detailed, relevant evidence from credible sources to demonstrate a comprehensive understating of the topic. c. use words, phrases, and clauses to make clear the</p>

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

AoD Guiding Principle	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
		e. adopt an appropriate style for sharing and defending an opinion.	e. adopt an appropriate style for sharing and defending an opinion.		d. provide a concluding statement or section that follows logically from the argument. e. sustain an objective style and tone.	relationships among claims, reasons, counterclaims, and evidence. d. provide a concluding statement or section that follows logically from the argument. e.. sustain an objective style and tone.
4E	2. Write informative/explanatory pieces in which they: a. introduce a topic and create organizational structure that presents information together.	2. Write informative/explanatory pieces in which they: a. state the topic clearly and group related information in paragraphs and sections. b. develop the topic using facts, concrete details, quotations, or	2. Write informative/explanatory pieces in which they: a. Use a topic sentence to state the topic clearly and group related information in paragraphs and sections. b. develop the topic using facts,	2. Write informative/explanatory texts in which they: a. Use a topic sentence to introduce a topic and organize information appropriate to the purpose. b. develop the topic with relevant	2. Write informative/explanatory texts in which they: a. Use a topic sentence to introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose.	2. Write informative/explanatory texts in which they: a. Use a topic sentence to introduce and establish a topic and organize information appropriate to the purpose

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

AoD Guiding Principle	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
	<p>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>	<p>other information and examples. c. use appropriate linking words and transition words to join ideas within categories of information. d. provide a conclusion related to the information or explanation offered. e. employ domain-specific vocabulary when appropriate. f. identify the need for correct citation of sources to avoid plagiarism.</p>	<p>concrete details, quotations, or other information and examples. c. use appropriate transition words to join ideas within categories of information. d. provide a conclusion related to the information or explanation offered e. employ domain-specific vocabulary when appropriate. f. identify the need for correct citation of sources to avoid plagiarism. Introduce MLA formatting</p>	<p>facts, definitions, concrete details, quotations, or other information and examples. c. use appropriate transitions and varied sentence structures to join and clarify ideas.  d. provide a conclusion that follows logically from the information or explanation presented. e. use straightforward language to create an objective style appropriate for a reader seeking information. f. use MLA style for bibliography.</p>	<p>b. develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples. c. use appropriate transitions and varied sentence structures to create cohesion and clarify ideas. d. provide a conclusion that follows logically from the information or explanation presented. e. use precise language and sustain an objective style appropriate for a reader seeking information</p>	<p>b. develop the topic with well-chosen, relevant, and accurate facts, definitions, concrete details, quotations, or other information and examples. c. use appropriate transitions and varied sentence structures to create cohesion and clarify ideas. d. provide a conclusion that follows logically from the information or explanation presented. e. use precise language and domain-specific vocabulary and sustain a formal, objective style</p>

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

AoD Guiding Principle	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
					f. use MLA formatting.	appropriate for a reader seeking information. f. use MLA formatting.
4D	3. Write narratives in which they: a. orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence b. develop narrative elements (e.g., setting, event sequence, characters) c. use a variety of temporal words and phrases to manage the	3. Write narratives in which they: a. orient the reader by establishing a plot, introduce a narrator and/or characters, and organize an event sequence b. develop narrative elements (e.g., setting, event sequence, characters) c. use a variety of temporal words and phrases to manage the sequence of events. d. use concrete and sensory words and	3. Write narratives in which they: a. engage and orient the reader by establishing a plot, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally and logically. b. develop narrative elements (e.g., setting, event sequence, characters) c. use a variety of temporal words, phrases and clauses to manage	3. Write narratives in which they: a. engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details. c. use a variety of transition words, phrases, and clauses to convey sequence, shift from one time	3. Write narratives in which they: a. engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details. c. use a variety of techniques to convey sequence, shift from one time frame or setting to	3. Write narratives in which they: a. engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. develop narrative elements (e.g., setting, plot, event sequence, complex characters) with specific sensory details. c. use a variety of techniques to convey sequence, shift from one time

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

AoD Guiding Principle	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
	<p>sequence of events. d. use concrete and sensory words and phrases to convey events and experiences precisely. e. provide a strong conclusion that follows from the narrative's events.</p>	<p>phrases to convey events and experiences precisely. e. provide a strong conclusion that follows from the narrative's events.</p>	<p>the sequence of events. d. use well-chosen words and phrases to convey events and experiences. e. provide a strong conclusion that follows from the narrative's events.</p>	<p>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. e. provide a strong conclusion that follows from events, experiences, or ideas.</p>	<p>another, and/or show the relationships among the events or experiences. d. choose words and phrases to develop the events, experiences, and ideas. e. provide a strong conclusion that follows from events, experiences, or ideas.</p>	<p>frame or setting to another, and/or show the relationships among the events or experiences d. choose words and phrases to effectively develop the events, experiences, and ideas and to create mood. e. provide a strong conclusion that follows from events, experiences, or ideas.</p>
2	4. Produce coherent and clear writing in which the organization, development,	4. Produce coherent and clear writing in which the organization, development, substance, and	4. Produce writing in which the organization, development, substance, length, and style are	4. Produce writing in which the organization, development, substance, length, and style are	4. Produce writing in which the organization, development, substance, length, and style are	4. Produce writing in which the organization, development, substance, length, and style are

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

<b>AoD Guiding Principle</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
	<p>substance, and style are appropriate to task, purpose, and audience. a. Craft purposeful and artful sentences in response to reading or prompt b. write a paragraph in response to reading or prompt</p>	<p>style are appropriate to task, purpose, and audience. a. Craft purposeful and artful sentences to connect the complex relationships of complex ideas b. write paragraphs that synthesize ideas c. write essays that support learning across the curricula</p>	<p>appropriate to task, purpose, and audience. a. Craft purposeful and artful sentences to connect the complex relationships of complex ideas b. write paragraphs that synthesize ideas c. write essays that support learning across the curricula</p>	<p>appropriate to task, purpose, and audience. a. Craft purposeful and artful sentences to connect the complex relationships of complex ideas b. write paragraphs that synthesize ideas c. write essays that support learning across the curricula</p>	<p>appropriate to task, purpose, and audience. a. Craft purposeful and artful sentences to connect the complex relationships of complex ideas b. write paragraphs that synthesize ideas c. write essays that support learning across the curricula</p>	<p>appropriate to task, purpose, and audience. a. Craft purposeful and artful sentences to connect the complex relationships of complex ideas b. write paragraphs that synthesize ideas c. write essays that support learning across the curricula</p>
6	5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after	5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after

### Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

AoD Guiding Principle	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
			a. Use MLA editing marks	a. Use MLA editing marks	rethinking how well questions of purpose have been addressed. a. Use MLA editing marks	rethinking how well questions of purpose have been addressed. a. Use MLA editing marks
4E	6. Gather information from experience as well as print and digital resources, take notes on sources, and sort evidence into <del>provided</del> categories.	6. Gather information from print and digital resources, take notes on sources, and sort evidence into categories. a. provide basic bibliographic information using MLA format.	6. Perform focused research projects that build knowledge through investigation of different aspects of a topic using several sources.  a. provide basic bibliographic information using MLA b. Summarize or paraphrase information format. c. Avoid plagiarism	6. Perform focused research projects that build knowledge through investigation of different aspects of a topic using several sources.  a. provide basic bibliographic information using MLA format. b. Summarize, paraphrase, and quote information c. Avoid plagiarism d. Use in-text citations e. Assess credibility of sources	6. Perform focused research projects that build knowledge through investigation of different aspects of a topic using several sources.  a. provide basic bibliographic information using MLA format. b. Summarize, paraphrase, and quote information c. Avoid plagiarism d. Use in-text citations e. Assess credibility of sources	6. Perform focused research projects that build knowledge through investigation of different aspects of a topic using several sources.  a. provide basic bibliographic information using MLA format b. Summarize, paraphrase, and quote information c. Avoid plagiarism d. Use in-text citations e. Assess credibility of sources

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

<b>AoD Guiding Principle</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
4B, 5	7. Write in response to literary or informational sources a. apply grade 3 reading objectives to writing b. Summarizing c. Analysis of characters' actions and choices d. Distinguish between fact and opinion	7. Write in response to literary or informational sources a. apply grade 4 reading objectives to writing b. Summarizing c. Analysis of characters' actions and choices d. Distinguish between fact and opinion e. Introduce argumentative writing	7. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection. a. apply grade 5 reading objectives to writing b. Summarizing c. Analysis of characters' actions and choices d. Distinguish between fact and opinion e. Develop arguments based on text	7. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection. a. apply grade 6 reading objectives to writing b. Summarizing c. Analysis of characters' actions and choices d. Distinguish between fact and opinion e. Develop arguments based on text f. Identify theme g. Compare and contrast	7. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection. a. apply grade 7 reading objectives to writing. b. Summarizing c. Analysis of characters' actions and choices d. Distinguish between fact and opinion e. Develop arguments based on text f. Identify theme g. Compare and contrast	7. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as a. apply grade 8 reading objectives to writing. b. Summarizing c. Analysis of characters' actions and choices d. Distinguish between fact and opinion e. Develop arguments based on text and opinion f. Identify theme and use textual

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

AoD Guiding Principle	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
						evidence to support analysis g. Compare and contrast
2, 3, & 4	8. Identify style of writing	8. Identify style of writing	8. Adapt style of writing to purpose a. Argumentative b. Informative c. Narrative d. Poetry e. Correspondence	8. Adapt style of writing to purpose a. Argumentative b. Informative c. Narrative d. Poetry e. Correspondence	8. Adapt style of writing to purpose a. Argumentative b. Informative c. Narrative d. Poetry e. Correspondence	8. Adapt style of writing to purpose a. Argumentative b. Informative c. Narrative d. Poetry e. Correspondence
3	9. Use varied vocabulary appropriate to purpose and expand vocabulary in written pieces	9. Use varied vocabulary appropriate to purpose and expand vocabulary in written pieces	9. Use varied vocabulary appropriate to purpose and expand vocabulary in written pieces	9. Use varied vocabulary appropriate to purpose and expand vocabulary in written pieces	9. Use varied vocabulary appropriate to purpose and expand vocabulary in written pieces	9. Use varied vocabulary appropriate to purpose and expand vocabulary in written pieces
6	10. Use correct conventions in writing a. Capitalization b. Punctuation c. Spelling d. Grammar	10. Use correct conventions in writing a. Capitalization b. Punctuation c. Spelling d. Grammar	10. Use correct conventions in writing a. Capitalization b. Punctuation c. Spelling d. Grammar	10. Use correct conventions in writing a. Capitalization b. Punctuation c. Spelling d. Grammar	10. Use correct conventions in writing a. Capitalization b. Punctuation c. Spelling d. Grammar	10. Use correct conventions in writing a. Capitalization b. Punctuation c. Spelling d. Grammar

## Writing Standards: 3<sup>rd</sup> - 8<sup>th</sup> Grade

Writing standards can be coded as Grade.W.StandardNumber. Writing Standard 1a for 3<sup>rd</sup> grade below would be coded 3.W.1.a (1. Write opinions in which they:  
a. introduce the topic directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.)

<b>AoD Guiding Principle</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
1, 7	11. Cursive will be introduced and developed throughout third grade a. Writing is legible b. Maintain correct handwriting position	11. Cursive will be mastered and used in all graded work a. Writing is legible b. Maintain correct handwriting position c. correct formation of letters will be used	11. Cursive will be mastered and used in all graded work a. Writing is legible b. Maintain correct handwriting position c. correct formation of letters will be used	11. Writing is legible	11. Writing is legible	11. Writing is legible
4A	12. Use prewriting strategies a. Pictures b. Webs c. Notecatcher d. Discussion	12. Use prewriting strategies a. Pictures b. Webs c. Notecatcher d. Discussion	12. Use prewriting strategies a. Outlining b. Notetaking c. Discussion	12. Use prewriting strategies a. Outlining b. Notetaking c. Discussion	12. Use prewriting strategies a. Proper outlining technique b. Notetaking c. Discussion	12. Use prewriting strategies a. Proper outlining technique b. Notetaking c. Discussion

## **Guiding Principles for K-12 Speaking and Listening Standards**

- I. Language is a bridge for communication with one’s fellow man for the betterment of all involved.
- II. People should grow in their ability to speak in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- III. Great rhetoric and oration can be best learned by imitating master orators, including those in scripture and history.
- IV. Students need to know a concept deeply in order to speak about it well.
- V. Oration is a means of signifying concepts and the relationship to reason.
- VI. Listening to others to develop empathy, understanding, and love of others. We serve a God who listens to us, and we imitate God when we seek to understand the heart and mind of others.

See: [further reading from St. Augustine’s \*On Christian Doctrine\* Book IV on rhetoric](#)

<b>Speaking and Listening: Kindergarten - 3<sup>rd</sup> Grade</b>				
Speaking and Listening Standards can be coded as identifier in left hand column below followed by grade. Speaking and Listening Standard 1 for 1st Grade would be coded SL.1.1 (Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class.)				
<b>AOD Guiding Principle</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>
I, VI	1. Participate in conversations with peers and adults about kindergarten topics and texts being studied in class. <ol style="list-style-type: none"> <li>a. listen to others and take turns speaking.</li> <li>b. continue a conversation through several exchanges.</li> <li>c. demonstrate respect for others’ and their opinions in discussion.</li> </ol>	1. Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class. <ol style="list-style-type: none"> <li>a. follow agreed-upon rules for discussion such as listening to others, speaking one at a time, and gaining the floor in respectful ways.</li> </ol>	1. Engage in group discussions on grade 2 topics and texts being studied in class. <ol style="list-style-type: none"> <li>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.</li> </ol>	1. Engage in group discussions on grade 3 topics and texts being studied in class. <ol style="list-style-type: none"> <li>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.</li> <li>b. stay on topic by linking their own</li> </ol>

**Speaking and Listening: Kindergarten - 3<sup>rd</sup> Grade**

Speaking and Listening Standards can be coded as identifier in left hand column below followed by grade. Speaking and Listening Standard 1 for 1st Grade would be coded SL.1.1 (Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class.)

		<ul style="list-style-type: none"> <li>b. respond to comments of others through multiple exchanges, including summarizing the other's thoughts.</li> <li>c. ask questions to clear up confusion about a topic.</li> <li>d. demonstrate respect for others' and their opinions in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>b. stay on topic by linking their own additions to the conversation to the previous remarks of others, including summarizing the other's thoughts.</li> <li>c. ask for clarification and further explanation as needed.</li> <li>d. extend their ideas and understanding in light of the discussion.</li> <li>e. demonstrate respect for others' opinions in discussion.</li> <li>f. demonstrate respect for others</li> </ul>	<ul style="list-style-type: none"> <li>additions to the conversation to the previous remarks of others, including summarizing the other's thoughts.</li> <li>c. ask for clarification and further explanation as needed.</li> <li>d. extend their ideas and understanding in light of the discussion.</li> <li>e. demonstrate respect for others' opinions in discussion.</li> <li>f. demonstrate respect for others</li> </ul>
IV, V	2. Confirm understanding of information presented orally or through media by asking and answering questions about the key details.	2. Confirm understanding of information presented orally or through media by restating key elements and asking and answering	2. Retell details or ideas presented orally.	2. Retell details of ideas presented orally.

### Speaking and Listening: Kindergarten - 3<sup>rd</sup> Grade

Speaking and Listening Standards can be coded as identifier in left hand column below followed by grade. Speaking and Listening Standard 1 for 1st Grade would be coded SL.1.1 (Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class.)

	a. retell stories with assistance.	questions about key tell. a. retell stories.		
IV, V	3. Ask questions to get information, seek help, or clarify something not understood.	3. Ask questions to get information, clarify something that is not understood, or gather additional information.	3. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.	3. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.
II, IV, V	4. Describe familiar people, places, things, and events, and with prompting and support, provide additional details.	4. Describe familiar people, places, things and events with relevant details, expressing ideas and feelings clearly.	4. Recount stories or experiences with appropriate facts and descriptive details.	4. Recount stories or experiences with appropriate facts and descriptive details.
I, II		5. Speak with appropriate tone, using complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.	5. Speak with appropriate tone, using 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. Speak with appropriate tone, using complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and pronoun antecedent agreement.

**Speaking and Listening: Kindergarten - 3<sup>rd</sup> Grade**

Speaking and Listening Standards can be coded as identifier in left hand column below followed by grade. Speaking and Listening Standard 1 for 1st Grade would be coded SL.1.1 (Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class.)

II, IV, V	6. Ask questions to get information , seek help, or clarify something not understood.	6. Ask questions to get information, clarify something that is not understood, or gather additional information.	6. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.	6. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.
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## **Guiding Principles for K-12 Speaking and Listening Standards**

- I. Language is a bridge for communication with one's fellow man for the betterment of all involved.
- II. People should grow in their ability to speak in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- III. Great rhetoric and oration can be best learned by imitating master orators, including those in Church history, scripture and history.
- IV. Students need to know a concept deeply in order to speak about it well.
- V. Oration is a means of signifying concepts and the relationship to reason.
- VI. Listening to others to develop empathy, understanding, and love of others. We serve a God who listens to us, and we imitate God when we seek to understand the heart and mind of others.

See: [further reading from St. Augustine's \*On Christian Doctrine\* Book IV on rhetoric](#)

## Speaking and Listening: 4<sup>th</sup> through 8<sup>th</sup> Grade

Speaking and Listening Standards can be coded as identifier in left hand column below followed by grade. Speaking and Listening Standard 1 for 4<sup>th</sup> Grade would be coded SL.1.4 (Read texts and actively listen during read aloud that reflect Catholic culture and worldview.)

AoD Guiding Principle	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
I, II, V, VI	<p>1. Initiate and engage in group discussions on grade 4 topics and texts being studied in class:</p> <p>a. follow the agreed-upon rules for discussion and carry out assigned roles in small-group discussions,</p> <p>b. pose relevant questions and link their own additions to the conversation to the previous remarks of others,</p> <p>c. extend their ideas and understanding in light of the discussions,</p>	<p>1. Initiate and engage in group discussions on grade 5 topics and texts being studied in class: a. come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic., b. respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers., c. ask questions to</p>	<p>1. Initiate and engage in group discussions on grade 6 topics and texts being studied in class: a. come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic., b. respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers., c. ask questions to clarify or follow up</p>	<p>1. Initiate and engage in group discussions on grade 7 topics and texts being studied in class:</p> <p>a. prepare for a discussion by completing reading or conducting research and explicitly draw on that material in discussions; b. advance the discussion by asking questions, responding precisely, and sharing factual knowledge and observations. ., c. take the ideas of others into account, and when warranted, modify their own views in light of the evidence presented.;</p> <p>e. demonstrate respect for the views of others, but judging new ideas in light of accuracy and</p>	<p>1. Initiate and engage in group discussions on grade 8 topics and texts being studied in class:</p> <p>a. prepare for a discussion by completing reading or conducting research and explicitly draw on that material in discussions; b. advance the discussion by asking questions, responding precisely, and sharing factual knowledge and observations. ., c. take the ideas of others into account, and when warranted, modify their own views in light of the evidence presented.;</p> <p>e. demonstrate respect for the views of others, but judging new ideas in light of accuracy and Catholic doctrine.</p>

	d. demonstrate respect views of others judging new ideas in light of Catholic doctrine.	clarify or follow up on ideas or information presented orally or through media., d. draw conclusions based on the ideas of others and incorporate them in their own thinking as appropriate., e. demonstrate respect for the views of others, but judging new ideas in light of accuracy and Catholic doctrine.	on ideas or information presented orally or through media., d. draw conclusions based on the ideas of others and incorporate them in their own thinking as appropriate., e. demonstrate respect for the views of others, but judging new ideas in light of accuracy and Catholic doctrine.	Catholic doctrine.	
IV, V	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.	2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.	2. Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to and understanding of a topic or issue under study.	2. Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodal

	3. Identify the claims and supporting evidence used by speaker or a presenter.	3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence	3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.	3. 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.	3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.
II, IV, V	4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
I, II	5. Speak with appropriate tone, command of the English language, using complete sentences when appropriate to task and situation to provide requested detail or clarification, or present ideas or	5. Speak with appropriate tone, command of the English language, using complete sentences when appropriate to task and situation to provide requested detail or clarification, or present ideas or	5. Speak with appropriate tone, command of the English language, using complete sentences when appropriate to task and situation to provide requested detail or clarification, or present ideas or	5. Speak with appropriate tone, command of the English language, using complete sentences when appropriate to task and situation to provide requested detail or clarification, or present ideas or information.	5. Speak with appropriate tone, command of the English language, using complete sentences when appropriate to task and situation to provide requested detail or clarification, or present ideas or information.

	information.	information.	information.		
III			6. Study masterful oration, from Church history, scripture, or history, to analyze why orators make particular choices for particular audiences, and imitate masterful style.	6. Study masterful oration, from Church history, scripture, or history, to analyze why orators make particular choices for particular audiences, and imitate masterful style.	6. Study masterful oration, from Church history, scripture, or history, to analyze why orators make particular choices for particular audiences, and imitate masterful style.

## Guiding Principles for K-12 Grammar Standards

- I. Language is a bridge for communication with one's fellow man for the betterment of all involved.
- II. Learning grammar, the system and structure of the English language, develops the mind to be able to accept truth and order. A study of grammar is training in the accepting that there is an ordering of the world, and that truth can be grasped.
- III. Knowing and using grammar allows us to use grammar as a means of signifying concepts and the relationship to reason.

<b>Grammar: Kindergarten - 2<sup>nd</sup> Grade</b> Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for Kindergarten would be coded G.K.1.a (Observe conventions of grammar and usage in writing and speaking. a. form regular plural nouns orally by adding /s/or/es/ (e.g., dog, dogs, fish, fishes) when speaking.)			
<b>AOD Guiding Principle</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
II	1. Observe conventions of grammar and usage in writing and speaking. <ol style="list-style-type: none"> <li>a. form regular plural nouns orally by adding /s/or/es/ (e.g., dog, dogs, fish, fishes) when speaking.</li> <li>b. form regular past tense verbs orally (e.g., played, walked)</li> <li>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.</li> <li>d. produce and expand complete sentences in shared language and writing activities.</li> <li>e. understand and use questions words (e.g., who, what, where, when, why and how) in discussions.</li> </ol>	1. Observe conventions of grammar and usage in writing and speaking. <ol style="list-style-type: none"> <li>a. print all upper - and lowercase letters.</li> <li>b. use singular and plural nouns with matching verbs in simple sentences (e.g., He hops, we hop).</li> <li>c. use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my, they, them, their).</li> <li>d. 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).</li> <li>e. understand and use frequently occurring prepositions in English (e.g., during, beyond, toward).</li> <li>f. produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts and questions.</li> <li>g. understand that, minimally, every sentence must be about something (subject) and tell something (predicate) about its subject.</li> </ol>	1. Observe conventions of grammar and usage in writing and speaking. <ol style="list-style-type: none"> <li>a. form common irregular plural nouns (e.g., feet, children, teeth)</li> <li>b. form the past tense of common irregular verbs (e.g., sat, hid, and told).</li> <li>c. produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.</li> <li>d. produce and expand complete sentences to provide requested detail or clarification.</li> </ol>

**Grammar: Kindergarten - 2<sup>nd</sup> Grade**

Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for Kindergarten would be coded G.K.1.a (Observe conventions of grammar and usage in writing and speaking. a. form regular plural nouns orally by adding /s/or/es/ (e.g., dog, dogs, fish, fishes) when speaking.)

<p>I, III</p>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. capitalize the first word in a sentence and the pronoun I.</li> <li>b. name and identify end punctuation, including periods, questions marks, and exclamation points.</li> <li>c. spell simple words phonetically using knowledge of sound-letter relationships.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. capitalize names, places and dates.</li> <li>b. use end punctuation for sentences, including periods, questions marks, and exclamation points.</li> <li>c. use commas in dates and to separate single words in a series.</li> <li>d. use conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>e. use phonetic spelling for untaught words, drawing on phonemic awareness and spelling conventions.</li> <li>f. form new words through addition, deletion and substitution of sound and letters (e.g. an–man–mat–mast–must–rust–crust).</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. capitalize holidays, product names, geographic names, and important words in a title.</li> <li>b. use commas in greetings and closing letters.</li> <li>c. use apostrophes to form contractions and common possessives.</li> <li>d. generalize learned spelling patterns when writing words (e.g., cage–badge, boy–boil).</li> <li>e. consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> <li>f. identify use of quotation marks in dialogue.</li> </ul>
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## Guiding Principles for K-12 Grammar Standards

- I. Language is a bridge for communication with one’s fellow man for the betterment of all involved.
- II. Learning grammar, the system and structure of the English language, develops the mind to be able to accept truth and order. A study of grammar is training in the accepting that there is an ordering of the world, and that truth can be grasped.
- III. Knowing and using grammar allows us to use grammar as a means of signifying concepts and the relationship to reason.

Grammar: 3 <sup>rd</sup> Grade - 5 <sup>th</sup> Grade			
Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for 3 <sup>rd</sup> grade would be coded G.3.1.a (Observe conventions of grammar and usage in writing and speaking. a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.)			
AOD Guiding Principle	Third Grade	Fourth Grade	Fifth Grade
I, II, III	<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ol style="list-style-type: none"> <li>a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.</li> <li>b. identify and use singular and plural nouns, common and proper nouns, and personal pronouns.</li> <li>c. form and use the simple (e.g. I walked, I walk, I will walk) verb tense.</li> <li>d. ensure subject-verb and pronoun antecedent agreement.</li> <li>e. differentiate and produce</li> </ol>	<p>1. Observe conventions of grammar and usage in writing and speaking.</p> <ol style="list-style-type: none"> <li>a. form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb aspects.</li> <li>b. form and use adjectives and adverbs (including comparative and superlative forms) placing appropriately within sentences.</li> <li>c. produce complete sentences, avoiding rhetorically poor fragments and run-ons.</li> <li>d. correctly use frequently confused words (e.g., to, too, two, there, their).</li> <li>e. use and punctuate declarative, interrogative, exclamatory and imperative sentences.</li> <li>f. differentiate between and write simple and compound sentences.</li> </ol>	<p>1. Observe conventions of grammar and usage.</p> <ol style="list-style-type: none"> <li>a. form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb aspects.</li> <li>b. recognize and correct inappropriate shifts in verb tense and aspect.</li> <li>c. use and punctuate declarative, interrogative, exclamatory, and imperative sentences.</li> <li>d. identify and use the following parts of speech: singular and plural nouns, common and proper nouns.</li> <li>e. identify the person, case, gender, and number of nouns.</li> </ol>

	<p>simple, compound, and complex sentences.</p> <p>f. identify complete subject and complete predicate in a sentence.</p> <p>g. identify compound subjects and compound predicates.</p> <p>h. identify the four types of sentences (declarative, interrogative, exclamatory and imperative).</p>	<p>g. identify and use the following parts of speech: singular and plural nouns, common and proper nouns, personal pronouns, possessive pronouns.</p> <p>h. identify the person, case, gender, and number of nouns.</p> <p>i. identify and use interrogative pronouns (who, whom, what, which).</p> <p>j. identify, define and use adjectives.</p> <p>k. identify and use the appropriate tense of regular verbs.</p> <p>l. identify and use linking/state of being verbs.</p> <p>m. identify and use irregular verbs.</p> <p>n. identify and use prepositions.</p>	<p>f. use possessive pronouns and personal pronouns.</p> <p>g. identify and use interrogative pronouns (who, whom, what, which).</p> <p>h. identify demonstrative pronouns (this, that, these and those) and indefinite pronouns (e.g. most, some, all, everybody).</p> <p>i. identify, define and use adjectives.</p> <p>j. identify and use appropriate tense of regular verbs.</p> <p>k. identify and use linking/state of being verbs, auxiliary / helping verbs, irregular verbs, transitive and intransitive verbs.</p> <p>l. identify and use preposition.</p> <p>m. identify and use objects of prepositions.</p> <p>n. identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).</p>
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## Guiding Principles for K-12 Grammar Standards

- I. Language is a bridge for communication with one's fellow man for the betterment of all involved.
- II. Learning grammar, the system and structure of the English language, develops the mind to be able to accept truth and order. A study of grammar is training in the accepting that there is an ordering of the world, and that truth can be grasped.
- III. Knowing and using grammar allows us to use grammar as a means of signifying concepts and the relationship to reason.

<b>Grammar: 6<sup>th</sup> Grade - 8<sup>th</sup> Grade</b>			
Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for 3 <sup>rd</sup> grade would be coded G.3.1.a (Observe conventions of grammar and usage in writing and speaking. a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.)			
<b>AOD Guiding Principle</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
I, II, III	<ol style="list-style-type: none"> <li>1. Observe conventions of grammar usage.               <ol style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjunctive, objective, possessive).</li> <li>b. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>c. Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents).</li> <li>d. Identify and use relative pronouns, intensive/reflexive pronouns, demonstrative pronouns, possessive pronouns and indefinite pronouns. Identify the antecedent of the pronoun. Demonstrate agreement of antecedent with pronoun.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Observe conventions of grammar usage.               <ol style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</li> <li>d. Demonstrate understanding of and use of predicate nominative and predicate adjective (aka predicate</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Observe conventions of grammar usage.               <ol style="list-style-type: none"> <li>a. Form and use verbs in the active and passive voice.</li> <li>b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</li> <li>c. Use verb phrases.</li> <li>d. Use and differentiate between clauses and phrases.</li> <li>e. Identify and use verbal's (gerunds, participles, and infinitives).</li> <li>f. Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>g. Demonstrate understanding of and</li> </ol> </li> </ol>

**Grammar: 6<sup>th</sup> Grade - 8<sup>th</sup> Grade**

Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for 3<sup>rd</sup> grade would be coded G.3.1.a (Observe conventions of grammar and usage in writing and speaking. a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.)

	<ul style="list-style-type: none"> <li>e. Identify direct and indirect objects.</li> <li>f. Identify the use of words in the possessive case, nominative case and the objective case.</li> <li>g. Identify the use of nouns of direct address and appositives.</li> <li>h. Identify and use concrete and abstract nouns.</li> <li>i. Demonstrate understanding of and use predicate nominative and predicate adjective. (aka predicate nouns or subject complements)</li> <li>j. Identify nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.</li> <li>k. Identify and define the functions of the parts of speech including, adverbs, adjectives, interjections and conjunctions.</li> </ul>	<p>nouns and subject complements).</p> <ul style="list-style-type: none"> <li>e. Identify nouns with particular emphasis on concrete, abstract, and collective nouns as parts of speech.</li> <li>f. Use relative pronouns.</li> <li>g. Identify and use intensive / reflexive pronouns and possessive pronouns. Identify the antecedent of the pronoun. Demonstrate agreement of antecedent with pronoun.</li> <li>h. Identify and use verb phrases.</li> <li>i. Identify and use verbals (gerunds, participles, and infinitives).</li> <li>j. Use words in the possessive case, the nominative case and the objective case.</li> <li>k. Identify and use direct and indirect objects.</li> <li>l. Use nouns of direct address and appositives.</li> <li>m. Identify, use and differentiate between phrases and clauses.</li> <li>n. Identify and define the functions of the parts of</li> </ul>	<p>use predicate nominative and predicate adjective.</p> <ul style="list-style-type: none"> <li>h. Use nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.</li> <li>i. Use relative pronouns. Use intensive/reflexive pronouns, demonstrative pronouns, possessive pronouns and indefinite pronouns.</li> <li>j. Demonstrate agreement of antecedent with pronoun.</li> <li>k. Use words in the possessive case, the nominative case and the objective case.</li> <li>l. Use nouns of direct address and appositives.</li> <li>m. Identify and define the functions of the parts of speech including, adverbs, adjectives, interjections and conjunctions.</li> </ul>
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**Grammar: 6<sup>th</sup> Grade - 8<sup>th</sup> Grade**

Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for 3<sup>rd</sup> grade would be coded G.3.1.a (Observe conventions of grammar and usage in writing and speaking. a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.)

		speech including, adverbs, adjectives, interjections and conjunctions.	
	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. Use commas correctly</li> <li>b. Use dashes, ellipses, brackets, and parentheses to set off nonrestrictive /parenthetical elements.</li> <li>c. Apply conventions of punctuation.</li> <li>d. Spell correctly</li> </ul>	<p>2. Observe conventions of capitalization, punctuation and spelling.</p> <ul style="list-style-type: none"> <li>a. Use comma before a coordinating conjunction in a compound sentence.</li> <li>b. Use dashes, ellipses, brackets, and parentheses correctly.</li> <li>c. Spell correctly.</li> </ul>	<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old (,) green shirt).</li> <li>b. Use commas, ellipses, or a dash to indicate a pause or break.</li> <li>c. Spell correctly.</li> </ul>
	<p>3. Produce legible written work applying the standards of correct cursive writing</p>	<p>3. Produce legible written work applying the standards of correct cursive writing.</p>	<p>3. Produce legible written work applying the standards of correct cursive writing.</p>
	<p>4. Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest and style.</li> <li>b. Demonstrate the use of concrete, abstract, and collective nouns in original compositions</li> </ul>	<p>4. Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.</li> <li>b. Demonstrate the use of concrete, abstract, and collective nouns in original compositions.</li> </ul>	<p>4. Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. Use verbs in active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.)</li> <li>b. Demonstrate the use of concrete, abstract, and</li> </ul>

**Grammar: 6<sup>th</sup> Grade - 8<sup>th</sup> Grade**

Grammar Standards can be coded as G followed by grade. Grammar Standard 1.a for 3<sup>rd</sup> grade would be coded G.3.1.a (Observe conventions of grammar and usage in writing and speaking. a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.)

			collective nouns in original compositions.
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## Guiding Principles for Grades 3-12 Vocabulary Standards

- I. Language is a bridge for communication with one's fellow man for the betterment of all involved.
- II. Vocabulary is best taught within quality, rich reading, but vocabulary should be taught explicitly.

Vocabulary: 3 <sup>rd</sup> - 5 <sup>th</sup> Grade			
Vocabulary Standards can be coded as V followed by grade. Vocabulary Standard 1 for 3 <sup>rd</sup> grade would be coded V.3.1 (Determine word meaning based on grade 3 reading).			
AOD Guiding Principle	Third Grade	Fourth Grade	Fifth Grade
II	<ol style="list-style-type: none"> <li>1. Determine word meaning (based on grade 3 reading).               <ol style="list-style-type: none"> <li>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.</li> <li>b. Use unknown root word as a clue to the meaning of an unknown word with the same root (e.g., company / companion).</li> <li>c. Begin study of Latin and Greek root words.</li> <li>d. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, heat/preheat).</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Determine word meanings (based on grade four reading).               <ol style="list-style-type: none"> <li>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.</li> <li>b. Continue study of Latin and Greek root words.</li> <li>c. Use known root word as a clue to the meaning of an unknown word with</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Determine word meanings (based on grade five reading).               <ol style="list-style-type: none"> <li>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.</li> <li>b. Continue study of Latin and Greek root words.</li> <li>c. Use a known word as a clue to meaning of an unknown word with the same root (photograph, photosynthesis).</li> </ol> </li> </ol>

	<p>e. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).</p>	<p>the same root (e.g., telegraph, photograph, autograph).</p> <p>d. Explain the meaning of simple similes and metaphors (e.g. pretty as a picture).</p> <p>e. Paraphrase common idioms, adages, and proverbs.</p>	<p>d. Interpret figurative language, including similes and metaphors.</p> <p>e. Explain the meaning of common idioms, adages, and proverbs.</p>
II	<p>2. Understand word relationships.</p> <p>a. Build real-life connections between words and their use. (e.g., describe people that are helpful or friendly)</p> <p>b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspect, heard, wondered).</p>	<p>2. Understand word relationships.</p> <p>a. Build real-life connections between words and their various uses and meanings.</p> <p>b. Define relationships between words (e.g., how ask is like and unlike demand).</p> <p>c. Distinguish a word from other words with similar but not identical meanings (synonyms).</p>	<p>2. Understand word relationships.</p> <p>a. Build real-life connections between words and their various uses and meanings.</p> <p>b. Define relationships between words (e.g., how smirk is like and unlike smile).</p> <p>c. Distinguish a word from other words with similar but not identical meanings. (synonyms)</p>
I	<p>3. 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>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>

## **Guiding Principles for Grades 3-12 Vocabulary Standards**

- I. Language is a bridge for communication with one's fellow man for the betterment of all involved.
- II. Vocabulary is best taught within quality, rich reading, but vocabulary should be taught explicitly.

### **Vocabulary: 6th-8th Grade**

Vocabulary Standards can be coded as V followed by grade. Vocabulary Standard 1 for 6<sup>th</sup> grade would be coded V.3.1 (Determine word meaning based on grade 6 reading).

<b>AOD Guiding Principle</b>	Sixth Grade	Seventh Grade	Eighth Grade
II	<p>1. Determine word meaning (based on grade 6 reading).</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use unknown root word as a clue to the meaning of an unknown word with the same root (e.g., audience, auditory, audible).</li> <li>c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in</li> </ol>	<p>1. Determine word meanings (based on grade 7 reading).</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use known root word as a clue to the meaning of an unknown word with the same root (e.g., belligerent, bellicose, rebel).</li> <li>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).</li> </ol>	<p>1. Determine word meanings (based on grade 8 reading).</p> <ol style="list-style-type: none"> <li>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use if 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.</li> <li>b. Use a known word as a clue to meaning of an unknown word with the same root (precede, recede, secede).</li> <li>c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in</li> </ol>

	<p>context or looking up a word in the dictionary).</p> <p>d. Interpret various figures of speech (e.g., personification) relevant to particular texts.</p>	<p>d. Interpret various figures of speech (e.g., allegory) relevant to particular texts.</p>	<p>context or looking up a word in the dictionary).</p> <p>d. Interpret various figures of speech (e.g., verbal irony, puns) relevant to particular texts.</p>
II	<p>2. Understand word relationships.</p> <p>a. Trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.</p> <p>b. Distinguish a word from other words with similar denotations but different connotations.</p>	<p>2. Understand word relationships.</p> <p>a. Trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.</p> <p>b. Distinguish a word from other words with similar denotations but different connotations.</p>	<p>2. Understand word relationships.</p> <p>a. Trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.</p> <p>b. Distinguish a word from other words with similar denotations but different connotations.</p>
I	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>	<p>3. Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.</p>

## **K-12<sup>th</sup> Recommended Literature Text List**

In Archdiocese of Denver Catholic Schools, we believe that the quality of texts students read in our schools have profound impact on their formation as disciples of Jesus Christ: people fully alive, with attuned moral and sacramental imaginations, who see the world with an integrated Catholic worldview. We also believe there are key texts that Catholics should read—a canon of Catholic cultural literature.

In the younger grades, quality literature gives children a chance to develop moral imaginations, through depictions of good versus evil, right versus wrong, heroes and villains. The younger grades also offer a chance to be in awe and wonder of the created world, and imaginary worlds. The Ten Commandments and a study of morality can tell us what is right and wrong, but literature can help us understand morality through the manner and style of moral, or immoral, choices.

Great books ought to help develop virtue in our students, by including characters worthy of imitation. Beautiful texts form the imagination, give students a chance to reflect on the human condition and God’s movements in it, and an opportunity to place themselves in awe of the art and beauty of the written word. Stories move the heart toward the good and the beautiful.

Quality literature is a wonderful way to invite students into the story of history, and tell history as the story of humanity through lived-experiences of real people, through a carefully planned sequence of chronological texts aligned to a chronological study of history can deepen student understanding of history. In all grades, history and literature should be closely planned to be sequential and integrated. Truths are encountered through human experience, in an incarnational way.

The following list includes some of the texts that work well to meet some of, or all of, the aforementioned aims of studying literature in Catholic schools. This list cannot possibly be exhaustive as there are so many beautiful pieces of literature written, and so the Office of Catholic Schools is happy to hear more recommendations and rationale for particular texts that educators think should be added to this list. The list does not include non-fiction literary pieces that are worthwhile of study including primary documents, as well as biographies, autobiographies, historical accounts, etc.

Archdiocese of Denver Catholic Schools are asked to incorporate at least four texts per grade level in grades kindergarten through 2<sup>nd</sup> grade, 2 texts per grade level in grades 3-5<sup>th</sup> grade, and at least one text per grade level in grades 6-12<sup>th</sup> grade from the following list in the 2020/21 school year. Then, at least 10 texts per grade level in grades kindergarten through 2<sup>nd</sup> grade, 5 texts per grade level in grades 3-5<sup>th</sup> grade, and at least three texts per grade level from the following list in the 2021/22 school year and subsequent years following.

Grade Level	General Literature Texts with Title and Author	Texts to be Used to Support Christian Anthropology strand in Catechesis (more information on using these to teach Christian Anthropology can be found in the Ruah Woods curriculum)
<b>K - 2nd</b>	<p>Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <p><b>Fables, Fairy Tales, Tales, Myths</b></p> <ul style="list-style-type: none"> <li>- Aesop's Fables, Robert L'Estrange</li> <li>- Fables, Arnold Lobel</li> <li>- Fairy Tales by Hans Christian Anderson, retold by Val Biro</li> <li>- Greek Myths for Young Children, Heather Amery</li> <li>- Grimm's Fairy Tales (edited for younger children)</li> <li>- The Kitchen Knight: A Tale of King Arthur, Margaret Hodges</li> <li>- The Lion and the Mouse, Jerry Pinkney</li> <li>- The Three Billy Goats Gruff, Jerry Pinkney</li> <li>- The Tortoise and the Hare, Jerry Pinkney</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li>- Child's Garden of Verses, Robert Louis Stevenson</li> <li>- Child's Treasury of Poems, Mark Daniel</li> </ul> <p><b>Stories of the Saints</b></p> <ul style="list-style-type: none"> <li>- <i>Catholic Saints for Children</i>, Anne-Sophie de Bouetiez</li> <li>- <i>Cloud of Witnesses: A Child's First Book of Saints</i>, Katie Warner</li> <li>- <i>Hildegard of Bingen</i>, Demi</li> <li>- <i>Lolek: The Boy Who Became Pope John Paul II</i>, Mary Hramiec Hoffman</li> <li>- <i>Mary, the Mother of Jesus</i>, Tomie dePaola</li> <li>- <i>Saints for Young Readers for Every Day</i>, Susan Helen Wallace</li> <li>- <i>Saints Tell Their Stories</i>, Patricia Mitchell</li> <li>- <i>St. Bernadette and the Miracle of Lourdes</i>, Demi</li> <li>- <i>St. Francis of Assisi</i>, Demi</li> <li>- <i>St. Francis of Assisi</i>, Tomie dePaola</li> <li>- <i>St. George and the Dragon</i>, Margaret Hodges</li> </ul>	<ul style="list-style-type: none"> <li>- A Beautiful Moon, Tonya Boldren*</li> <li>- A Chair for My Mother, Vera B. Williams*</li> <li>- A Nest is Noisy, Dianna Hutts Aston *</li> <li>- A Pair of Red Clogs, Masako Matsuno*</li> <li>- A Tree is Nice, Janice Udry *</li> <li>- All Things Bright and Beautiful, Cecil Frances Alexander*</li> <li>- Animalia, Graeme Base*</li> <li>- Are You My Mother, PD Eastman*</li> <li>- Bear Has a Story to Tell, Philip C. Stead *</li> <li>- Birds, Brian Wildsmith *</li> <li>- Clare and Francis, Guido Visconti*</li> <li>- Crowdad Creek, Scott Russell Sanders*</li> <li>- Each Kindness, Jacqueline Woodson*</li> <li>- Egg in the Hole, Richard Scarry*</li> <li>- Enemy Pie, Derek Munson*</li> <li>- Erandi's Braids, Antonio Hernandez Madrigal*</li> <li>- Every Time I Climb a Tree, David McCord*</li> <li>- Father and Son, Denize' Laurture*</li> <li>- Flower Garden, Eve Bunting *</li> <li>- Four Feet, Two Sandals, Karen Lynn Williams and Khadra Mohammed*</li> <li>- From Seed to Plant, Gail Gibbons*</li> <li>- Have You Seen My Duckling, Nancy Tafuri *</li> <li>- How a Seed Grows, Helene Jordan *</li> <li>- I Like Winter, Lois Lenski*</li> <li>- Isabella's Garden, Glenda Millard*</li> <li>- Johnny Appleseed, Reeve Lindbergh*</li> <li>- Let the Whole Earth Sing Praise, Tomie DePaola*</li> <li>- Look and Be Grateful, Tomie DePaola*</li> <li>- Love Songs of the Little Bear, Margaret Wise Brown*</li> <li>- Make Way for Ducklings, Robert McCloskey*</li> </ul>

<b>Grade Level</b>	<b>General Literature Texts with Title and Author</b>	<b>Texts to be Used to Support Christian Anthropology strand in Catechesis</b> (more information on using these to teach Christian Anthropology can be found in the Ruah Woods curriculum)
	<ul style="list-style-type: none"> <li>- St. Joan of Arc, Demi</li> <li>- The Boy Who Became Pope, Fabiola Garza</li> <li>- The Clown of God, Tomie dePaola</li> <li>- The Holy Twins: Benedict and Scholastica, Tomie dePaola</li> <li>- The Lady of Guadalupe, Tomie dePaola</li> </ul> <p><b>Faith Formation/Spiritual Formation/Prayer</b></p> <ul style="list-style-type: none"> <li>- A Life of Our Lord for Children, Marigold Hunt</li> <li>- Brother Giovanni’s Little Reward, Anna Egan Smucker</li> <li>- Children’s Treasury of Virtues, William Bennett</li> <li>- I Went to Mass: What Did I See? Katie Warner</li> <li>- Into the Sea, Out of the Tomb: Jesus and Jonah, Maura Roan McKeegan</li> <li>- Psalm 23, Tim Ladwig</li> <li>- <i>Take It to the Queen: A Tale of Hope</i>, Josephine Nobisso</li> <li>- The Creation, James Weldon Johnson</li> <li>- The Giant King, Kathleen T. Pelley</li> <li>- The Monks’ Daily Bread, Sylvia Dorham</li> <li>- The Princess and the Kiss, Jennie Bishop</li> <li>- The Squire and the Scroll, Jennie Bishop</li> <li>- <i>The Weight of a Mass: A Tale of Faith</i>, Josephine Nobisso</li> <li>- When Daddy Prays, Nikki Grimes</li> </ul> <p><b>Seasons</b> (the Ruah Woods text list includes many on the seasons)</p> <ul style="list-style-type: none"> <li>- The Mitten, Jan Brett</li> <li>- The Snowy Day, Ezra Jack Keats</li> </ul> <p><b>Human Dignity</b></p> <ul style="list-style-type: none"> <li>- Angel in the Waters, Regina Doman</li> <li>- Hair Like Mine, LaTashia M. Perry</li> <li>- Skin Like Mine, LaTashia M. Perry</li> </ul> <p><b>Christmas</b></p>	<ul style="list-style-type: none"> <li>- Mama, Is it Summer Yet? Nikki McClure*</li> <li>- Marta and the Manger Straw: A Christmas Tradition from Poland, Virginia Kroll*</li> <li>- Meeting Trees, Scott Russell Sanders*</li> <li>- Miss Rumphius, Barbara Cooney*</li> <li>- More Than Anything Else, Marie Bradby *</li> <li>- One Hen, Katie Smith Milway *</li> <li>- Outside Your Window, Nicola Davies *</li> <li>- Rechenka’s Eggs, Patricia Polacco *</li> <li>- Saint Francis, Brian Wildsmith *</li> <li>- Saint Valentine, Robert Sabuda *</li> <li>- Silly Little Goose, Nancy Tafuri *</li> <li>- Sing to the Stars, Mary Brigid Barrett *</li> <li>- Sky Tree, Thomas Locker *</li> <li>- Snow, Uri Shulevitz *</li> <li>- Snowflake Bentley, Jacqueline Briggs Martin *</li> <li>- Somebody Loves You, Mr. Hatch, Eileen Spinelli *</li> <li>- Song of the Stars: A Christmas Story, Sally Lloyd-Jones *</li> <li>- Stephen’s Feast, Jean Richardson *</li> <li>- Summer Is..., Charlotte Zolotow *</li> <li>- Thank You, Dear God, Helen Haidle *</li> <li>- The Best Nest, PD Eastman *</li> <li>- The Big Snow, Berta and Elmer Hader</li> <li>- The Boy Who Wanted to Cook, Gloria Whelen *</li> <li>- The Carrot Seed, Ruth Krauss *</li> <li>- The Curious Garden, Peter Brown *</li> <li>- The Dead Bird, Margaret Wise Brown *</li> <li>- The Elves and the Shoemaker, Paul Galdone *</li> <li>- The Empty Pot, Demi *</li> <li>- The Friendly Beasts: An Old English Christmas Carol, Tomie dePaola *</li> <li>- The Golden Egg Book, Margaret Wise Brown *</li> </ul>

<b>Grade Level</b>	<b>General Literature Texts with Title and Author</b>	<b>Texts to be Used to Support Christian Anthropology strand in Catechesis</b> (more information on using these to teach Christian Anthropology can be found in the Ruah Woods curriculum)
	<ul style="list-style-type: none"> <li>- Manger, Lee Bennett Hopkins</li> <li>- The Donkey's Dream, Barbara Berger</li> <li>- The Nativity, Ruth Sanderson</li> </ul> <p><b>Animals</b> (the Ruah Woods text list includes many on the life of animals)</p> <ul style="list-style-type: none"> <li>- Brother Hugo and the Bear, Katy Beebe</li> <li>- Days on the Farm, Kim Lewis</li> <li>- How Groundhog's Garden Grew, Lynne Cherry</li> <li>- Little Donkey Close Your Eyes, Margaret Wise Brown</li> </ul> <p><b>Family</b> (the Ruah Woods text list includes many on the family)</p> <ul style="list-style-type: none"> <li>- Chicken Sunday, Patricia Polacco</li> <li>- Home Sweet Home, Jean Marzollo</li> <li>- So Much!, Trish Cooke</li> <li>- This Quiet Lady, Charlotte Zolotow</li> </ul> <p><b>Music/Arts</b></p> <ul style="list-style-type: none"> <li>- The Musical Life of Gustav Mole, Kathryn Meyrick</li> <li>- The Story Orchestra: Four Seasons in One Day, Jessica Courtney-Tickle</li> <li>- The Story Orchestra: Swan Lake, Jessica Courtney-Tickle</li> <li>- The Story Orchestra: The Sleeping Beauty, Jessica Courtney-Tickle</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>- Peter's Old House, Elsa Beskow</li> <li>- Peter in Blueberry Land, Elsa Beskow</li> <li>- Miss Rumphius, Barbara Cooney</li> <li>- Rechenka's Eggs, Patricia Polacco</li> <li>- The Hundred Dresses, Eleanor Estes</li> <li>- The Selfish Giant, Oscar Wilde</li> <li>- The Woman and the Wheat, Jane G. Meyer</li> <li>- Farmer Boy, Laura Ingalls Wilder</li> </ul>	<ul style="list-style-type: none"> <li>- The Ink Garden of Brother Theophane, CM Millen *</li> <li>- The King at the Door, Brock Cole *</li> <li>- The Legend of the Persian Carpet, Tomie dePaola *</li> <li>- The Little Island, Margaret Wise Brown *</li> <li>- The Rag Coat, Lauren Milla *</li> <li>- The Rainbow Fish, Marcus Pfister *</li> <li>- The Rooster's Gift, Pam Conrad *</li> <li>- The Tiny Seed, Eric Carle *</li> <li>- This Quiet Lady, Charlotte Zolotow *</li> <li>- Two Bad Ants, Chris van Allsburg *</li> <li>- Water Can Be, Laura Purdie Salas *</li> <li>- What Makes a Bird a Bird?, May Garelick *</li> <li>- When Spring Comes, Kevin Henkes *</li> <li>- When the Wind Stops, Charlotte Zolotow *</li> <li>- You Were Loved Before You Were Born, Eve Bunting *</li> </ul>

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	<ul style="list-style-type: none"> <li>- Little House in the Big Woods, Laura Ingalls Wilder</li> <li>- Now One Foot, Now the Other, Tomie dePaola</li> <li>- Quiet, Tomie dePaola</li> <li>- Winnie the Pooh, AA Milne</li> <li>- Peter Rabbit, Beatrix Potter</li> </ul>	
<b>3<sup>rd</sup> - 5<sup>th</sup></b>	<p>Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <ul style="list-style-type: none"> <li>- Always With You, Ruth Vander Zee</li> <li>- Anne of Green Gables, Lucy Maude Montgomery</li> <li>- Arabian Nights, Andrew Lang</li> <li>- Ben and the Emancipation Proclamation, Pat Sherman</li> <li>- By the Great Horn Spoon, Sid Fleischman</li> <li>- Charlotte’s Web, EB White</li> <li>- Guns for General Washington, Seymour Reit</li> <li>- Heidi, Johanna Spyri</li> <li>- Homer Price, Robert McCloskey</li> <li>- I Lay My Stitches Down, Cynthia Grady</li> <li>- Island of the Blue Dolphins, Scott O’Dell</li> <li>- <i>King of the Golden City, Mother Mary Loyola (First Communion sacramental prep)</i></li> <li>- Little House on the Prairie, Laura Ingalls Wilder</li> <li>- Little Women, Louisa May Alcott</li> <li>- On the Banks of Plum Creek, Laura Ingalls Wilder</li> <li>- <i>Prince Caspian, C.S. Lewis</i></li> <li>- Redwall (series), Brian Jacques</li> <li>- Riding the Pony Express, Clyde Robert Bulla</li> <li>- <i>St. Pius X: The Farm Boy Who Became Pope</i></li> <li>- <i>St. Thomas Aquinas, Raissa Maritain</i></li> <li>- Story of a Bad Boy, Thomas Bailey Aldrich</li> <li>- Stuart Little, EB White</li> <li>- Tanglewood Tales, Nathaniel Hawthorne</li> <li>- The Amazing Age of John Roy Lynch, Chris Barton</li> </ul>	<ul style="list-style-type: none"> <li>- ‘Twas the Night Before Christmas, illustrated by Matt Tavaras</li> <li>- A Boy Named Giotto, Paolo Guarnieri *</li> <li>- Adventures of Pinocchio, Carlo Collodi *</li> <li>- An Orange for Frankie, Patricia Polacco *</li> <li>- Beauty and the Beast, Jan Brett *</li> <li>- Boxes for Katje, Candice Fleming *</li> <li>- D’Aulaires’ Book of Greek Myths, Ingri and Edgar Parin D’Aulaire *</li> <li>- Gilgamesh the King, Ludmila Zeman</li> <li>- Juan Verdades: The Man Who Couldn’t Tell a Lie, Daniel Fiedler</li> <li>- King Midas and the Golden Touch, Charlotte Craft</li> <li>- Lassie Come Home, Rosemary Wells *</li> <li>- Mother Teresa, Demi</li> <li>- Mr. Popper’s Penguins, Richard and Florence Atwater</li> <li>- Once Upon a Dinkelsbühl, Patricia Lee Gauch</li> <li>- Shep: Our Most Loyal Dog, Sneed B. Collard III</li> <li>- Small Wonders: Jean-Henri Fabre &amp; His World of Insects, Matthew Clark Smith</li> <li>- Sootface: An Ojibwa Cinderella Story, by Robert D. San Souci</li> <li>- Stars Above Us, Geoffrey Norman</li> <li>- The Bears on Hemlock Mountain, Alice Dagleish</li> <li>- The Blue Fairy Book, Andrew Lang</li> <li>- The Father Brown Reader, Nancy Carpentier Brown</li> <li>- The Gift of Driscoll Lipscomb, Sara Yamaka</li> </ul>

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	<ul style="list-style-type: none"> <li>- The Beatitudes: From Slavery to Civil Rights, Carole Boston Weatherford</li> <li>- <i>The Children's Homer: The Adventures of Odysseus and the Tale of Troy</i>, Padraic Colum</li> <li>- The Courage of Sarah Noble, Alice Dalgliesh</li> <li>- The Cricket in Times Square, George Selden</li> <li>- The Golden Fleece and the Heroes who Lived Before Achilles, Padraic Colum</li> <li>- The Green Ember Series, S.D. Smith</li> <li>- <i>The Hobbit</i>, J.R.R. Tolkien</li> <li>- <i>The Horse and His Boy</i>, CS Lewis</li> <li>- The King of Ireland's Son, Padraic Colum</li> <li>- <i>The Last Battle</i>, CS Lewis</li> <li>- <i>The Lion, the Witch, and the Wardrobe</i>, CS Lewis</li> <li>- The Little Prince, Antoine de Saint-Exupery</li> <li>- <i>The Lives of the Saints (20 story books)</i>, Mary Fabyan Wyndeatt</li> <li>- <i>The Magician's Nephew</i>, CS Lewis</li> <li>- The Pied Piper of Hamelin, Robert Browning</li> <li>- The Right Word, Jen Bryant</li> <li>- The Secret Garden, Frances Hodgson Burnett</li> <li>- <i>The Silver Chair</i>, CS Lewis</li> <li>- The Thornbush, Michael Laughlin</li> <li>- The Trumpet of the Swan, EB White</li> <li>- <i>The Voyage of the Dawn Treader</i>, C. S. Lewis</li> <li>- <i>The Weight of a Mass: A Tale of Faith</i>, Josephine Nobisso</li> <li>- Where the Red Fern Grows, Wilson Rawls</li> </ul>	<ul style="list-style-type: none"> <li>- The Gift of the Magi, O. Henry</li> <li>- The Green Ember (series), S. D. Smith</li> <li>- The Hundred Dresses, Eleanor Estes</li> <li>- The King's Equal, Katherine Paterson</li> <li>- The Making of a Knight: How Sir James Earned His Armor, Patrick O'Brien</li> <li>- The Moffats, Eleanor Estes</li> <li>- The Mysterious Benedict Society, Trenton Lee Stewart</li> <li>- The Quiltmaker's Journey, Jeff Brumbeau</li> <li>- The Snow Queen, Amy Ehrlich</li> <li>- The Talking Eggs, Robert D. San Souci</li> <li>- The Yellow Star: The Legend of King Christian X of Denmark, Jan Brett</li> <li>- Time of Wonder, Robert McCloskey</li> <li>- Tracks in the Wild, Betsy Brown</li> <li>- When I was Young in the Mountains, Cynthia Ryland</li> <li>- Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema</li> <li>- Yellow and Pink, William Steig</li> </ul>

Grade Level	General Literature Texts with Title and Author
6 <sup>th</sup> -8 <sup>th</sup>	<p data-bbox="264 1287 1638 1320">Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <ul style="list-style-type: none"> <li>- 20,000 Leagues Under the Sea, Jules Verne</li> </ul>

- A Christmas Carol, Charles Dickens
- A Little Princess, Frances Hodgson Burnett
- A Wrinkle in Time, Madeleine L'Engle
- Adam of the Road, Elizabeth Janet Gray
- Alice in Wonderland, Lewis Carroll
- Around the World in 80 Days, Jules Verne
- *Augustine Came to Kent, Barbara Willard*
- *Beorn the Proud, Madeleine Pollard*
- Beowulf the Warrior, Ian Serraillier
- Bridge to Terabithia, Katherine Paterson
- Calico Captive, Elizabeth George Speare
- Call of the Wild, Jack London
- Captains Courageous, Rudyard Kipling
- Cheaper by the Dozen, Frank Gilbreth
- *Crusader King: A Novel of Baldwin IV and the Crusades, Susan Peek*
- Dr. Jekyll and Mr. Hyde, Robert Louis Stevenson
- *Great Divorce, CS Lewis*
- Hatchet, Gary Paulson
- Henry V, Shakespeare
- Johnny Tremain, Esther Forbes
- Julius Caesar, Shakespeare
- *King Arthur, Roger Lancelyn Green*
- Little Britches, Ralph Moody
- Merchant of Venice, Shakespeare
- My Side of the Mountain, Jean Craighead George
- Mrs. Frisbey and the Rats NIMH, Robert O'Brien
- *Novels of the Saints (various), Louis de Wohl*
- Number the Stars, Lois Lowry
- *Outlaws of Ravenhurst, Sr. Imelda Wallace*
- Pollyanna, Eleanor H. Porter
- Prometheus Unbound, Percy Shelley
- Red Badge of Courage, Stephen Crane
- Rifles for Watie, Harold Keith
- *Robin Hood, Roger Lancelyn Green*
- Shane, Jack Schaefer
- Shiloh, Phyllis Naylor

	<ul style="list-style-type: none"> <li>- <i>Son of Charlemagne, Barbara Willard</i></li> <li>- The Adventures of Huckleberry Finn, Mark Twain</li> <li>- The Adventures of Robinson Crusoe, Daniel Defoe</li> <li>- The Adventures of Tom Sawyer, Mark Twain</li> <li>- The Bronze Bow, Elizabeth George Speare</li> <li>- The Challenge of the Green Knight, Ian Serraillier</li> <li>- The Chronicles of Prydain, Lloyd Alexader</li> <li>- The Door in the Wall, Marguerite de Angeli</li> <li>- The Giver, Lois Lowry</li> <li>- The Good Bad Boy, Gerald Brennan</li> <li>- The Golden Princess and the Moon, Anna Maria Mendell</li> <li>- The Hiding Place, Corrie Ten Boom</li> <li>- The Jungle Book, Rudyard Kipling</li> <li>- <i>The Lord of the Rings, JRR Tolkien</i></li> <li>- The Princess and the Goblin, Andrew McDonald</li> <li>- The Princess Bride, William Goldman</li> <li>- The Red Badge of Courage, Stephen Crane</li> <li>- <i>The Screwtape Letters, CS Lewis</i></li> <li>- <i>The Secret of Glastonbury Tor, Donal Foley</i></li> <li>- The Sign of the Beaver</li> <li>- The Swiss Family Robinson, Johann Wyss</li> <li>- The Whipping Boy, Sid Fleischman</li> <li>- The Wind in the Willows, Kenneth Grahame</li> <li>- The Yearling, Majorie Kinnan Rawlings</li> <li>- To Kill a Mockingbird, Harper Lee</li> <li>- <i>To the Heights: A Novel Based on the Life of Bl. Pier Giorgio Frassati, Brian Kennelly</i></li> <li>- Treasure Island, Robert Louis Stevenson</li> <li>- Watership Down, Richard Adams</li> </ul>
<b>9-12<sup>th</sup></b>	<p>Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <ul style="list-style-type: none"> <li>- 1984, George Orwell</li> <li>- A Christmas Carol, Charles Dickens</li> <li>- <i>A Man for All Seasons, Robert Bolt</i></li> <li>- A Tale of Two Cities, Charles Dickens</li> <li>- Aeneid, Virgil</li> <li>- All Quiet on the Western Front, Erich Maria Remarque</li> </ul>

- Animal Farm, George Orwell
- Antigone, Sophocles
- As You Like It, Shakespeare
- *Brothers Karamazov*, Dostoyevsky
- *Canterbury Tales (selected)*, Chaucer
- *Confessions*, Augustine
- Cry, The Beloved Country, Alan Paton
- *Death Comes for the Archbishop* (connection to the history of the Archdiocese of Denver), Willa Cather
- Dairy of a Young Girl, Ann Frank
- *Diary of a Country Priest*, Georges Bernanos
- Don Quixote, Cervantes
- Father Brown Stories, G.K. Chesterton
- Father Elijah, Michael O'Brien
- Forget Not Love: The Passion of Maximilian Kolbe, Frossad
- Frankenstein, Mary Shelley
- Gilgamesh Epic
- Great Expectations, Charles Dickens
- Gulliver's Travels, Jonathan Swift
- Hamlet, Shakespeare
- Hannah Coulter, Wendell Berry
- He Leadeth Me, Fr. Walter Ciszek
- Helena, Evelyn Waugh
- Ivanhoe, Sir Walter Scott
- Joan of Arc, Mark Twain
- King Lear, Shakespeare
- *Lepanto*, GK Chesterton
- Les Miserables, Victor Hugo
- Lord of the World, Robert Hugh Benson
- Macbeth, Shakespeare
- *Mere Christianity*, CS Lewis
- Midsummer Night's Dream, Shakespeare
- Mr. Blue, Myles Connolly
- Narrative of the Life of Frederick Douglass, Frederick Douglass
- Oedipus the King, Sophocles
- *Orthodoxy*, GK Chesterton
- Pilgrim's Progress, John Bunyan

- Pride and Prejudice, Jane Austen
- Romeo and Juliet, Shakespeare
- Sense and Sensibility, Jane Austen
- *Short Stories of Flannery O'Connor*
- Short Stories of O. Henry
- *Song of Roland*
- Space Trilogy, CS Lewis (Out of the Silent Planet, CS Lewis, Perelandra, CS Lewis, That Hideous Strength, CS Lewis)
- The Abolition of Man, CS Lewis
- *The Ballad of the White Horse, GK Chesterton*
- The Betrothed, Manzoni
- The Club of Queer Trades, GK Chesterton
- The Complete Works of William Shakespeare, William Shakespeare
- The Count of Monte Cristo, Alexandre Dumas
- *The Divine Comedy, Dante*
- The Everlasting Man, GK Chesterton
- *The Great Divorce, CS Lewis*
- The Iliad, Homer
- The Importance of Being Earnest, Oscar Wilde
- The Invisible Man, HG Wells
- The Jeweler's Shop, Karol Wojtyla
- The Lillies of the Field (connection to St. Walburga's Abbey), William Barrett
- The Odyssey, Homer
- The Scarlet Letter, Nathaniel Hawthorne
- The Scarlet Pimpernel, Baroness Orczy
- Things Fall Apart, Chinua Achebe
- Til We Have Faces, CS Lewis
- Up From Slavery, Booker T Washington

Poetry selections from: Pope Saint John Paul II, Matthew Arnold, W.H. Auden, Hilaire Belloc, William Blake, Elizabeth Barrett Browning, Robert Browning, Lord Byron, G.K. Chesterton, Samuel Taylor Coleridge, Richard Crashaw, Emily Dickenson, John Donne, T.S. Eliot, Robert Frost, A.E. Hausman, George Herbert, Gerard Manley Hopkins, John Keats, Joyce Kilmer, Henry Wadsworth Longfellow, Andrew Marvell, Alexander Pope, Dante Gabriel Rossetti, Siegfried Sassoon, William Shakespeare, Percy Shelley, Robert Southwell, Edmund Spenser, Alfred Lord Tennyson, Dylan Thomas, Francis Thompson, William Wordsworth, William Butler Yeats

Resources for further book lists:

- *Tending to the Heart of Virtue: How Classic Stories Awaken a Child's Moral Imagination*, by Vigen Guroian
- *The Book Tree: A Christian Reference for Children's Literature*, by Elizabeth McCallum & Jane Scott (some books on this list are not suitable for Catholic schools as some are anti-Catholic)
- "The 1000 Good Books" by John Senior, available through multiple sources digitally through a Google search
- "Selected Reading List for Catholic K-12 Schools", curated by Dr. Dan Guernsey and Dr. Denise Donahue (Cardinal Newman Society), available digitally

## **Curriculum Recommendations**

Please email the Office of Catholic Schools to receive a copy of the curricular recommendations. We do not publicly share our curricular recommendations, and as such, the Office of Catholic Schools is happy to provide a copy to teachers and school leaders.