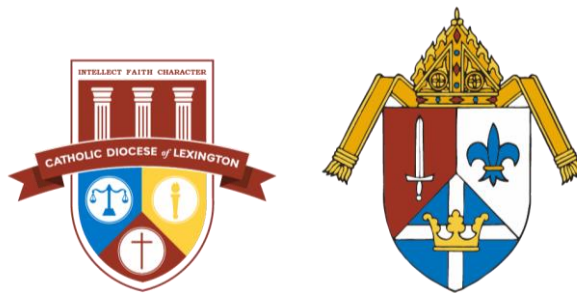


# English Language Arts Standards Guide



OFFICE OF  
CATHOLIC SCHOOLS



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Revised 2016

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# NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

“A school’s Catholic Identity should not be confined to the religion curriculum and campus ministry activities. Every subject taught should be connected in some way to the school’s Catholic Identity. The effective way of aligning academics with Catholic Identity is by integrating the seven principals of Catholic social teaching into the overall school curriculum.”

*(Momentum, Sept/Oct 2008)*

## **Standard 2:**

An excellent Catholic School adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

- 2.4 The school’s Catholic Identity requires excellence in academic and intellectual formation in all subjects including religious education.
- 2.5 Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.
- 2.7 The theory and practice of the church’ social teachings are essential elements of the curriculum.

## **Standard 7:**

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21<sup>st</sup> century skills and Gospel values, implemented through effective instruction.

- 7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and *rooted in Catholic values*.
- 7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral and ethical dimensions of learning in all subjects.

# **NCTE/IRA ENGLISH LANGUAGE ARTS STANDARDS FOR 21ST CENTURY LITERACIES**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
5. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
6. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
7. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
8. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

*National Council of Teachers of English (2013), NCTE Framework for 21st Century Curriculum and Assessment*

## ENGLISH/LANGUAGE ARTS PRACTICES

In the English/language arts curriculum, students should have guidance and frequent opportunities to:

1. read whole texts in their original versions, sharing written and oral meanings, not simply supplying workbook answers or responses to predetermined questions
2. read texts by authors of diverse backgrounds: e.g., ethnic, racial, gender, age
3. bring their own cultural values, languages, and knowledge to their classroom reading and writing
4. collaborate in writing many whole texts, not answers to exercises
5. read and write different kinds of texts for different readers: personal essays, informative writing, literature, and persuasive writing
6. learn grammar and usage by studying how their own language works in context
7. work with teachers and other students as a community of learners, observing their teachers as readers and writers
8. experience the interaction of reading, speaking, listening, and writing as reasoning and communicating acts
9. have their work assessed by many measures:
  - portfolios of their writing
  - extended oral and written responses to reading
  - essay tests with sufficient time for planning and revising, scored by a variety of means: holistic, primary trait, analytic
  - records of reading in class and outside class
  - one-to-one or small group conferences
10. encounter and critique a diversity of print materials--books, signs, posters, brochures, and so forth
11. have their own work shared, displayed, or published

***National Council of Teachers of English (1998-2016), NCTE's Position on the Teaching of English: Assumptions and Practices***

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (R)**

The K-5 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements- the former providing broad standards, the latter providing additional specificity- that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assesses how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.



## **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in religion, history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation where the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

## **READING STANDARDS FOR LITERATURE K-5 (RL)**

The reading standards for literature offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **READING STANDARDS: FOUNDATIONAL SKILLS K–5 (RF)**

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (W)**

The K–5 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Note on range and content of student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## **WRITING STANDARDS K–5 (W)**

The standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in CCSS Appendix C ([http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)).

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (SL)**

The K–5 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

### **SPEAKING AND LISTENING STANDARDS K–5 (SL)**

The standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (L)**

The K–5 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## **LANGUAGE STANDARDS K–5 (L)**

The standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

# KINDERGARTEN

## READING STANDARDS FOR LITERATURE (RL):

### Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, and Scripture stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story or Scripture story.

### Craft and Structure

- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g. storybooks, poems, Scriptures).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.8 (Not applicable to literature)
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

## READING STANDARDS FOR INFORMATIONAL TEXT (RI):

### Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text, including church documents.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

## **Craft and Structure**

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text, including Scripture and other Catholic works.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

## **Integration of Knowledge and Ideas**

- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts, including Scripture and other Catholic works on the same topic (e.g., in illustrations, descriptions, or procedures).

## **Range of Reading and Level of Text Complexity**

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

## **READING STANDARDS: FOUNDATIONAL SKILLS (RF):**

### **Print Concepts**

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.1a Follow words from left to right, top to bottom, and page by page.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1c Understand that words are separated by spaces in print.
- RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.1e With support and tools, recognize a letter's position in the alphabet.

### **Phonological Awareness**

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2a Recognize and produce rhyming words.
- RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)



RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

RF.K.4 Read emergent-reader texts with purpose and understanding.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

W.K.1 Use a combination of drawing, dictating, pre-writing, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W.K.2 Use a combination of drawing, dictating, pre-writing, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, pre-writing, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Production and Distribution of Writing**

W.K.4 (Begins in grade 2)

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, use technology to produce and publish writing, including in collaboration with peers.

## **Research to Build and Present Knowledge**

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.K.9 (Begins in grade 4)

## **Range of Writing**

- W.K.10 (Begins in grade 2)

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## **LANGUAGE STANDARDS (L):**

### **Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a Print all upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

- L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a Capitalize the first word in a sentence and the pronoun I.
- L.K.2b Recognize and name end punctuation.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Knowledge of Language**

- L.K.3 (Begins in grade 2)

### **Vocabulary Acquisition and Use**

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on kindergarten reading and content.
- L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- L.K.4b Use the most frequently occurring inflections as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **GRADE 1**

### **READING STANDARDS FOR LITERATURE (RL):**

#### **Key Ideas and Details**

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including Scripture stories, including key details, and demonstrate understanding of their central message (main idea) or lesson.
- RL.1.3 Describe characters, settings, and major events in a story or Scripture story, using key details.

#### **Craft and Structure**

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.

#### **Integration of Knowledge and Ideas**

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 (Not applicable to literature)
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

#### **Range of Reading and Level of Text Complexity**

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

### **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

#### **Key Ideas and Details**

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text, including church documents.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Craft and Structure**

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text, including Scripture and other Catholic works.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.  
RI.1.8 Identify the reasons an author gives to support points in a text.  
RI.1.9 Identify basic similarities in and differences between two texts, including Scripture and other Catholic works, on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

## **READING STANDARDS: FOUNDATIONAL SKILLS (RF):**

### **Print Concepts**

- RF.1.1 Demonstrate understanding of the organization and basic features of print.  
RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  
RF.1.1b Alphabetize words to the 1<sup>st</sup> and 2<sup>nd</sup> letter.

### **Phonological Awareness**

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.  
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### **Phonics and Word Recognition**

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.  
RF.1.3b Decode regularly spelled one-syllable words.  
RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.  
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read grade-level text with purpose and understanding.
- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **WRITING STANDARDS (W):**

#### **Text Types and Purposes**

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### **Production and Distribution of Writing**

- W.1.4 (Begins in grade 2)
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use technology to produce and publish writing, including in collaboration with peers.

#### **Research to Build and Present Knowledge**

- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.9 (Begins in grade 4)

## **Range of Writing**

W.1.10(Begins in grade 2)

### **SPEAKING AND LISTENING STANDARDS (SL):**

#### **Comprehension and Collaboration**

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### **Presentation of Knowledge and Ideas**

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

### **LANGUAGE STANDARDS (L):**

#### **Conventions of Standard English**

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters *proficiently*.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- L.1.1f Use frequently occurring adjectives.
- L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so).
- L.1.1h Use determiners (e.g., articles, demonstratives).
- L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1j Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2c Use commas in dates and to separate single words in a series.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Knowledge of Language**

- L.1.3 (Begins in grade 3)

### **Vocabulary Acquisition and Use**

- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic faith, based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b Use frequently occurring affixes (re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (moved from grade 2, vocabulary acquisition and use, standard 4a.)
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).



- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6 Acquire and use accurate grade-appropriate conversational, general academic, and domain-specific words and phrases. (e.g., because).

## GRADE 2

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and Scriptures, to determine their central message (main idea), lesson, or moral.
- RL.2.3 Describe how characters in a story or Scripture story respond to major events and challenges.

#### Craft and Structure

- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall sequential structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 (Not applicable to literature)
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### READING STANDARDS FOR INFORMATIONAL TEXT (RI):

#### Key Ideas and Details

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, including church documents.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### **Craft and Structure**

- RI.2.4 Determine the meaning of words and phrases in a text, including Scripture and other Catholic works, relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### **Integration of Knowledge and Ideas**

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts, including Scripture and other Catholic works, on the same topic.

### **Range of Reading and Level of Text Complexity**

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **READING STANDARDS: FOUNDATIONAL SKILLS (RF):**

### **Phonics and Word Recognition**

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.3g Alphabetize words to the 3<sup>rd</sup> letter.

## **Fluency**

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4a Read grade-level text with purpose and understanding.
- RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### **Production and Distribution of Writing**

- W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use technology to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- W.2.9 (Begins in grade 4)

## **Range of Writing**

- W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

## **LANGUAGE STANDARDS (L):**

### **Conventions of Standard English**

- L.2.1 Use knowledge of the standard English grammar and its conventions when writing, speaking, or reading.
- L.2.1a Use collective nouns (e.g., group).
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.1c Use reflexive pronouns (e.g., myself, ourselves).

- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.1g Use cursive to write letters and words.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2b Use commas in greetings and closings of letters.
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

- L.2.3 (Begins in grade 3).

### **Vocabulary Acquisition and Use**

- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4d (Moved to grade 1, vocabulary acquisition and use, standard L.2.4d)
- L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.2.5c Identify synonyms, antonyms, homophones, and homonyms.
- L.2.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. (e.g., When other kids are happy that makes me happy).

## GRADE 3

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for answers.
- RL.3.2 Recount stories and Scripture stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters, including Bible characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza and Biblical verse; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

#### Integration of Knowledge and Ideas

- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.8 (Not applicable to literature)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series or Scripture).

#### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including Scripture, stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### READING STANDARDS FOR INFORMATIONAL TEXT (RI):

#### Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text, including church documents; recount the key details and explain how they support the main idea.

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### **Craft and Structure**

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text, including Scripture and other Catholic works, relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

### **Integration of Knowledge and Ideas**

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts, including Scripture and other Catholic works, on the same topic.

### **Range of Reading and Level of Text Complexity**

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## **READING STANDARDS: FOUNDATIONAL SKILLS (RF):**

### **Phonics and Word Recognition**

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multi-syllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.
- RF.3.3e Independently alphabetize words.

### **Fluency**

- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.



- RF.3.4a Read grade-level text with purpose and understanding.
- RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.

### **Production and Distribution of Writing**

- W.3.4 Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in writing standards 1-3.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- W.3.6 With guidance and support from adults, use technology to produce and publish one paragraph (using keyboarding skills) as well as to interact and collaborate with others.

## **Research to Build and Present Knowledge**

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.9 (Begins in grade 4)

## **Range of Writing**

- W.3.10 (Begins in grade 2)

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

- SL.3.4 Report on a topic or text, tell a story, or recount an experience, from a Catholic perspective with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

## **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### **Conventions of Standard English**

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce, expand, and rearrange simple, compound, and complex sentences.
- L.3.1j Use cursive to write letters and words proficiently.
- L.3.1k Correctly use frequently confused words (e.g., to, too, two; there, their)
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a Capitalize appropriate words in titles.
- L.3.2b Use commas in addresses.
- L.3.2c Use commas and quotation marks in dialogue.
- L.3.2d Form and use possessives.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a Choose words and phrases for effect.\*
- L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

## **Vocabulary Acquisition and Use**

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases, including the vocabulary of the Catholic Faith, based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.5d Recognize and explain the meaning of words using synonyms, antonyms, homophones, and homonyms.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. (e.g., After dinner that night we went looking for them).

## GRADE 4

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem, or Scripture from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama or Scripture story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5 Explain major differences between poems, drama, prose, and Biblical verse, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Integration of Knowledge and Ideas

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8 (Not applicable to literature)
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, including Scripture stories, myths, and traditional literature from different cultures.

#### Range of Reading and Level of Text Complexity

- RL.4.10 By the end of the year, read and comprehend literature, including stories, Scripture stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

### **Key Ideas and Details**

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text, including church documents, and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Craft and Structure**

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text, including Scripture and other Catholic works, relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### **Integration of Knowledge and Ideas**

- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts, including Scripture and other Catholic works, on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **READING STANDARDS: FOUNDATIONAL SKILLS (RF):**

### **Phonics and Word Recognition**

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

## **Fluency**

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4a Read grade-level text with purpose and understanding.
- RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.4.1b Provide reasons that are supported by facts and details.
- W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1d Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2e Provide a concluding statement or section related to the information or explanation presented.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3e Provide a conclusion that follows from the narrated experiences or events.

## **Production and Distribution of Writing**

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.4a Write poetry and begin using similes, metaphors, and figurative language.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
- W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one paragraph in a 30 minute sitting.

## **Research to Build and Present Knowledge**

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

## **Range of Writing**

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.



- SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, from a Catholic perspective using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

### **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### **Conventions of Standard English**

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1e Form and use prepositional phrases.

- L.4.1f Produce complete sentences (simple, compound, and complex), recognizing and correcting inappropriate fragments and run-ons.\*
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2a Use correct capitalization.
- L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a Choose words and phrases to convey ideas precisely.\*
- L.4.3b Choose punctuation for effect.\*
- L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c Demonstrate understanding of words by relating them to antonyms, synonyms, homophones and homonyms.
  
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## GRADE 5

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, poem or Scripture from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story, Scripture story or drama, drawing on specific details in the text (e.g., how characters interact).

#### Craft and Structure

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem, or book of the Bible.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

#### Integration of Knowledge and Ideas

- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.8 (Not applicable to literature)
- RL.5.9 Compare and contrast stories in the same genre (e.g., Scripture, mysteries and adventure stories) on their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity

- RL.5.10 By the end of the year, read and comprehend literature, including stories, Scripture stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### READING STANDARDS FOR INFORMATIONAL TEXT (RI):

#### Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text, including church documents, says explicitly and when drawing inferences from the text.

- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### **Craft and Structure**

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text, including Scripture and other Catholic works, relevant to a grade 5 topic or subject area.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6 Analyze multiple accounts of the same event, Biblical event or topic, noting important similarities and differences in the point of view they represent.

### **Integration of Knowledge and Ideas**

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts, including Scripture and other Catholic works, on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## **READING STANDARDS: FOUNDATIONAL SKILLS (RF):**

### **Phonics and Word Recognition**

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4a Read grade-level text with purpose and understanding.

- RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1d Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e Provide a conclusion that follows from the narrated experiences or events.

## **Production and Distribution of Writing**

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.4a Write poetry and use similes, metaphors, and figurative language.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two paragraphs in a 30 minute sitting.

## **Research to Build and Present Knowledge**

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

## **Range of Writing**

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- SL.5.4 Report on a topic or text or present an opinion from a Catholic perspective, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

### **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### **Conventions of Standard English**

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.\*
- L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2a Use punctuation to separate items in a series.\*
- L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

- L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
- L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a Interpret figurative language, including similes and metaphors, in context.
- L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING GRADES 6-12**

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among Scriptures, other Catholic works, seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

**READING STANDARDS FOR LITERATURE 6-12 (RL)**

The standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (W)**

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

**WRITING STANDARDS 6–12 (W)**

The standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in CCSS Appendix C ([http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)).

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (SL)**

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

## **SPEAKING AND LISTENING STANDARDS 6–12 (SL)**

The standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (L)**

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Note on range and content of student language use**

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**LANGUAGE STANDARDS 6–12 (L)**

The standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).



## GRADE 6

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Craft and Structure

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza, or Bible verse fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

#### Integration of Knowledge and Ideas

- RL.6.7 Compare and contrast the experience of reading a Bible story, story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.8 (Not applicable to literature)
- RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels, fantasy stories, Scripture and other Catholic works) in terms of their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity

- RL.6.10 By the end of the year, read and comprehend literature, including Scripture, stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

### **Key Ideas and Details**

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### **Craft and Structure**

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, (including Scripture and other Catholic works), including figurative, connotative, and technical meanings.
- RI.6.5 Analyze how a particular sentence, paragraph, verse, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text, (including Scripture and other Catholic works) and explain how it is conveyed in the text.

### **Integration of Knowledge and Ideas**

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### **Range of Reading and Level of Text Complexity**

- RI.6.10 By the end of the year, read and comprehend literary nonfiction, (including Scripture and other Catholic works) in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d Establish and maintain a formal style.
- W.6.1e Provide a concluding statement or section that follows from the argument presented.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three paragraphs in a 30 minute sitting.

## **Research to Build and Present Knowledge**

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

## **Range of Writing**

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

## **Presentation of Knowledge and Ideas**

- SL.6.4 Present claims and findings from a Catholic perspective, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

## **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

## **Conventions of Standard English**

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1b Use intensive pronouns (e.g., myself, ourselves).
- L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.\*
- L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- L.6.2b Spell correctly.

## **Knowledge of Language**

- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3a Vary sentence patterns for meaning, reader/ listener interest, and style.\*
- L.6.3b Maintain consistency in style and tone.\*

## **Vocabulary Acquisition and Use**

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a Interpret figures of speech (e.g., personification) in context.
- L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- L.6.5d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADE 7

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Craft and Structure

- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet, psalm) contributes to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### Integration of Knowledge and Ideas

- RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.8 (Not applicable to literature)
- RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### Range of Reading and Level of Text Complexity

- RL.7.10 By the end of the year, read and comprehend literature, including Scripture, stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

### **Key Ideas and Details**

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### **Craft and Structure**

- RI.7.4 Determine the meaning of words and phrases as they are used in a text (including Scripture and other Catholic works), including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### **Integration of Knowledge and Ideas**

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Range of Reading and Level of Text Complexity**

- RI.7.10 By the end of the year, read and comprehend literary nonfiction (including Scripture and other Catholic works) in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.



- W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d Establish and maintain a formal style.
- W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e Establish and maintain a formal style.
- W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; demonstrate sufficient command of keyboarding skills to type a minimum of four paragraphs in a 30 minute sitting.

### **Research to Build and Present Knowledge**

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9a Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### **Presentation of Knowledge and Ideas**

- SL.7.4 Present claims and findings from a Catholic perspective, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)

### **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### **Conventions of Standard English**

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. \*
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- L.7.2b Spell correctly.

## **Knowledge of Language**

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

## **Vocabulary Acquisition and Use**

- L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **GRADE 8**

### **READING STANDARDS FOR LITERATURE (RL):**

#### **Key Ideas and Details**

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### **Craft and Structure**

- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 Compare and contrast the structure of two or more texts (e.g. the Gospels) and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

#### **Integration of Knowledge and Ideas**

- RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.8 (Not applicable to literature)
- RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

#### **Range of Reading and Level of Text Complexity**

- RL.8.10 By the end of the year, read and comprehend literature, including Scripture, stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

## **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

### **Key Ideas and Details**

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **Craft and Structure**

- RI.8.4 Determine the meaning of words and phrases as they are used in a text, (including Scripture and other Catholic works), including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### **Integration of Knowledge and Ideas**

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### **Range of Reading and Level of Text Complexity**

- RI.8.10 By the end of the year, read and comprehend literary nonfiction (including Scripture and other Catholic works) at the high end of the grades 6–8 text complexity band independently and proficiently.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d Establish and maintain a formal style.
- W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e Establish and maintain a formal style.
- W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.
- W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

## **Production and Distribution of Writing**

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 5 paragraphs in a 30-minute sitting.

## **Research to Build and Present Knowledge**

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

## **Range of Writing**

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas**

- SL.8.4 Present claims and findings from a Catholic perspective, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### **Conventions of Standard English**

- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1b Form and use verbs in the active and passive voice.
- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.\*
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b Use an ellipsis to indicate an omission.
- L.8.2c Spell correctly.

### **Knowledge of Language**

- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### **Vocabulary Acquisition and Use**

- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases, including the vocabulary of the Catholic Faith, based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b Use the relationship between particular words to better understand each of the words.
- L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADES 9-10

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

- RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- RL.9-10.8 (Not applicable to literature)
- RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

## **Range of Reading and Level of Text Complexity**

RL.9-10.10 By the end of grade 9, read and comprehend literature, including Scripture, stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including Scripture, stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

## **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

### **Key Ideas and Details**

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **Craft and Structure**

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### **Integration of Knowledge and Ideas**

- RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

## **Range of Reading and Level of Text Complexity**

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction (including Scripture and other Catholic works) in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction (including Scripture and other Catholic works) at the high end of the grades 9–10 text complexity band independently and proficiently.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### **Range of Writing**

- W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **Presentation of Knowledge and Ideas**

- SL.9-10.4 Present information, findings, and supporting evidence from a Catholic perspective, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

## **LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### **Conventions of Standard English**

- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a Use parallel structure.\*
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.9-10.2b Use a colon to introduce a list or quotation.
- L.9-10.2c Spell correctly

### **Knowledge of Language**

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

### **Vocabulary Acquisition and Use**

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words, including the vocabulary of the Catholic Faith, and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9-10.5b Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADES 11-12

### READING STANDARDS FOR LITERATURE (RL):

#### Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Integration of Knowledge and Ideas

- RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.11-12.8 (Not applicable to literature)
- RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

## **Range of Reading and Level of Text Complexity**

RL.11-12.10 By the end of grade 11, read and comprehend literature, including Scripture, stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including Scripture, stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

## **READING STANDARDS FOR INFORMATIONAL TEXT (RI):**

### **Key Ideas and Details**

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### **Craft and Structure**

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### **Integration of Knowledge and Ideas**

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

### **Range of Reading and Level of Text Complexity**

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction (including Scripture and other Catholic works) in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction (including Scripture and other Catholic works) at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING STANDARDS (W):**

### **Text Types and Purposes**

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research to Build and Present Knowledge**

- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

### **Range of Writing**

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARDS (SL):**

### **Comprehension and Collaboration**

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### **Presentation of Knowledge and Ideas**

- SL.11-12.4 Present information, findings, and supporting evidence from a Catholic perspective, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

### **LANGUAGE STANDARDS (L):**

#### **Conventions of Standard English**

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a Observe hyphenation conventions.
- L.11-12.2b Spell correctly.

#### **Knowledge of Language**

- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



- L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### **Vocabulary Acquisition and Use**

- L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words, including the vocabulary of the Catholic Faith, and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STANDARDS FOR LITERACY IN**  
**RELIGION, HISTORY/SOCIAL**  
**STUDIES, SCIENCE, AND TECHNICAL**  
**SUBJECTS 6-12**

**READING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES 6–12**  
**(RRH)**

The standards begin at grade 6; standards for K–5 reading in religion, history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6–12**  
**(RST)**

The standards begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**WRITING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES,**  
**SCIENCE, AND TECHNICAL SUBJECTS 6–12 (WRHST)**

The standards begin at grade 6; standards for K–5 writing in religion, history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## GRADES 6-8

### READING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES (RRH):

#### **Key Ideas and Details**

- RRH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources including Scripture and other Catholic documents.
- RRH.6-8.2 Determine the central ideas or information of a primary or secondary source, including Church documents; provide an accurate summary of the source distinct from prior knowledge or opinions. (e.g. paraphrasing and note-taking)
- RRH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### **Craft and Structure**

- RRH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies and Religion.
- RRH.6-8.5 Describe how a text, including Scripture, presents information (e.g., sequentially, comparatively, causally).
- RRH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **Integration of Knowledge and Ideas**

- RRH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RRH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- RRH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

#### **Range of Reading and Level of Text Complexity**

- RRH.6-8.10 By the end of grade 8, read and comprehend religion and history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST):**

### **Key Ideas and Details**

- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Craft and Structure**

- RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- RST.6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### **Integration of Knowledge and Ideas**

- RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

### **Range of Reading and Level of Text Complexity**

- RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently

## **WRITING LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WRHST):**

### **Text Types and Purposes**

WRHST.6-8.1	Write arguments focused on discipline-specific content.
WRHST.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
WRHST.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WRHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WRHST.6-8.1d	Establish and maintain a formal style.
WRHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
WRHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WRHST.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
WRHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
WRHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
WRHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
WRHST.6-8.2e	Establish and maintain a formal style and objective tone.
WRHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
WRHST.6-8.3	(See note; not applicable as a separate requirement)

*Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In religion, history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of spiritual and historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

### **Production and Distribution of Writing**

- WRHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WRHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WRHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

- WRHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WRHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WRHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

### **Range of Writing**

- WRHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **GRADES 9-10**

### **READING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES (RRH):**

#### **Key Ideas and Details**

- RRH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources including Scripture and other Catholic documents, attending to such features as the date and origin of the information.
- RRH.9-10.2 Determine the central ideas or information of a primary or secondary source including Church documents; provide an accurate summary of how key events or ideas develop over the course of the text.
- RRH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **Craft and Structure**

- RRH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- RRH.9-10.5 Analyze how a text, including Scripture, uses structure to emphasize key points or advance an explanation or analysis.
- RRH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts (e.g. the Gospels).

#### **Integration of Knowledge and Ideas**

- RRH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RRH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RRH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **Range of Reading and Level of Text Complexity**

- RRH.9-10.10 By the end of grade 10, read and comprehend religion, history/social studies texts in the grades 9–10 text complexity band independently and proficiently.



## **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST):**

### **Key Ideas and Details**

- RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

### **Craft and Structure**

- RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### **Integration of Knowledge and Ideas**

- RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
- RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### **Range of Reading and Level of Text Complexity**

- RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

## **WRITING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WRHST):**

## **Text Types and Purposes**

WRHST.9-10.1	Write arguments focused on discipline-specific content.
WRHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WRHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WRHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WRHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WRHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WRHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WRHST.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WRHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WRHST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WRHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WRHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WRHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
WRHST.9-10.3	(See note; not applicable as a separate requirement)

## **Production and Distribution of Writing**

- WRHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WRHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WRHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

- WRHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WRHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WRHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

- WRHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **GRADES 11-12**

### **READING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES (RRH):**

#### **Key Ideas and Details**

- RRH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RRH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RRH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### **Craft and Structure**

- RRH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RRH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RRH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### **Integration of Knowledge and Ideas**

- RRH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RRH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RRH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### **Range of Reading and Level of Text Complexity**

- RRH.11-12.10 By the end of grade 12, read and comprehend religion, history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

## **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST):**

### **Key Ideas and Details**

- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

### **Craft and Structure**

- RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

### **Integration of Knowledge and Ideas**

- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### **Range of Reading and Level of Text Complexity**

- RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

## **WRITING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WRHST):**

### **Text Types and Purposes**

- WRHST.11-12.1 Write arguments focused on discipline-specific content.
- WRHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WRHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WRHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WRHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WRHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.
- WRHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WRHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WRHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WRHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WRHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WRHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WRHST.11-12.3 (See note; not applicable as a separate requirement)

## **Production and Distribution of Writing**

- WRHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WRHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WRHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## **Research to Build and Present Knowledge**

- WRHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WRHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WRHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

## **Range of Writing**

- WRHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Note:**

*Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In religion, history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of spiritual and historical import. In science and technical subjects, students must be able to write precise enough description of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

# **APPENDICES**



## INTERNET RESOURCES

### **3.6 Minutes per Day: The Scarcity of Informational Texts in First Grade**

<http://onlinelibrary.wiley.com/doi/10.1598/RRQ.35.2.1/abstract>

### **ASCD resources**

<http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx>

### **Achieve**

<http://www.achievethecore.org/achieving-common-core>

### **Achieve the Core**

<http://achievethecore.org/page/281/ccss-ela-literacy-standards>

<http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

<http://achievethecore.org/page/752/featured-lessons>

### **Catholic Identity Curriculum Integration**

<http://cici-online.org/catechetical-connections>

### **CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

*Appendix A: Research Supporting Key Elements of the Standards Glossary of Key Terms -*

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

*Appendix C: Samples of Student Writing -* [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)

### **Curriculum Plans, Maps, and Trade Book Lists for ELA Grades 3-8**

<http://commoncoresuccess.eleducation.org/curriculum>

### **Curriki**

<http://www.curriki.org/search-page/>

### **Engage NY**

<http://www.engageny.org/common-core-curriculum>

<http://www.engageny.org/parent-and-family-resources>

## **Gooru**

<http://www.gooru.org/#home>

## **Khan Academy**

<https://www.khanacademy.org/>

## **Learn Zillion**

[https://learnzillion.com/common\\_core/ela](https://learnzillion.com/common_core/ela)

## **Learning First**

<http://www.learningfirst.org/commoncore/resources>

## **Literacy Design Collaborative**

<http://www.literacydesigncollaborative.org/>

## **National Catholic Educational Association (NCEA)**

<https://www.ncea.org/resources>

## **National PTA Readiness Roadmap Toolkit for Parents and Students**

<http://bealearninghero.org/readinessroadmap>

## **NEWSELA – Famous Speeches**

[https://newsela.com/articles/#/featured/famous-speeches?tag=speech&page\\_size=27](https://newsela.com/articles/#/featured/famous-speeches?tag=speech&page_size=27)

## **OER Commons**

<https://www.oercommons.org/>

## **Online Educational Resources**

<https://www.oercommons.org/realizing-the-promise-of-the-common-core-together>

## **Open Educational Resources (OER): Resource Roundup**

<http://www.edutopia.org/open-educational-resources-guide>

<http://creativecommons.org/>

## **OpenEd**

<https://www.opened.com/>

## **PBS Learning Media**

<http://www.pbslearningmedia.org/>

## **Reading Between the Lines: What the ACT Reveals about College Readiness in Reading:**

<http://www.act.org/research/policymakers/reports/reading.html>

## **Share My Lesson Teacher Toolkits**

[www.sharemylesson.com/article.aspx?storyCode=50028406&cid=SML\\_carepack&utm\\_source=aff&utm\\_medium=prom&utm\\_campaign=carepack#.VryzY1J8kUH](http://www.sharemylesson.com/article.aspx?storyCode=50028406&cid=SML_carepack&utm_source=aff&utm_medium=prom&utm_campaign=carepack#.VryzY1J8kUH)

## **Teaching Channel**

<http://teachingchannel.org>

## **The Catholic School Standards Project**

<http://www.catholicschoolstandards.org/>

## **UnboundEd ELA Curriculum**

[https://www.unbounded.org/explore\\_curriculum?subjects=ela](https://www.unbounded.org/explore_curriculum?subjects=ela)

## **United States Conference of Catholic Bishops (USCCB)**

Bible: <http://www.usccb.org/bible/index.cfm>

Church Teachings: <http://www.usccb.org/beliefs-and-teachings/index.cfm>

## GLOSSARY OF TERMS

*This glossary contains those terms found and defined in Appendix A of the Common Core State Standards document, as well as terms added by the Dioceses of Columbus and Owensboro.*

This glossary contains those terms found and defined in Appendix A of the Common Core State Standards document, as well as terms added by Diocese of Columbus.

Adjectival phrase: A phrase that modifies a noun or a pronoun. Infinitive phrases (He gave his permission to paint the wall), prepositional phrases (I sat next to a boy with red hair), and participial phrases (His voice, cracked by fatigue, sounded eighty years old) can all be used as adjectival phrases. See Adjective

Adjective: A word that describes somebody or something. Old, white, busy, careful, and horrible are all adjectives. Adjectives either come before a noun, or after linking verbs (be, seem, look). See Adverb, Noun, Verb, Adjectival phrase

Adverb: A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree. See Adjective, Noun, Verb, Adverbial phrase

Adverbial phrase: A phrase that modifies a verb, an adjective, or another adverb. Infinitive phrases (The old man installed iron bars on his windows to stop intruders) or prepositional phrases (The boys went to the fair) can be used as adverbial phrases. See Adverb

Allegory: A story in which people, things, and actions represent an idea or generalization about life; allegories often have a strong moral or lesson. See Symbol, Symbolism

Alliteration: The repetition of initial consonant sounds in words. For example, rough and ready.

Allusion: A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature.

Archetype: An image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotions.

Argumentation: A speech, writing, or oral debate intended to convince by establishing truth. Most argumentation begins with a statement of an idea or opinion, which is then supported with logical evidence. Another technique of argumentation is the anticipation and rebuttal of opposing views. See Persuasion, Persuasive writing

Aside: A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience but not by the other characters. See Soliloquy

Assonance: The repetition of vowel sounds without the repetition of consonants. For example, lake and fake. See Consonance

Ballad: A poem in verse form that tells a story. See Poetry, Refrain 92

Character: A person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as those found in Emergent Reader texts (texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also Emergent reader texts, Rebus).

Characterization/Character development: The method a writer uses to develop characters. There are four basic methods of characterization: (a) description of the character's physical appearance; (b) revelation of the character's nature through his/her own speech, thoughts, feelings, or actions; (c) description of a character through the speech, thoughts, feelings, or actions of other characters; and (d) a narrator's direct comments about a character.

Chorus: In ancient Greece, the groups of dancers and singers who participated in religious festivals and dramatic performances. In poetry, the refrain. See also Refrain.

Clause: A group of related words that has both a subject and a predicate. For example, 'because the boy laughed.' See Phrase

Cliché: A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, "it rained cats and dogs."

Climax: The high point, or turning point, in a story—usually the most intense point near the end of a story. See Plot, Conflict, Rising action, Resolution

Cognates: Words having a common linguistic origin. For example, café and coffee both derive from the Turkish gahveh.

Conflict: In narration, the struggle between opposing forces that moves the plot forward. Conflict can be internal, occurring within a character, or external, between characters or between a character and an abstraction such as nature or fate. See Plot, Climax, Exposition, Rising action, Resolution

Connotation: The attitudes and feelings associated with a word. These associations can be negative or positive, and have an important influence on style and meaning. See Denotation

Consonance: The repetition of consonant sounds within and at the ends of words. For example, lonely afternoon. Often used with assonance, alliteration, and rhyme to create a musical quality, to emphasize certain words, or to unify a poem. See Assonance, Alliteration, Rhyme

Controlling image: A single image or comparison that extends throughout a literary work and shapes its meaning. See Extended metaphor, Metaphor

Denotation: The literal or dictionary definition of a word. Denotation contrasts with connotation. See Connotation Denouement See Resolution

Description: The process by which a writer uses words to create a picture of a scene, an event, or a character, or to report facts. In literary texts, a description contains carefully chosen details that appeal to the reader's senses of sight, sound, smell, touch, or taste. See Narration, Exposition, Persuasion

Dialect: A particular variety of language spoken in one place by a distinct group of people. A dialect reflects the colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region. At times writers use dialect to establish or emphasize settings as well as to develop characters.

Dialogue: Conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository. See Description, Exposition, Drama

Diction: An author's choice of words based on their correctness, clearness, or effectiveness. See Style, Imagery

Digraph: Two successive letters that make a single sound. For example, the ea in bread, or the ng in sing.

Diphthong: Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, oy in the word boy.

Discourse: Formal, extended expression of thought on a subject, either spoken or written. See Rhetoric  
Domain-specific words and phrases Vocabulary specific to a particular field of study (domain); in the standards, domain-specific words and phrases are analogous to Tier Three words (see Language standards).

Drama/Dramatic literature: A play; a form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. In a drama, the story is presented through the dialogue and the actions of the characters. See Script, Theatre standards of the Massachusetts Arts Curriculum Framework

Editing: A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience. Editing often involves replacing or deleting words, phrases, and sentences that sound awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar. Compared to revising, editing is a smaller-scale activity often associated with surface aspects of a text. See Revising, Rewriting

Emergent reader texts: Texts consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words; may also include rebuses to represent words that cannot yet be decoded or recognized. See Rebus

Epic: A long narrative that tells of the deeds and adventures of a hero or heroine. See Poetry, Hero/Heroine

Epigraph: A quotation on the title page of a book or a motto heading a section of a work, suggesting what the theme or central idea will be.

Epithet: An adjective or phrase used to express the characteristic of a person or thing in poetry. For example, "rosy-fingered dawn."

Essay: A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal—with thorough, serious, and highly organized content—or informal—with a humorous or personal tone and less rigid structure. See Exposition, Non-narrative nonfiction

Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis, and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature, and results from experiments in the study of science.

Exposition/Expository text/Explanatory text: Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and/or analysis. In a play or a novel, exposition is the portion that helps the reader to understand the background or situation in which the work is set. See Description, Narration, Persuasion

Extended metaphor: A comparison between unlike things that serves as a unifying element throughout a series of sentences or a whole piece. An extended metaphor helps to describe a scene, an event, a character, or a feeling. See Controlling image, Metaphor

Fable: A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. See Folktale, Traditional narrative

Fairy tale: A story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins. See Folktale, Traditional narrative

Falling action: In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved. See Narration, Exposition, Rising action, Climax, Resolution

Fiction: Imaginative works of prose, primarily the novel and the short story. Although fiction may draw on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition. See Exposition/Expository text, Nonfiction, Informational text, Novel, Short story

Figurative language: Language that communicates ideas beyond the ordinary or literal meaning of the words. See Simile, Metaphor, Personification, Hyperbole

Figure of speech: A literary device used to create a special effect or feeling, often by making some type of comparison. See Hyperbole, Metaphor, Simile, Understatement

Fluency: An automatic recognition of words and the ability to rapidly decode and quickly check words for meaning; the ability to express oneself readily and effortlessly.

Focused question: A query narrowly tailored to task, purpose, and audience. For example, a research query. A query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Folktale: A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquires cumulative authorship. Most folktales eventually move from oral tradition to written form. See Traditional narrative, Tall tale

Foreshadowing: A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.

Formal English (See Standard English General academic words and phrases): Vocabulary common to written texts but not commonly a part of speech; in the standards, general academic words and phrases are analogous to Tier Two words and phrases (see Language standards).

Genre: A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Gerund: A verb form that ends in –ing and is used as a noun. For example, “Cooking is an art.”

Grammar: The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.

Hero/Heroine: A mythological or legendary figure, often of divine descent, who is endowed with great strength or ability. The word is often broadly applied to the principal male or female character in a literary or dramatic work. See Protagonist

Heroic couplet: Two rhyming lines written in iambic pentameter. The adjective heroic is attached due to the fact that English poems having heroic themes and elevated style have often been written in iambic pentameter. See Iambic pentameter, Poetry, Meter

Homograph: One of two or more words spelled alike but different in meaning and derivation or pronunciation. For example, the noun conduct and the verb conduct are homographs. See Homonym, Homophone

Homonym: One of two or more words spelled and pronounced alike but different in meaning. For example, the noun quail and the verb quail. See Homograph, Homophone

Homophone: One of two or more words pronounced alike but different in meaning, derivation, or spelling. For example, the words to, too, and two. See Homonym, Homograph

Hyperbole: An intentional exaggeration for emphasis or comic effect.

Iambic pentameter: A metrical line of five feet or units, each made up of an unstressed then a stressed syllable. For example, ‘I have thee not, and yet I see thee still.’ (Macbeth, II.1.44) See Meter, Poetry

Idiom: A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using “over his head” to communicate “doesn’t understand.”

Image/Imagery: Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch. See Style, Sensory detail

Imaginative/Literary text: Fictional writing in story, dramatic, or poetic form. See Informational/Expository text

Improvisation: A work or performance that is done on the spur of the moment, without conscious preparation or preliminary drafts or rehearsals. See Drama



Independent clause: Presents a complete thought and can stand alone as a sentence. For example, “When she looked through the microscope, she saw paramecia.” See Subordinate clause, Sentence

Independent(ly): A description of a student performance done without scaffolding from a teacher, other adult, or peer; in the standards, often paired with proficient(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text without scaffolding, as in an assessment. See Proficient(ly), Scaffolding

Infinitive: A verb form that is usually introduced by to. The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object (The foolish teenager decided to smoke); as an adjective (The right to smoke in public is now in serious question); or as an adverb (It is illegal to smoke in public buildings). See Verb

Informational/Expository text: Nonfiction writing in narrative or non-narrative form that is intended to inform. See Imaginative/Literary text

Internal rhyme: Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot’s Gerontion, “Here I am, an old man in a dry month,” internal rhyme exists between an and man, and between I and dry. See Rhyme, Poetry

Irony: The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm. See Hyperbole, Understatement

Jargon: Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated, and difficult for people not in the profession to understand.

Literacy: The ability to read, write, speak, and understand words.

Main character See Protagonist

Main idea: In informational or expository writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation. See Theme, Thesis

Metaphor: A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words like or as. For example, in the evening of life. See Figurative language, Figure of speech, Simile

Meter: In poetry, the recurrence of a rhythmic pattern. See Iambic pentameter

Monologue: See Soliloquy

Mood: The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, dialogue, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood. See Style, Tone

More sustained research project: An investigation intended to address a relatively expansive query using several sources over an extended period of time, such as a few weeks of instructional time.

Moral: The lesson taught in a work such as a fable; a simple type of theme. For example, “Do not count your chickens before they are hatched” teaches that one should not number one’s fortunes or blessings until they appear. See Theme

Myth: A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious, because they present supernatural events and beings and articulate the values and beliefs of a cultural group.

Narration: Writing that relates an event or a series of events; a story. Narration can be imaginary—as in a short story or novel—or factual—as in a newspaper account or a work of history. See Description, Exposition, Persuasion

Narrator: The person or voice telling the story. The narrator can be a character in the story or a voice outside the action. See Point of view

Nonfiction: Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction. See Fiction

Non-narrative nonfiction: Nonfiction written to inform, explain, or persuade that does not use narrative structure to achieve its purpose.

Noun: A word that is the name of something: a person, place, thing, or idea (for example, a quality or action). See Adjective, Adverb, Verb

Novel: An extended work of fiction. Like a short story, a novel is essentially the product of a writer’s imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot. See Fiction, Short story

Onomatopoeia: The use of a word whose sound suggests its meaning. For example, clang, buzz, twang.

Onset: The part of the syllable that precedes the vowel. For example, / h / in hop, and / sk / in scotch. Some syllables have no onset, as in un or on. See Rime

Oral: Pertaining to spoken words. See Verbal

Overstatement: See Hyperbole

Palindrome: A word, phrase, or sentence that reads the same backward or forward. For example, Able was I ere I saw Elba.

Paradox: A statement that seems to contradict itself, but, in fact, reveals some element of truth. A special kind of paradox is the oxymoron, which brings together two contradictory terms. For example, cruel kindness and brave fear.

Parallel structure: The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: He wanted to join the swim team, to be a high diver, and to swim in relays.

Parody: A work that imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.

Participle: A verb form ending in –ing or –ed. A participle functions like a verb because it can be paired with an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in “a glowing coal,” glowing is a participle; in “a beaten dog,” beaten is a participle.

Pastoral: A poem presenting shepherds in rural settings, usually in an idealized manner. The language and form are artificial. The supposedly simple, rustic characters tend to use formal, courtly speech, and the meters and rhyme schemes are characteristic of formal poetry. See Poetry, Epic

Personification: A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts. For example, The weather is smiling on us today; Love is blind. See Metaphor, Figure of speech, Figurative language

Perspective: A position from which something is considered or evaluated; standpoint. See Point of view

Persuasion/Persuasive writing: Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position. See Description, Exposition, Narration

Phonemic awareness/Phonological awareness: Awareness that spoken language consists of a sequence of phonemes. Such awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds. See Phoneme, Phonics

Phoneme: The smallest unit of speech sound that makes a difference in communication. For example, fly consists of three phonemes: / f / - / l / - / I /.

Phonetic: Representing the sounds of speech with a set of distinct symbols, each denoting a single sound. See Phonics

Phonics: The study of sounds. The use of elementary phonetics in the teaching of reading. See Phonetic

Phrase: A group of related words that lacks either a subject or a predicate or both. For example, by the door; opening the box. See Clause

Plot: The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) exposition; (b) rising action; (c) climax; (d) falling action; and (e) resolution or denouement. See Climax, Conflict, Exposition, Falling action, Resolution, Rising action

Poetry: An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Rhyme, when it exists in poetry, affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. See Prose, Meter

Point of view: The vantage point from which a story is told, chiefly occurring in literary texts. For example, in the first-person or narrative point of view, the story is told by one of the characters; in the third-person or omniscient point of view, the story is told by someone outside the story. More broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character. See Perspective

Prefix: A word part that is added to the beginning of a base word that usually changes the sense or meaning of the root or base word. For example, re-, dis-, com-. See Suffix, Root

Print or digital (texts, sources): Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the standards are generally assumed to apply to both.

Proficient(ly): A description of a student performance that meets the criterion established in the standards as measured by a teacher or assessment. In the standards, often paired with independent(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text with comprehension. See Independent(ly), Scaffolding

Prose: Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. See Poetry

Protagonist: The main character or hero of a story. See Hero/Heroine

Pun: A joke that is created by a unique and specific combination of words. It can make use of a word's multiple meanings or a word's rhyme.

Rebus: A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

Refrain: One or more words repeated at intervals in a poem, usually at the end of a stanza, such as the last line of each stanza in a ballad. Used to present different moods or ideas, as in Poe's use of "Nevermore" in his poem "The Raven." See also Chorus.

Resolution: Also called denouement, the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action, and is intended to bring the story to a satisfactory end.

Revising: A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience. Compared to editing, revising is a larger-scale activity often associated with the overall content and structure of a text. See Editing, Rewriting

Rewriting: A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme. Compared to revising, editing is a larger-scale activity more akin to replacement than refinement. See Editing, Revising

Rhetoric: The art of effective expression and the persuasive use of language. See Discourse

Rhyme scheme: In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza. For example, the rhyme scheme of a Spenserian stanza is ababbcbcc.

Rhythm: The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, to unify a work, and/or to heighten emotional response.

Rime: The vowel and any consonants that follow it. For example, in scotch, the rime is /och/. See Onset

Rising action: The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story. See Conflict, Climax, Exposition, Falling action

Root (Root word): A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root graph, the prefix di- and the suffix -ic can be added to create the word, digraphic. See Prefix, Suffix

Rubric: An authentic (close to real world) assessment tool for making scoring decisions. A printed set of guidelines that distinguishes performances or products of different quality. See Scoring guide

Rule of three: When the number three (3) recurs, especially in folk literature and fairy tales. For example, three characters, three tasks, repetition of an event three times.

Satire: A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical, and often uses exaggeration for effect.

Scaffolding: Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on. Though Vygotsky himself does not use the term scaffolding, the educational meaning of the term relates closely to his concept of the zone of proximal development (see L. S. Vygotsky (1978), *Mind in society: The development of higher psychological processes*, Cambridge, MA: Harvard University Press).

Scoring guide: List of criteria for evaluating student work. See Rubric

Script: The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.

Sensory detail: See Imagery, Style

Sentence: A group of words expressing one or more complete thoughts.

Setting: The time and place of the action in a story, play, or poem.

Short research project: An investigation intended to address a narrowly tailored query in a brief period of time, such as a few class periods or a week of instructional time.

Short story: A brief fictional work that usually contains one major conflict and at least one main character.

Simile: A comparison of two unlike things in which a word of comparison (often like or as) is used. For example, Maya Angelou’s “She stood in front of the alter, shaking like a freshly caught trout.” See Metaphor

Soliloquy: A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on the stage alone, not speaking to other characters and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character’s inner thoughts, feelings, and plans to the audience.

Sonnet: A poem consisting of fourteen lines of iambic pentameter. See Iambic pentameter, Poetry

Source: A text used largely for informational purposes, as in research. See Text.

Standard English: The most widely accepted and understood form of expression in English in the United States. In the Standards, “standard English” refers to formal English writing and speaking. Standard English is the particular focus of Language standards 1 and 2. See Standard English conventions, Standard written English

Standard English conventions: The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in schools and employed by educated English speakers and writers. See Standard written English

Standard written English: The variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated English speakers. It is not limited to a particular region and can be spoken with any accent. See Standard English conventions

Stanza: A recurring grouping of two or more verse lines of the same length, metrical form, and, often, rhyme scheme. See Poetry, Rhyme scheme, Verse

Style: A writer’s unique way of communicating ideas. The particular way a piece of literature is written, not only in what is said but in how it is said. Elements contributing to style include word choice, sentence length, tone, figurative language, and use of dialogue. See Diction, Imagery, Tone

Subordinate (dependent) clause: A clause that does not present a complete thought and cannot stand alone as a sentence. For example, “The boy went home from school because he was sick.” See Independent clause, Sentence

Suffix: A word part that is added to the end of a root word and establishes that word’s part of speech. For example, the suffix -ly added to the adjective immediate creates the word, immediately, which is an adverb. See Prefix, Root

Symbol: A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.

Symbolism: In literature, the serious and extensive use of symbols. See Symbol

Synonym: A word that has a meaning identical with, or very similar to, that of another word in the same language. For example, in some situations, right is a synonym of correct.

Syntax: The way in which words are put together to form constructions such as phrases or sentences.

Tall tale: A distinctively American type of humorous story characterized by exaggeration. Tall tales and practical jokes have similar kinds of humor; in both, someone gets fooled, to the amusement of the person or persons who know the truth. See Traditional narrative, Folktale

Technical subjects: A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject. The technical aspect of a wider field of study, such as art or music.

Text complexity: The inherent difficulty of reading and comprehending a text, combined with consideration of reader and task variables. In the standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations. See Appendix A of the Common Core State Standards for a larger discussion of text complexity.

Text complexity band: A range of text difficulty corresponding to grade spans within the standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness).

Textual evidence: See Evidence.

Theme: A central idea or abstract concept that is made concrete through representation in person, action, and image. No proper theme is simply a subject or an activity. Like a thesis, theme implies a subject and predicate of some kind—for instance, not just vice as a standalone word, but a proposition such as, “Vice seems more interesting than virtue but turns out to be destructive.” Sometimes the theme is directly stated in the work, and sometimes it is revealed indirectly. There may be more than one theme in a given work. See Main idea, Thesis, Moral

Thesis: An attitude or position taken by a writer or speaker with the purpose of proving or supporting it. Also, the paper written in support of the thesis. See Theme, Main idea

Tone: An expression of a writer’s attitude toward a subject. Unlike mood, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. See Mood, Style

Traditional narrative: The knowledge and beliefs of cultures that are transmitted by word of mouth, including both prose and verse narratives, poems and songs, myths, dramas, rituals, fables, proverbs, and riddles. Traditional narrative exists side by side with the growing written record. See Folktale, Tall tale

Trickster tale: Story relating the adventures of a mischievous supernatural being given to capricious acts of sly deception, who often functions as a cultural hero or symbolizes the ideal of a people.

Understatement: A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of hyperbole or exaggeration, and can be used to create humor as well as biting satire. See Hyperbole

Verb: A word, or set of words, that expresses action or state of being.

Verbal [noun]: A word that is derived from a verb and has the power of a verb, but acts like another part of speech. Like a verb, a verbal may be attached to an object, a modifier, and sometimes a subject; but unlike a verb, a verbal function like a noun, an adjective, or an adverb. Three types of verbals are gerunds, infinitives, and participles. [adjective] Pertaining to words, either written or spoken. See Oral

Verse: A unit of poetry such as a stanza or line. See Poetry, Stanza

Voice: (1) The order of words that indicates whether the subject is acting or being acted upon—active voice indicates that the subject is acting, doing something (for example, “Benjamin Franklin discovered the secrets of electricity”; passive voice indicates that the subject is being acted upon (for example, “The secrets of electricity were discovered by Benjamin Franklin.”) (2) A writer’s unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer’s voice include sentence structure, diction, and tone. (3) The narrator of a selection. See Diction, Tone with prompting and support/with (some) guidance and support See Scaffolding.



## DIOCESE OF LEXINGTON ST. JEROME WORD LIST K-5 (SET A-J)

### Set A

1. the	29. by	57. then	85. been
2. of	30. words	58. them	86. called
3. and	31. but	59. these	87. who
4. a	32. not	60. so	88. oil
5. to	33. what	61. some	89. sit
6. in	34. all	62. her	90. now
7. is	35. were	63. would	91. find
8. you	36. we	64. make	92. long
9. that	37. when	65. like	93. down
10. it	38. your	66. him	94. day
11. he	39. can	67. into	95. did
12. was	40. said	68. time	96. get
13. for	41. there	69. has	97. come
14. on	42. use	70. look	98. made
15. are	43. an	71. two	99. may
16. as	44. each	72. more	100. part
17. with	45. which	73. write	
18. his	46. she	74. go	
19. they	47. do	75. see	
20. I	48. how	76. number	
21. at	49. their	77. no	
22. be	50. if	78. way	<u>Catholic Identity</u>
23. this	51. will	79. could	* Jesus
24. have	52. up	80. people	* Church
25. from	53. other	81. my	* God
26. or	54. about	82. than	* Son
27. one	55. out	83. first	* Mary
28. had	56. many	84. water	* Mass

## Set B

101. over	131. much	161. such	191. letter
102. new	132. before	162. because	192. mother
103. sound	133. line	163. turn	193. answer
104. take	134. right	164. here	194. found
105. only	135. too	165. why	195. study
106. little	136. means	166. ask	196. still
107. work	137. old	167. went	197. learn
108. know	138. any	168. men	198. should
109. place	139. same	169. read	199. America
110. years	140. tell	170. need	200. world
111. live	141. boy	171. land	
112. me	142. follow	172. different	
113. back	143. came	173. home	<u>Catholic Identity</u>
114. give	144. want	174. us	* Amen
115. most	145. show	175. move	* Angel
116. very	146. also	176. try	* Bible
117. after	147. around	177. kind	* Candle
118. things	148. form	178. hand	* Lord
119. our	149. three	179. picture	* Pope
120. just	150. small	180. again	* Cross
121. name	151. set	181. change	* Holy
122. good	152. put	182. off	
123. sentence	153. end	183. play	
124. man	154. does	184. spell	
125. think	155. another	185. air	
126. say	156. well	186. away	
127. great	157. large	187. animal	
128. where	158. must	188. house	
129. help	159. big	189. point	
130. through	160. even	190. page	

## Set C

201. high	231. along	261. sea	291. cut
202. every	232. might	262. began	292. young
203. near	233. close	263. grow	293. talk
204. add	234. something	264. took	294. soon
205. food	235. seem	265. river	295. list
206. between	236. next	266. four	296. song
207. own	237. hard	267. carry	297. being
208. below	238. open	268. state	298. leave
209. country	239. example	269. once	299. family
210. plant	240. begin	270. book	300. it's
211. last	241. life	271. hear	
212. school	242. always	272. stop	
213. father	243. those	273. without	
214. keep	244. both	274. second	<u>Catholic Identity</u>
215. tree	245. paper	275. late	* Saint
216. never	246. together	276. miss	* Prayer
217. start	247. got	277. idea	* Alleluia
218. city	248. group	278. enough	* Baptism
219. earth	249. often	279. eat	* Catholic
220. eyes	250. run	280. face	* Christ
221. light	251. important	281. watch	* Easter
222. thought	252. until	282. far	* Father
223. head	253. children	283. Indian	
224. under	254. side	284. real	
225. story	255. feet	285. almost	
226. saw	256. car	286. let	
227. left	257. mile	287. above	
228. don't	258. night	288. girl	
229. few	259. walk	289. sometimes	
230. while	260. white	290. mountains	

## Set D

301. body	331. top	361. five	391. town
302. music	332. ship	362. step	392. I'll
303. color	333. across	363. morning	393. unit
304. stand	334. today	364. passed	394. figure
305. sun	335. during	365. vowel	395. certain
306. questions	336. short	366. true	396. field
307. fish	337. better	367. hundred	397. travel
308. area	338. best	368. against	398. wood
309. mark	339. however	369. pattern	399. fire
310. dog	340. low	370. numeral	400. upon
311. horse	341. hours	371. table	
312. birds	342. black	372. north	
313. problem	343. products	373. slowly	
314. complete	344. happened	374. money	
315. room	345. whole	375. map	<u>Catholic Identity</u>
316. knew	346. measure	376. farm	* Bread
317. since	347. remember	377. pulled	* Wine
318. ever	348. early	378. draw	* Body
319. piece	349. waves	379. voice	* Blood
320. told	350. reached	380. seen	* Advent
321. usually	351. listen	381. cold	* Lent
322. didn't	352. wind	382. cried	* Mercy
323. friends	353. rock	383. plan	* Parish
324. easy	354. space	384. notice	
325. heard	355. covered	385. south	
326. order	356. fast	386. sing	
327. red	357. several	387. war	
328. door	358. hold	388. ground	
329. sure	359. himself	389. fall	
330. become	360. toward	390. king	

## Set E

401. done	431. building	461. warm	491. dark
402. English	432. ocean	462. common	492. ball
403. road	433. class	463. bring	493. material
404. half	434. note	464. explain	494. special
405. ten	435. nothing	465. dry	495. heavy
406. fly	436. rest	466. though	496. fine
407. gave	437. carefully	467. language	497. pair
408. box	438. scientists	468. shape	498. circle
409. finally	439. inside	469. deep	499. include
410. wait	440. wheels	470. thousands	500. built
411. correct	441. stay	471. yes	
412. oh	442. green	472. clear	
413. quickly	443. known	473. equation	
414. person	444. island	474. yet	
415. became	445. week	475. government	
416. shown	446. less	476. filled	<u>Catholic Identity</u>
417. minutes	447. machine	477. heat	* Faith
418. strong	448. base	478. full	* Eucharist
419. verb	449. ago	479. hot	* Altar
420. stars	450. stood	480. check	* Miracle
421. front	451. plane	481. object	* Praise
422. feel	452. system	482. am	* Oil
423. fact	453. behind	483. rule	* Sacrament
424. inches	454. ran	484. among	
425. street	455. round	485. noun	
426. decided	456. boat	486. power	
427. contain	457. game	487. cannot	
428. course	458. force	488. able	
429. surface	459. brought	489. six	
430. produce	460. understand	490. size	

## Set F

501. can't	531. love	561. arms	591. represent
502. matter	532. cause	562. brother	592. soft
503. square	533. rain	563. race	593. whether
504. syllables	534. exercise	564. present	594. clothes
505. perhaps	535. eggs	565. beautiful	595. flowers
506. bill	536. train	566. store	596. shall
507. felt	537. blue	567. job	597. teacher
508. suddenly	538. wish	568. edge	598. held
509. test	539. drop	569. past	599. describe
510. direction	540. developed	570. sign	600. drive
511. center	541. window	571. record	
512. farmers	542. difference	572. finished	
513. ready	543. distance	573. discovered	
514. anything	544. heart	574. wild	
515. divided	545. site	575. happy	
516. general	546. sum	576. beside	
517. energy	547. summer	577. gone	<u>Catholic Identity</u>
518. subject	548. wall	578. sky	* Bishop
519. Europe	549. forest	579. grass	* Ashes
520. moon	550. probably	580. million	* Apostle
521. region	551. legs	581. west	* Disciple
522. return	552. sat	582. lay	* Souls
523. believe	553. main	583. weather	* Priest
524. dance	554. winter	584. root	* Pastor
525. members	555. wide	585. instruments	* Gospel
526. picked	556. written	586. meet	
527. simple	557. length	587. third	
528. cells	558. reason	588. months	
529. paint	559. kept	589. paragraph	
530. mind	560. interest	590. raised	

## Set G

601. cross	631. copy	661. possible	691. surprise
602. speak	632. free	662. gold	692. French
603. solve	633. hope	663. milk	693. died
604. appear	634. spring	664. quiet	694. beat
605. metal	635. case	665. natural	695. exactly
606. son	636. laughed	666. lot	696. remain
607. either	637. nation	667. stone	697. dress
608. ice	638. quite	668. act	698. cat
609. sleep	639. type	669. build	699. couldn't
610. village	640. themselves	670. middle	700. fingers
611. factors	641. temperature	671. speed	
612. result	642. bright	672. count	
613. jumped	643. lead	673. consonant	
614. snow	644. everyone	674. someone	<u>Catholic Identity</u>
615. ride	645. method	675. sail	* Crucifix
616. care	646. section	676. rolled	* Worship
617. floor	647. lake	677. bear	* Sacrifice
618. hill	648. iron	678. wonder	* Shepherd
619. pushed	649. within	679. smiled	* Gloria
620. baby	650. dictionary	680. angle	* Grace
621. buy	651. hair	681. fraction	* Holy Spirit
622. century	652. age	682. Africa	* Homily
623. outside	653. amount	683. killed	
624. everything	654. scale	684. melody	
625. tall	655. pounds	685. bottom	
626. already	656. although	686. trip	
627. instead	657. per	687. hole	
628. phrase	658. broken	688. poor	
629. soil	659. moment	689. let's	
630. bed	660. tiny	690. fight	

## Set H

701. row	731. lost	761. suppose	791. separate
702. least	732. sent	762. woman	792. break
703. catch	733. symbols	763. coast	793. uncle
704. climbed	734. wear	764. bank	794. hunting
705. wrote	735. bad	765. period	795. flow
706. shouted	736. save	766. wire	796. lady
707. continued	737. experiment	767. pay	797. students
708. itself	738. engine	768. clean	798. human
709. else	739. alone	769. visit	799. art
710. plains	740. drawing	770. bit	800. feeling
711. gas	741. east	771. whose	
712. England	742. choose	772. received	
713. burning	743. single	773. garden	
714. design	744. touch	774. please	
715. joined	745. information	775. strange	
716. foot	746. express	776. caught	<u>Catholic Identity</u>
717. law	747. mouth	777. fell	* Deacon
718. ears	748. yard	778. team	* Diocese
719. glass	749. equal	779. God	* Liturgy
720. you're	750. decimal	780. captain	* Chalice
721. grew	751. yourself	781. direct	* Adoration
722. skin	752. control	782. ring	* Anointing
723. valley	753. practice	783. serve	* Archangel
724. cents	754. report	784. child	* Assumption
725. key	755. straight	785. desert	* Spiritual
726. president	756. rise	786. increase	* Tabernacle
727. brown	757. statement	787. history	
728. trouble	758. stick	788. cost	
729. cool	759. party	789. maybe	
730. cloud	760. seeds	790. business	



## Set I

801. supply	831. crowd	861. position	891. park
802. corner	832. poem	862. entered	892. sell
803. electric	833. enjoy	863. fruit	893. shoulder
804. insects	834. elements	864. tied	894. industry
805. crops	835. indicate	865. rich	895. wash
806. tone	836. except	866. dollars	896. block
807. hit	837. expect	867. send	897. spread
808. sand	838. flat	868. sight	898. cattle
809. doctor	839. seven	869. chief	899. wife
810. provide	840. interesting	870. Japanese	900. sharp
811. thus	841. sense	871. stream	
812. won't	842. string	872. planets	
813. cook	843. blow	873. rhythm	
814. bones	844. famous	874. eight	
815. mall	845. value	875. science	
816. board	846. wings	876. major	
817. modern	847. movement	877. observe	<u>Catholic Identity</u>
818. compound	848. pole	878. tube	* Cardinal
819. mine	849. exciting	879. necessary	* Commandment
820. wasn't	850. branches	880. weight	* Communion
821. fit	851. hick	881. meat	* Confession
822. addition	852. blood	882. lifted	* Confirmation
823. belong	853. lie	883. process	* Creed
824. safe	854. spot	884. army	* Matrimony
825. soldiers	855. bell	885. hat	* Penance
826. guess	856. fun	886. property	
827. silent	857. loud	887. particular	
828. trade	858. consider	888. swim	
829. rather	859. suggested	889. terms	
830. compare	860. thin	890. current	

## Set J

901. company	931. opposite	961. workers	991. cows
902. radio	932. wrong	962. Washington	992. track
903. we'll	933. chart	963. Greek	993. arrived
904. action	934. prepared	964. women	994. located
905. capital	935. pretty	965. bought	995. sir
906. factories	936. solution	966. led	996. seat
907. settled	937. fresh	967. march	997. division
908. yellow	938. shop	968. northern	998. effect
909. isn't	939. suffix	969. create	999. underline
910. southern	940. especially	970. British	1000. view
911. truck	941. shoes	971. difficult	
912. fair	942. actually	972. match	
913. printed	943. nose	973. win	<u>Catholic Identity</u>
914. wouldn't	944. afraid	974. doesn't	* Absolution
915. ahead	945. dead	975. steel	* Chaplet
916. chance	946. sugar	976. total	* Chrism
917. born	947. adjective	977. deal	* Ascension
918. level	948. fig	978. determine	* Corporal
919. triangle	949. office	979. evening	* Contrition
920. molecules	950. huge	980. hoe	* Lectionary
921. France	951. gun	981. rope	* Missal
922. repeated	952. similar	982. cotton	* Monstrance
923. column	953. death	983. apple	* Penitential Rite
924. western	954. score	984. details	* Prophet
925. church	955. forward	985. entire	
926. sister	956. stretched	986. corn	
927. oxygen	957. experience	987. substances	
928. plural	958. rose	988. smell	
929. various	959. allow	989. tools	
930. agreed	960. fear	990. conditions	

## CATHOLIC IDENTITY WORDS K-5

Absolution	Confirmation	Missal
Adoration	Contrition	Monstrance
Advent	Corporal	Oil
Alleluia	Creed	Parish
Altar	Cross	Pastor
Amen	Crucifix	Penance
Angel	Deacon	Penitential Rite
Anointing	Diocese	Pope
Apostle	Disciple	Praise
Archangel	Easter	Prayer
Ascension	Eucharist	Priest
Ashes	Faith	Prophet
Assumption	Father	Sacrament
Baptism	Gloria	Sacrifice
Bible	God	Saint
Bishop	Gospel	Shepherd
Blood	Grace	Son
Body	Holy	Souls
Bread	Holy Spirit	Spiritual
Candle	Homily	Tabernacle
Cardinal	Jesus	Wine
Catholic	Lectionary	Worship
Chalice	Lent	
Chaplet	Liturgy	
Chrism	Lord	
Christ	Mary	
Church	Mass	
Commandment	Matrimony	
Communion	Mercy	
Confession	Miracle	

## DIOCESE OF LEXINGTON ST. JEROME WORD LIST 6-8

### Literary Terms

Alliteration  
Allusion  
Analogy  
Analyze  
Annotate  
Antagonist  
Antonyms  
Aside  
Audience  
Author  
Bias  
Bibliography  
Categorization  
Cause/effect  
Central idea  
Character  
Characterization  
Chronology  
Citation  
Climax  
Collaborate  
Conflict  
Connotation  
Context Clues  
Convey  
Deductive  
Denotation  
Dialogue  
Drama  
Dramatic irony  
Dynamic character  
Edit  
Ethos  
Evaluate  
Exposition  
Expository  
Fable  
Fact  
Falling action  
Fiction  
Figurative language  
Flashback  
Foil  
Folk tales

Foreshadow  
Generalization  
Genre  
Hyperbole  
Idiom  
Imagery  
Inductive  
Inference  
Informational  
Irony  
Logos  
Main idea  
Major character  
Metaphor  
Minor character  
Modify  
Mood  
Motif  
Motivation  
Myths  
Narrative  
Narrator  
Non-fiction  
Onomatopoeia  
Opinion  
Outline  
Oxymoron  
Paraphrase  
Pathos  
Personification  
Plagiarism  
Plot  
Plot line  
POV  
Predict  
Problem/solution  
Propaganda  
Publish  
Purpose  
Recurring theme  
Reflect  
Relevant  
Reliable/valid sources  
Repetition  
Resolution  
Resource

Revise  
Rising action  
Sarcasm  
Setting  
Simile  
Situational irony  
Spatial order  
Static character  
Style  
Summarize  
Summary  
Suspense  
Symbolism  
Synonyms  
Tall tales  
Text structure  
Theme  
Tone  
Verbal irony  
Voice

### Elements of language terms

Abstract nouns  
Action verb  
Active voice  
Adjective clauses  
Adjective phrase  
Adjectives  
Adverb clauses  
Adverb phrase  
Adverbs  
Agreement  
Antecedent  
Apostrophes  
Appositive phrases  
Appositives  
Articles  
Base form  
Brackets  
Brackets  
Capitalization  
Clauses  
Collective nouns  
Colons  
Commas

Commonly used preposition list  
Comparative  
Complements  
Complex sentences  
Compound sentences  
Compound-complex sentences  
Concrete nouns  
Conjugation  
Conjunction  
Conjunctive adverbs  
Consistency of tense  
Contractions  
Correlative conjunctions  
Dangling modifier  
Dashes  
Declarative  
Demonstrative adjectives  
Demonstrative pronouns  
Direct objects  
Double negatives  
End marks  
Exclamatory  
Formal  
Fragments  
Gerund  
Gerund phrases  
Helping verb  
Hyphens  
Imperative  
Indefinite pronouns  
Independent clauses  
Indirect objects  
Infinitive  
Infinitive phrases  
Informal  
Intensive pronouns  
Interjections  
Interrogative  
Introductory words, phrases, clauses  
Irregular comparison of modifiers  
Irregular verbs  
Italics  
Linking verb  
Misplaced modifier  
Modifiers  
Nominative case

Noun clause  
Nouns  
Number  
Object of the preposition  
Objective case  
Parenthesis  
Parenthetical expressions  
Participial phrases  
Participle  
Parts of speech  
Passive voice  
Past  
Past participle  
Personal pronouns  
Phrases  
Plural possessives  
Plurals  
Positive  
Possessive case  
Predicate (simple, complete, compound)  
Predicate adjectives  
Predicate nominatives  
Prepositional phrases  
Prepositions  
Present participle  
Pronouns  
Proper adjectives  
Proper nouns  
Punctuation  
Quotation marks  
Reflexive pronouns  
Regular verbs  
Relative pronouns  
Semicolons  
Sentence structure  
Simple sentence  
Singular possessives  
Special problems with verbs  
Special pronoun problems  
Spelling  
Subject (simple, complete, compound)  
Subject complements  
Subordinate clauses  
Subordinating conjunctions  
Superlative  
Transitional expressions  
Transitive/intransitive verbs

Underlining  
Usage  
Verb  
Verb tense

### **Non-fiction terms**

Caption  
Central idea  
Direct quotation  
Headline  
Main idea  
Objective  
Objective summary  
Paraphrase  
Sidebar  
Subhead  
Supporting evidence  
Text evidence  
Text features  
Text structure (description, sequence, problem/solution, cause/effect, compare/contrast)

## DIOCESE OF LEXINGTON ST. JEROME WORD LIST 9-12

### Freshman and sophomore year:

Alliteration	Flat character	Plot arc (exposition, narrative hook, rising action, climax, falling action, denouement/ resolution)
Allusion	Foreshadowing	Poetic license
Ambiguity	Free verse	Poetry / Verse
Anachronism	Future tense	Point of view
Analogy	Genre	Present tense
Antagonist	Haiku	Protagonist
Author	Hyperbole	Quatrain
Autobiography	Imagery (sound, sight, taste, touch, scent)	Rhyme (perfect, imperfect/slant/near/forced) rhyme scheme
Biography	Inference	Round character
caesura	Irony (situational, dramatic, verbal)	Scansion
Cause and effect	Literal language	Sestet
Characterization (direct and indirect)	Local color	Setting
Chronological order	Metaphor (direct, implied, mixed)	Short story
Climax	Mood	Simile
Conflict (external / internal)	Motive	Slowing down time
Context clues	Narrate (narration)	Soliloquy
Contradictions and incongruities	Narrator (first-person, third-person)	Sonnet
Couplet	Non-fiction	Stanza
Dialog	Novella	Static character
Diction	Octave	Stock character
dramatic monologue	Ode	Stress
dynamic character	Omniscient point of view (limited or not)	Subordinate characters
enjambment	Past tense	Symbols
epic	Personal essay	Theme
epic poetry	Personification	Tone
fable	Play (script/drama)	Tragedy
Fiction	Plot	Tragic flaw
Figurative language (figures of speech)		Voice
Flashbacks		
Flash-forwards		

## Junior and Senior Year:

17 <sup>th</sup> Century	Hubris	Petrarchan sonnet (aka Italian sonnet)
Alexandrine	Hyperbole	Plain style
Allegory	Iamb	Poetic license
Alliteration	Iambic hexameter	Prologue
Allusion	Iambic pentameter	Proverbs
Almanac	Idyll	Pseudonym
Anglo-Saxon	Idyllic	Quatrain
Apostrophe	Imagery (sight, sound, touch, taste, scent)	Renaissance
Autobiography	Interludes	Rhetorical questions
Biography	Internal rhyme	Rhyme (perfect and imperfect /slant / near / forced)
Blank verse	Kenning	Rhyme scheme
Broadsides	Limerick	Rhythm
Caesura	Lyric poetry	Romantic Age
Canto	Masques	Satire
Carpe diem poetry	Medieval Age	Scansion
Characterization (direct and indirect)	Metaphor	Sestet
Closet drama	Metaphysical poetry	Shakespearean sonnet (aka English sonnet)
Commercial writing (persuasive)	Metaphysical conceit	Simile
Couplet	Meter	Sonnet
Elegy	Minstrel / scop	Spenserian sonnet
Elizabethan Age	Miracle plays	Spenserian stanza
Enjambment	Morality plays	Stanza
Epic	Narrative poetry	Stress
Epic hero	Octave	Symbol / symbolism
Epitaphs	Ode	Theme
Essay	Onomatopoeia	Tragedy
Fable	Oral tradition	Tragic flaw
Foreshadowing	Oratory	Tragic hero turn
Free verse	Ornate style	Understatement
Gothic novel	Ottava rima	Verisimilitude
Haiku	Parable	Vernacular
Heroic couplet	Paradox	
Hexameter	Pastoral	
	Personification	

## **A LITERARY HERITAGE: SUGGESTED AUTHORS AND WORKS FROM THE ANCIENT WORLD TO ABOUT 1970**

All American students should acquire knowledge of a range of literary works reflecting a common literary heritage that goes back thousands of years to the ancient world. In addition, all students should become familiar with some of the outstanding works in the rich body of literature that is their particular heritage in the English-speaking world, which includes the first literature in the world created just for children, whose authors viewed childhood as a special period in life.

The suggestions below constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers, or public speeches, in this country or elsewhere. The next section of this document contains a second list of suggested contemporary authors and illustrators—including the many excellent writers and illustrators of children’s books of recent years—and highlights authors and works from around the world.

In planning a curriculum, it is important to balance depth with breadth. As teachers in schools and districts work with this curriculum framework to develop literature units, they will often combine literary and informational works from the two lists into thematic units. Exemplary curriculum is always evolving—we urge districts to take initiative to create programs meeting the needs of their students.

The lists of suggested authors, illustrators, and works are organized by grade clusters: k–2, 3–4, 5–8, and 9–12. Certain key works or authors are repeated in adjoining grade spans, giving teachers the option to match individual students with the books that suit their interests and developmental levels. The decision to present a grades 9–12 list (as opposed to grades 9–10 and 11–12) stems from the recognition that teachers should be free to choose selections that challenge, but do not overwhelm, their students.

Grades k–8 selections have been reviewed by the editors of *The Horn Book Magazine*.



## GRADES K-2

### Traditional Literature and Poetry for Reading, Listening, and Viewing

Traditional Literature	Poetry
<ul style="list-style-type: none"><li>• Aesop’s fables</li><li>• Rudyard Kipling’s <i>Just So Stories</i></li><li>• Selected Grimm and Hans Christian Anderson Fairy Tales</li><li>• The Bible as literature: Tales including Jonah and the whale, Daniel and the lion’s den, Noah and the Ark, Moses and the burning bush, the story of Ruth, David and Goliath</li></ul>	<ul style="list-style-type: none"><li>• Mother Goose nursery rhymes</li><li>• John Ciardi</li><li>• Rachel Field</li><li>• David McCord</li><li>• A.A. Milne</li><li>• Christina Rossetti</li></ul>

### Picture Book Authors and Illustrators

Edward Ardizzone

Ludwig Bemelmans

Margaret Wise Brown

John Burningham

Virginia Lee Burton

Randolph Caldecott

Edgar Parin and Ingri D’Aulaire Wanda

Gág

Theodore Geisel (Dr. Seuss)

Kate Greenaway

Shirley Hughes

Crockett Johnson

Ruth Kraus

Robert Lawson

Munro Leaf

Robert McCloskey

A. A. Milne

Else Holmelund Minarik

William Pène du Bois

Beatrix Potter

Alice and Martin Provensen

H. A. and Margaret Rey

Maurice Sendak

## GRADES 3-4

<b>Traditional Literature</b>	<b>American Authors and Illustrators</b>
<ul style="list-style-type: none"> <li>• Greek, Roman, and Norse myths</li> <li>• Stories about King Arthur and Robin Hood</li> <li>• Myths and legends of indigenous peoples of North, Central and South America</li> <li>• American folktales and legends</li> <li>• Asian and African folktales and legends</li> <li>• The Bible as literature: Tales including Adam and Eve, Cain and Abel, David and Jonathan, the Prodigal Son, the visit of the Magi, well-known psalms (e.g., 23, 24, 46, 92, 121, and 150)</li> </ul>	<ul style="list-style-type: none"> <li>• Natalie Babbitt</li> <li>• L. Frank Baum</li> <li>• Beverly Cleary</li> <li>• Elizabeth Coatsworth</li> <li>• Mary Mapes Dodge</li> <li>• Elizabeth Enright</li> <li>• Eleanor Estes</li> <li>• Jean Craighead George</li> <li>• Sterling North</li> <li>• Howard Pyle</li> <li>• Carl Sandburg</li> <li>• George Selden</li> <li>• Louis Slobodkin</li> <li>• James Thurber</li> <li>• E. B. White</li> <li>• Laura Ingalls Wilder</li> </ul>
<b>British Authors and Illustrators</b>	<b>British and American Poets</b>
<ul style="list-style-type: none"> <li>• Michael Bond</li> <li>• Frances Hodgson Burnett</li> <li>• Lewis Carroll</li> <li>• Kenneth Grahame</li> <li>• Dick King-Smith</li> <li>• Edith Nesbit</li> <li>• Mary Norton</li> <li>• Margery Sharp</li> <li>• Robert Louis Stevenson</li> <li>• P. L. Travers</li> </ul>	<ul style="list-style-type: none"> <li>• Stephen Vincent and Rosemarie Carr</li> <li>• Benét</li> <li>• Lewis Carroll</li> <li>• John Ciardi</li> <li>• Rachel Field</li> <li>• Robert Frost</li> <li>• Langston Hughes</li> <li>• Edward Lear</li> <li>• Myra Cohn Livingston</li> <li>• David McCord</li> <li>• A.A. Milne</li> <li>• Laura Richards</li> </ul>

## GRADES 5-8

<b>Traditional Literature</b>	<b>American Authors and Illustrators</b>
<ul style="list-style-type: none"> <li>• Grimms' fairy tales</li> <li>• French fairy tales</li> <li>• Tales by Hans Christian Andersen and</li> <li>• Rudyard Kipling</li> <li>• Aesop's fables</li> <li>• Greek, Roman, or Norse myths</li> <li>• Stories about King Arthur, Robin Hood,</li> <li>• Beowulf and Grendel, St. George and the</li> <li>• Dragon</li> <li>• Myths and legends of indigenous peoples of</li> <li>• North, Central and South America</li> <li>• American folktales and legends</li> <li>• Asian and African folktales and legends</li> <li>• The Bible as literature: Old Testament: Genesis, Ten Commandments, Psalms and Proverbs, New Testament: Sermon on the Mount, Parables</li> </ul>	<ul style="list-style-type: none"> <li>• Louisa May Alcott</li> <li>• Lloyd Alexander</li> <li>• Isaac Asimov</li> <li>• Natalie Babbitt</li> <li>• L. Frank Baum</li> <li>• Nathaniel Benchley</li> <li>• Ray Bradbury</li> <li>• Carol Ryrie Brink</li> <li>• Elizabeth Coatsworth</li> <li>• Esther Forbes</li> <li>• Paula Fox</li> <li>• Jean Craighead George</li> <li>• Virginia Hamilton</li> <li>• Bret Harte</li> <li>• O. Henry</li> <li>• Washington Irving</li> <li>• Jack London</li> <li>• L.M. Montgomery</li> <li>• Sterling North</li> <li>• Scott O'Dell</li> <li>• Edgar Allan Poe</li> <li>• Howard Pyle</li> <li>• Marjorie Kinnan Rawlings</li> <li>• Elizabeth Speare</li> <li>• Booth Tarkington</li> <li>• James Thurber</li> <li>• Mark Twain</li> <li>• E. B. White</li> <li>• N. C. Wyeth</li> </ul>
<b>British Authors and Illustrators</b>	<b>British and American Poets</b>
<ul style="list-style-type: none"> <li>• James Barrie</li> <li>• Lucy Boston</li> <li>• Frances Hodgson Burnett</li> <li>• Lewis Carroll</li> <li>• Carlo Collodi</li> <li>• Daniel Defoe</li> <li>• Charles Dickens</li> <li>• Arthur Conan Doyle</li> <li>• Leon Garfield</li> <li>• Kenneth Grahame</li> <li>• Rudyard Kipling</li> <li>• C. S. Lewis</li> <li>• George MacDonald</li> </ul>	<ul style="list-style-type: none"> <li>• William Blake</li> <li>• Lewis Carroll</li> <li>• John Ciardi</li> <li>• Rachel Field</li> <li>• Robert Frost</li> <li>• Langston Hughes</li> <li>• Edward Lear</li> <li>• Henry Wadsworth Longfellow</li> <li>• David McCord</li> <li>• Ogden Nash</li> <li>• Richard Wilbur</li> </ul>

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|---|--|
| <ul style="list-style-type: none"><li>• Edith Nesbit</li><li>• Mary Norton</li><li>• Philippa Pearce</li><li>• Arthur Rackham</li><li>• Anna Sewell</li><li>• William Shakespeare</li><li>• Isaac Bashevis Singer</li><li>• Johanna Spyri</li><li>• Robert Louis Stevenson</li><li>• Jonathan Swift</li><li>• Rosemary Sutcliff</li><li>• J.R.R. Tolkien</li><li>• T.H. White</li></ul> |  |
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## GRADES 9-12

Traditional Literature	18 <sup>th</sup> and 19 <sup>th</sup> Century: American Memoirs, Essays, Poetry, and Fiction
<ul style="list-style-type: none"> <li>• A higher level re-reading of Greek mythology</li> <li>• Classical Greek drama: Aeschylus, Sophocles, Euripides</li> <li>• Substantial selections from epic poetry: Homer’s <i>Odyssey</i> and <i>Illiad</i>, Virgil’s <i>Aeneid</i></li> <li>• The Bible as literature: Genesis, Ten Commandments, selected psalms and proverbs, Job, Sermon on the Mount, selected parables</li> </ul>	<u>Memoirs</u>
	<ul style="list-style-type: none"> <li>• Frederick Douglass</li> <li>• Olaudah Equiano</li> <li>• Benjamin Franklin</li> <li>• Harriet Jacobs</li> </ul>
<b>American Literature: Historical Documents of Literary and Philosophical Significance</b>	<u>Essays</u>
<ul style="list-style-type: none"> <li>• The Declaration of Independence (1776)</li> <li>• The United States Constitution (1787) and Bill of Rights (1791)</li> <li>• Selected Federalist Papers (1787-1788)</li> <li>• George Washington’s Farewell Address (1796)</li> <li>• Selections from Alexis de Tocqueville, <i>Democracy in America</i>, volumes I and II (1835, 1839)</li> <li>• The Seneca Falls Declaration of Sentiments and Resolutions (1848)</li> <li>• Frederick Douglass, Independence Day speech (1852)</li> </ul>	<ul style="list-style-type: none"> <li>• Jonathan Edwards</li> <li>• Ralph Waldo Emerson</li> <li>• Thomas Jefferson</li> <li>• Thomas Paine</li> <li>• Henry David Thoreau</li> <li>• Mark Twain</li> </ul>
	<u>Poetry</u>
	<ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Paul Laurence Dunbar</li> <li>• Henry Wadsworth Longfellow</li> <li>• Edgar Allan Poe</li> <li>• Phillis Wheatley</li> <li>• Walt Whitman</li> </ul>

<ul style="list-style-type: none"> <li>• Abraham Lincoln: “House Divided” speech (1858),</li> <li>• Gettysburg Address (1863),</li> <li>• Second Inaugural Address (1865)</li> <li>• Theodore Roosevelt, “The New Nationalism” speech (1910)</li> <li>• Woodrow Wilson, “Peace without Victory” speech (1917)</li> <li>• Franklin Delano Roosevelt, “Four Freedoms” Speech (1941)</li> <li>• William Faulkner: Nobel Prize Lecture (1950)</li> <li>• John F. Kennedy’s inaugural speech (1961)</li> <li>• Martin Luther King Jr.: “Letter from Birmingham City Jail” (1963),</li> <li>• “I Have a Dream” (1963) speech</li> <li>• Lyndon Johnson, speech to Congress on voting rights (1965)</li> </ul>	<p style="text-align: center;"><u>Fiction</u></p> <ul style="list-style-type: none"> <li>• James Fenimore Cooper</li> <li>• Stephen Crane</li> <li>• Nathaniel Hawthorne</li> <li>• Henry James</li> <li>• Herman Melville</li> <li>• Edgar Allan Poe</li> </ul>
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## GRADES 9-12

<b>20<sup>th</sup> Century to about 1970: American Memoirs and Essays, Poetry, Fiction, and Drama</b>	
<p style="text-align: center;"><u>Memoirs and Essays</u></p> <ul style="list-style-type: none"> <li>• Henry Adams</li> <li>• James Baldwin</li> <li>• Ambrose Bierce</li> <li>• W. E. B. DuBois</li> <li>• Rachel Carson</li> <li>• John Gunther</li> <li>• John Hershey</li> <li>• Richard Hofstadter</li> <li>• Langston Hughes</li> <li>• Helen Keller</li> <li>• Martin Luther King, Jr.</li> <li>• H. L. Mencken</li> <li>• Eleanor Roosevelt</li> <li>• Franklin D. Roosevelt</li> <li>• Gertrude Stein</li> <li>• Robert Penn Warren</li> <li>• Booker T. Washington</li> <li>• E. B. White</li> <li>• Richard Wright</li> <li>• Malcolm X</li> <li>• Memoirs and other works about the immigrant experience (Abraham Cahan, Younghill Kang, Leo Rosten, Ole Rolvaag, Anzia Yezierska)</li> </ul>	<p style="text-align: center;"><u>Fiction</u></p> <ul style="list-style-type: none"> <li>• James Agee</li> <li>• Ray Bradbury</li> <li>• Truman Capote</li> <li>• Willa Cather</li> <li>• Kate Chopin</li> <li>• Theodore Dreiser</li> <li>• Ralph Ellison</li> <li>• William Faulkner</li> <li>• Jessie Fauset</li> <li>• F. Scott Fitzgerald</li> <li>• Charlotte Gilman</li> <li>• Ernest Hemingway</li> <li>• O. Henry</li> <li>• Zora Neale Hurston</li> <li>• Sarah Orne Jewett</li> <li>• James Weldon Johnson</li> <li>• Harper Lee</li> <li>• Carson McCullers</li> <li>• Flannery O'Connor</li> <li>• Katherine Anne Porter</li> <li>• J. D. Salinger</li> <li>• William Saroyan</li> <li>• John Steinbeck</li> <li>• James Thurber</li> <li>• Jean Toomer</li> <li>• Robert Penn Warren</li> <li>• Edith Wharton</li> <li>• Thomas Wolfe</li> </ul>
<p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• Elizabeth Bishop</li> <li>• Countee Cullen</li> <li>• Arna Bontemps</li> <li>• E. E. Cummings</li> <li>• Richard Eberhart</li> <li>• Robert Frost</li> <li>• T. S. Eliot</li> <li>• Robinson Jeffers</li> <li>• Amy Lowell</li> <li>• Robert Lowell</li> <li>• Edgar Lee Masters</li> <li>• Edna St. Vincent Millay</li> </ul>	<p style="text-align: center;"><u>Drama</u></p> <ul style="list-style-type: none"> <li>• Maxwell Anderson</li> <li>• Lorraine Hansberry</li> <li>• Lillian Hellman</li> <li>• Jerome Lawrence and Robert E. Lee</li> <li>• Archibald MacLeish</li> <li>• Carson McCullers</li> <li>• Arthur Miller</li> <li>• Eugene O'Neill</li> <li>• William Saroyan</li> <li>• Robert Sherwood</li> <li>• Orson Welles</li> <li>• Thornton Wilder</li> </ul>

<ul style="list-style-type: none"><li>• Marianne Moore`</li><li>• Sylvia Plath</li><li>• Ezra Pound</li><li>• John Crowe Ransom</li><li>• Edward Arlington Robinson</li><li>• Theodore Roethke</li><li>• Wallace Stevens</li><li>• Alan Tate</li><li>• Sara Teasdale</li><li>• William Carlos Williams</li></ul>	<ul style="list-style-type: none"><li>• Tennessee Williams</li></ul>
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## GRADES 9-12

<b>British and European Literature: Essays, Poetry, and Drama</b>	
<p style="text-align: center;"><u>Essays</u></p> <ul style="list-style-type: none"> <li>• Joseph Addison</li> <li>• Sir Francis Bacon</li> <li>• Winston Churchill</li> <li>• Charles Darwin</li> <li>• Diderot and other Encyclopédistes</li> <li>• Mahatma Gandhi</li> <li>• Samuel Johnson in “The Rambler”</li> <li>• Arthur Koestler</li> <li>• Charles Lamb</li> <li>• C. S. Lewis</li> <li>• Michel de Montaigne</li> <li>• George Orwell</li> <li>• Jean Jacques Rousseau</li> <li>• John Ruskin</li> <li>• Jonathan Swift</li> <li>• Alexis de Tocqueville</li> <li>• Voltaire</li> <li>• Leonard Woolf</li> <li>• Emile Zola</li> </ul>	<p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• Selections from Chaucer’s Canterbury Tales</li> <li>• Epic poetry:               <ul style="list-style-type: none"> <li>○ Dante, John Milton</li> </ul> </li> <li>• Sonnets:               <ul style="list-style-type: none"> <li>○ William Shakespeare, John Milton, Edmund Spenser</li> </ul> </li> <li>• Metaphysical poetry:               <ul style="list-style-type: none"> <li>○ John Donne, George Herbert, Andrew Marvell</li> </ul> </li> <li>• Romantic poetry:               <ul style="list-style-type: none"> <li>○ William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, William Wordsworth</li> </ul> </li> <li>• Victorian poetry:               <ul style="list-style-type: none"> <li>○ Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson</li> </ul> </li> </ul>
<p style="text-align: center;"><u>Drama</u></p> <ul style="list-style-type: none"> <li>• Samuel Beckett</li> <li>• Robert Bolt</li> <li>• Bertolt Brecht</li> <li>• Calderón</li> <li>• Anton Chekhov</li> <li>• William Congreve</li> <li>• Carlo Goldoni</li> <li>• Henrik Ibsen</li> <li>• Molière</li> <li>• Sean O’Casey</li> <li>• Luigi Pirandello</li> <li>• Racine</li> <li>• Terrence Rattigan</li> <li>• William Shakespeare</li> <li>• Richard Brinsley Sheridan</li> <li>• John Millington Synge</li> <li>• George Bernard Shaw</li> <li>• Oscar Wilde</li> </ul>	

## Grades 9-12

<b>British and European Literature:</b>	
<p style="text-align: center;"><u>19<sup>th</sup> Century</u></p> <ul style="list-style-type: none"><li>• Jane Austen</li><li>• Honoré de Balzac</li><li>• Emily Bronte</li><li>• Joseph Conrad</li><li>• Charles Dickens</li><li>• Fyodor Dostoevsky</li><li>• George Eliot</li><li>• Nikolai Gogol</li><li>• Thomas Hardy</li><li>• Victor Hugo</li><li>• Mary Shelley</li><li>• Leo Tolstoy</li><li>• Ivan Turgenev</li><li>• Emile Zola</li></ul>	<p style="text-align: center;"><u>Fiction</u></p> <ul style="list-style-type: none"><li>• Selections from an early novel:<ul style="list-style-type: none"><li>○ Miguel de Cervantes' Don Quixote</li><li>○ Henry Fielding's Joseph Andrews</li><li>○ Oliver Goldsmith's The Vicar of Wakefield</li></ul></li><li>• Selections from John Bunyan's allegory, Pilgrim's Progress</li><li>• Satire, or mock epic, verse or prose:<ul style="list-style-type: none"><li>○ Lord Byron</li><li>○ Alexander Pope</li><li>○ Jonathan Swift</li></ul></li></ul>
<p style="text-align: center;"><u>20<sup>th</sup> Century</u></p> <ul style="list-style-type: none"><li>• Albert Camus</li><li>• Arthur Conan Doyle</li><li>• André Gide</li><li>• Graham Greene</li><li>• James Joyce</li><li>• Franz Kafka</li><li>• D. H. Lawrence</li><li>• W. Somerset Maugham</li><li>• George Orwell</li><li>• Marcel Proust</li><li>• Jean Paul Sartre</li><li>• Evelyn Waugh</li><li>• Virginia Woolf</li></ul>	

## **A LITERARY HERITAGE: SUGGESTED CONTEMPORARY AUTHOR;** **SUGGESTED AUTHORS IN WORLD LITERATURE**

All students should be familiar with American authors and illustrators of the present and those who established their reputations after the 1960s, as well as important writers from around the world, both historical and contemporary. Beginning in the last half of the 20th century, the publishing industry in the United States devoted increasing resources to children's and young adult literature created by writers and illustrators from a variety of backgrounds. Many newer anthologies and textbooks offer excellent selections of contemporary and world literature.

As they choose works for class reading or suggest books for independent reading, teachers should ensure that their students are both engaged and appropriately challenged by their selections. The following lists of suggested authors and illustrators are organized by grade clusters (k–2, 3–4, 5–8, and 9–12), but these divisions are far from rigid, particularly for the elementary and middle grades. Many contemporary authors write stories, poetry, and nonfiction for very young children, for students in the middle grades, and for adults as well. As children become independent readers, they often are eager and ready to read authors that may be listed at a higher level.

The lists below are provided as a starting point; they are necessarily incomplete because excellent new writers appear every year. As all English teachers know, some authors have written many works, not all of which are of equally high quality. We expect teachers to use their literary judgment in selecting any particular work. It is hoped that teachers will find here many authors with whose works they are already familiar, and will be introduced to yet others.

## GRADES K-2

<b>Folklore, Fiction, and Poetry</b>
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| <ul style="list-style-type: none"> <li>• Jon Agee (fiction, wordplay)</li> <li>• Edward Ardizzone (multi-genre, including picture books about Tim)</li> <li>• Molly Bang (folklore, easy readers)</li> <li>• Jan Brett (fiction: animals)</li> <li>• Norman Bridwell (fiction: Clifford)</li> <li>• Raymond Briggs (fiction: The Snowman)</li> <li>• Marcia Brown (multi-genre, including folklore)</li> <li>• Anthony Brown (fiction)</li> <li>• Marc Brown (fiction: Arthur)</li> <li>• Ashley Bryan (folktales: Africa, poetry)</li> <li>• John Burningham (realistic fiction, fantasy)</li> <li>• Eric Carle (fiction: animals – Very Hungry Caterpillar)</li> <li>• Lucille Clifton (poetry)</li> <li>• Barbara Cooney (multi-genre, including folklore: Miss Rumphius)</li> <li>• Nina Crews (fiction)</li> <li>• Doreen Cronin (fiction: humor)</li> <li>• Tomie dePaola (multi-genre, including folklore, family stories)</li> <li>• Leo and Diane Dillon (illustrators, folklore)</li> <li>• Rebecca Kai Dotlich (poetry)</li> <li>• Douglas Florian (poetry)</li> <li>• Mem Fox (fiction)</li> <li>• Marla Frazee (fiction)</li> <li>• Don Freeman (fiction: Corduroy)</li> <li>• Mordecai Gerstein (multi-genre)</li> <li>• Bob Graham (fiction)</li> <li>• Eloise Greenfield (multi-genre, including poetry)</li> <li>• Mini Grey (fiction)</li> <li>• Kevin Henkes (fiction, including the Lilly books)</li> <li>• Russell and Lillian Hoban (fiction: Frances)</li> <li>• Mary Ann Hoberman (poetry)</li> <li>• Peggy Rathmann (fiction: humor)</li> <li>• Peter Sis (fiction)</li> </ul> | <ul style="list-style-type: none"> <li>• Shirley Hughes (realistic fiction: Alfie stories, Tales of Trotter Street)</li> <li>• Trina Schart Hyman (folklore, illustrator)</li> <li>• Rachel Isadora (folklore)</li> <li>• G. Brian Karas (multi-genre, illustrator)</li> <li>• Ezra Jack Keats (fiction)</li> <li>• Holly Keller (realistic fiction)</li> <li>• Steven Kellogg (fiction)</li> <li>• Betsy Lewin (fiction)</li> <li>• Leo Lionni (fiction: animal)</li> <li>• Arnold Lobel (fiction: animal)</li> <li>• Gerald McDermott (folklore)</li> <li>• Patricia McKissack (multi-genre, including multicultural folktales, realistic stories)</li> <li>• Kate and Jim McMullan (fiction; humor)</li> <li>• James Marshall (fiction, folktales, easy readers)</li> <li>• Bill Martin Jr. (fiction)</li> <li>• Emily Arnold McCully (multi-genre, including historical fiction)</li> <li>• David McPhail (fiction)</li> <li>• Susan Meddaugh (fiction, including Martha Speaks)</li> <li>• Else Holmelund Minarik (fiction, easy readers)</li> <li>• Lynne Rae Perkins (fiction, family stories)</li> <li>• Jerry Pinkney (multi-genre, including multicultural folklore)</li> <li>• Patricia Polacco (fiction, multicultural family stories)</li> <li>• Chris Raschka (fiction)</li> <li>• Faith Ringgold (fiction, including multicultural family stories)</li> <li>• Glen Rounds (fiction: West)</li> <li>• Cynthia Rylant (poetry, fiction, including easy readers: Henry and Mudge)</li> <li>• Allen Say (fiction, multicultural historical fiction)</li> <li>• Alice Schertle (poetry)</li> <li>• Amy Schwartz (fiction)</li> <li>• Martha Sewall (multi-genre, fiction)</li> </ul> |
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<ul style="list-style-type: none"> <li>• William Steig (fiction)</li> <li>• John Steptoe (fiction, including multicultural folklore and family stories)</li> <li>• Tomi Ungerer (fiction)</li> <li>• Chris Van Allsburg (fiction: fantasy)</li> <li>• Jean van Leeuwen (fiction, easy readers, Amanda Pig, others)</li> <li>• Rosemary Wells (fiction: Max, others)</li> <li>• David Wiesner (fiction)</li> <li>• Mo Willems (fiction, easy readers)</li> <li>• Vera Williams (fiction: realistic)</li> <li>• Wong Herbert Yee (fiction, easy readers)</li> <li>• Jane Yolen (multi-genre)</li> </ul>	<ul style="list-style-type: none"> <li>• David Shannon (fiction: the David books)</li> <li>• Marjorie Sharmat (fiction, easy readers: Nate the Great)</li> <li>• Uri Shulevitz (multi-genre, including folklore)</li> <li>• Judy Sierra (fiction, poetry, folktales)</li> <li>• Marilyn Singer (multi-genre, including poetry)</li> <li>• Charlotte Zolotow (realistic fiction)</li> <li>• Ed Young (folktales)</li> <li>• Paul Zelinsky (multi-genre, including folklore and tall tales; illustrator)</li> <li>• Margot and Harve Zemach (folktales)</li> </ul>
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## GRADES K-2

### Multi-Genre and Informational Texts

- Aliko (informational: science and history; concept books)
- Mitsumasa Anno (multi-genre, including concept books and history)
- Jim Arnosky (informational: science)
- Molly Bang (multi-genre)
- Nic Bishop (informational: science)
- Vicki Cobb (informational: science)
- Joanna Cole (informational: science – Magic Schoolbus)
- Floyd Cooper (multi-genre, illustrator)
- Donald Crews (multi-genre, including concept books, multicultural family stories)
- Ed Emberly (multi-genre)
- Michael Emberly (multi-genre)
- Brian Floca (informational)
- Gail Gibbons (informational: science and history)
- Eloise Greenfield (multi-genre)
- Tana Hoban (concept books; photography)
- Patricia McKissack (informational)
- Margaret Miller (concept books; photography)
- Kadir Nelson (multi-genre, multicultural history and biography)
- Jerry Pinkney (informational: Africa)
- James Ransome (multi-genre, including multicultural history and biography)
- Anne Rockwell (multi-genre, including concept books)
- Allen Say (multi-genre)
- Laura Vaccaro Seeger (concept books)
- Marcia Sewall (informational: colonial America)
- Peter Sis (multi-genre, including biography and history)
- Peter Spier (informational: history)

See the annual *Horn Book Guide* for ongoing additional selections

## GRADES 3-4

<b>Folklore, Fiction, and Poetry</b>		
<ul style="list-style-type: none"> <li>• Joan Aiken (fiction: adventure/fantasy)</li> <li>• Annie Barrows (chapter books: Ivy and Bean)</li> <li>• Judy Blume (fiction: realistic)</li> <li>• Joseph Bruchac (fiction: historical)</li> <li>• Ashley Bryan (folktales, poetry)</li> <li>• Betsy Byars (fiction: realistic)</li> <li>• Meg Cabot (fiction: realistic -- Allie Finkle)</li> <li>• Ann Cameron (fiction: realistic -- the Julian books)</li> <li>• Andrew Clements (fiction:realistic)</li> <li>• Eleanor Coerr (fiction: historical)</li> <li>• Roald Dahl (fiction)</li> <li>• Paula Danziger (fiction: realistic)</li> <li>• Kate DiCamillo (fiction: realistic, fantasy, adventure)</li> <li>• Louise Erdrich (fiction/folktale)</li> <li>• Walter Farley (fiction: horses)</li> <li>• John Fitzgerald (fiction: historical - Great Brain)</li> <li>• Sid Fleischman (fiction: humor)</li> <li>• Jean Fritz (fiction: historical)</li> <li>• John Reynolds Gardiner (fiction: realistic)</li> <li>• Kristine O’Connell George (poetry)</li> <li>• Patricia Reilly Giff (fiction: realistic, historical)</li> </ul>	<ul style="list-style-type: none"> <li>• Stephanie Greene (chapter books: realistic – Owen)</li> <li>• Foote, Sophie Hartley)</li> <li>• Nikki Grimes (fiction: realistic, multicultural)</li> <li>• Jesse Haas (fiction: realistic, horse stories)</li> <li>• Charise Mericle Harper (chapter books: Just Grace)</li> <li>• Marguerite Henry (fiction: horse stories)</li> <li>• Betty Hicks (chapter books: sports – Gym Shorts)</li> <li>• Jennifer and Matt Holm (chapter books: graphic novels –Baby Mouse)</li> <li>• Kimberly Willis Holt (chapter books: Piper Reed)</li> <li>• Lee Bennet Hopkins (poetry)</li> <li>• Johanna Hurwitz (multi-genre)</li> <li>• X. J. Kennedy (poetry)</li> <li>• Jessica Scott Kerrin (chapter books: Martin Bridge)</li> <li>• Jeff Kinney (fiction: realistic, cartoon)</li> <li>• Kate Klise (fiction: humor)</li> <li>• Jane Langton (fiction: fantasy)</li> <li>• Julius Lester (multi-genre, including multicultural</li> <li>• folklore)</li> <li>• Grace Lin (fiction/fantasy: realistic, multicultural)</li> </ul>	<ul style="list-style-type: none"> <li>• Megan McDonald (chapter books: Judy Moody)</li> <li>• Claudia Mills (fiction: realistic, easy readers, chapter books – Gus)</li> <li>• Barbara O’Connor (fiction: realistic – Southern humor)</li> <li>• Sarah Pennypacker (chapter books: Clementine)</li> <li>• Daniel Pinkwater (fiction: humor)</li> <li>• Jack Prelutsky (poetry: humor)</li> <li>• Ken Roberts (fiction: realistic, humor)</li> <li>• Louis Sachar (fiction: humor)</li> <li>• Alvin Schwartz (short stories: suspense, horror)</li> <li>• John Scieszka (fiction: humor, adventure)</li> <li>• Brian Selznick (fiction)</li> <li>• Barbara Seuling (chapter books: Robert)</li> <li>• Joyce Sidman (poetry)</li> <li>• Shel Silverstein (poetry)</li> <li>• Isaac Bashevis Singer (fiction/folktale)</li> <li>• Mildred Taylor (fiction: historical)</li> <li>• Carol Boston Weatherford (fiction: historical, multicultural)</li> <li>• Gloria Whelan (fiction: historical)</li> <li>• Janet Wong (poetry)</li> <li>• Lisa Yee (chapter books)</li> </ul>

<ul style="list-style-type: none"> <li>• Paul Goble (folktales: Native American)</li> </ul>	<ul style="list-style-type: none"> <li>• Lenore Look (chapter books, multicultural)</li> <li>• Patricia MacLachlan (fiction: historical)</li> <li>• Ann Martin (fiction: realistic, fantasy – Doll People)</li> </ul>	
<b>Multi-Genre and Informational Texts</b>		
<ul style="list-style-type: none"> <li>• Raymond Bial (informational: historical photo-essays)</li> <li>• Don Brown (informational: biography, history)</li> <li>• Candace Fleming (biography)</li> <li>• Jean Fritz (nonfiction: autobiography)</li> <li>• Deborah Hopkinson (informational: history)</li> <li>• Steve Jenkins (informational: science)</li> </ul>	<ul style="list-style-type: none"> <li>• Peg Kehret (multi-genre)</li> <li>• Barbara Kerley (informational: biography)</li> <li>• Kathleen Krull (informational: biography)</li> <li>• Patricia Lauber (informational: science, social studies)</li> <li>• David Macaulay (informational: social studies, science)</li> <li>• Diane Stanley (informational: history)</li> </ul>	<ul style="list-style-type: none"> <li>• Sandra Markle (informational: science)</li> <li>• Joyce Sidman (informational: natural world)</li> <li>• Seymour Simon (informational: science))</li> </ul> <p>See the annual <i>Horn Book Guide</i> for ongoing additional selections</p>



## GRADES 5-8

<b>Fiction and Poetry</b>		
<ul style="list-style-type: none"> <li>• David Almond (fantasy, fiction: realistic)</li> <li>• Laurie Halse Anderson (fiction: historical)</li> <li>• M. T. Anderson (fiction: historical, humor)</li> <li>• Avi (fiction: historical)</li> <li>• Joan Bauer (fiction: realistic)</li> <li>• Jean P. Birdsall (fiction: realistic)</li> <li>• Nancy Bond (fantasy)</li> <li>• Bruce Brooks (fiction: realistic)</li> <li>• Gennifer Choldenko (mysteries)</li> <li>• John Christopher (science fiction)</li> <li>• James and Christopher Collier (fiction: historical)</li> <li>• Suzanne Collins (fantasy, science fiction)</li> <li>• Susan Cooper (fantasy)</li> <li>• Eoin Colfer (fantasy, science fiction)</li> <li>• Leslie Connor (fiction: realistic)</li> <li>• Frank Boyce Cottrell (fiction: humor)</li> <li>• Bruce Coville (fantasy)</li> <li>• Sharon Creech (fiction: realistic)</li> <li>• Christopher Paul Curtis (fiction: historical)</li> <li>• Karen Cushman (fiction: historical)</li> <li>• Cynthia DeFelice (fiction: historical, mysteries)</li> <li>• Frances O’Roark Dowell (fiction: realistic)</li> <li>• Jeanne DuPrau (science fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• Shannon Hale (fantasy, fiction: historical)</li> <li>• Karen Hesse (fiction: historical)</li> <li>• Carl Hiassen (fiction: humor, mysteries)</li> <li>• S. E. Hinton (fiction: realistic)</li> <li>• Will Hobbs (fiction: realistic)</li> <li>• Irene Hunt (fiction: historical)</li> <li>• Eva Ibbotson (fantasy)</li> <li>• Paul Janeczko (poetry)</li> <li>• Angela Johnson (fiction: realistic)</li> <li>• Diana Wynne Jones (fantasy)</li> <li>• Norton Juster (fantasy)</li> <li>• Ellen Klages (fiction: historical)</li> <li>• Ron Koertge (fiction: humor, poetry)</li> <li>• E.L. Konigsburg (fiction: realistic)</li> <li>• Iain Lawrence (fiction: historical)</li> <li>• Madeleine L’Engle (fantasy, fiction: realistic)</li> <li>• Ursula LeGuin (fantasy)</li> <li>• Gail Carson Levine (fiction: realistic, fantasy)</li> <li>• Robert Lipsyte (fiction: realistic)</li> <li>• Lois Lowry (fiction: realistic, science fiction)</li> <li>• Mike Lupica (mysteries, fiction: sports)</li> <li>• Hilary McKay (fiction: humor)</li> <li>• Robin McKinley (fantasy)</li> <li>• Margaret Mahy (fantasy, fiction: realistic)</li> </ul>	<ul style="list-style-type: none"> <li>• Richard Peck (fiction: historical, realistic)</li> <li>• Mitali Perkins (fiction: realistic)</li> <li>• Daniel Pinkwater (fiction: humor)</li> <li>• Terry Pratchett (fantasy)</li> <li>• Philip Pullman (fantasy)</li> <li>• Philip Reeve (fantasy)</li> <li>• Rick Riordan (fantasy)</li> <li>• J. K. Rowling (fantasy)</li> <li>• Pam Munoz Ryan (fiction: historical, realistic)</li> <li>• Cynthia Rylant (poetry, fiction: realistic)</li> <li>• Louis Sachar (fiction: realistic)</li> <li>• William Sleator (ghost stories, science fiction)</li> <li>• Gary Soto (fiction: realistic, poetry)</li> <li>• Suzanne Fisher Staples (fiction: historical, realistic)</li> <li>• Rebecca Stead (science fiction)</li> <li>• Jonathan Stroud (fantasy)</li> <li>• Theodore Taylor (fiction: historical)</li> <li>• Kate Thompson (fantasy)</li> <li>• Megan Whalen Turner (fantasy)</li> <li>• Cynthia Voigt (fiction: realistic, fantasy)</li> <li>• Rita Williams-Garcia (fiction: historical, realistic)</li> <li>• Jacqueline Wilson (fiction: realistic)</li> <li>• Jacqueline Woodson (fiction: realistic)</li> <li>• Tim Wynne-Jones (fiction: realistic)</li> </ul>

<ul style="list-style-type: none"> <li>• Marguerite Engle (fiction: historical, poetry)</li> <li>• Louise Erdrich (fiction: historical)</li> <li>• Nancy Farmer (fantasy)</li> <li>• Louise Fitzhugh (fiction: realistic)</li> <li>• Paul Fleischman (poetry, fiction: realistic)</li> <li>• Neil Gaiman (fantasy)</li> <li>• Jack Gantos (fiction: humor)</li> </ul>	<ul style="list-style-type: none"> <li>• Walter Dean Myers (fiction: historical, realistic)</li> <li>• Donna Jo Napoli (fiction: historical, fantasy)</li> <li>• Marilyn Nelson (poetry)</li> <li>• Naomi Shihab Nye (poetry)</li> <li>• Kenneth Oppel (fantasy, adventure)</li> <li>• Linda Sue Park (fiction: historical, realistic)</li> <li>• Katherine Paterson (fiction: historical, realistic)</li> <li>• Sue Patron (fiction: realistic)</li> </ul>	<ul style="list-style-type: none"> <li>• Laurence Yep (fiction: historical, fantasy)</li> <li>• Rosa Guy (fiction: realistic)</li> <li>• Mary Downing Hahn (ghost stories, fiction: historical)</li> <li>• Gary Paulsen (fiction: humor, historical, realistic)</li> <li>• Bette Greene (fiction: historical)</li> </ul>
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## GRADES 5-8

### Informational Texts

- Susan Campbell Bartoletti (history)
- Russell Freedman (biography, history)
- James Cross Giblin (biography, history)
- Jan Greenberg and Sandra Jordan (art history)
- Deborah Heiligman (history)
- Kathryn Lasky (multi-genre)
- Philp Hoose (biography, history)
- Albert Marrin (biography, history)
- Milton Meltzer (history, biography)
- Jim Murphy (history)
- Elizabeth Partridge (biography, history)
- Steve Sheinkin (biography, history)
- Tanya Lee Stone (biography, history)

See the annual *Horn Book Guide* for ongoing additional selections

## GRADES 9-12

Fiction		Poetry and Drama	
		Poetry	Drama
<ul style="list-style-type: none"> <li>• Maya Angelou</li> <li>• Saul Bellow</li> <li>• Pearl Buck</li> <li>• Hortense Calisher</li> <li>• John Cheever</li> <li>• Sandra Cisneros</li> <li>• Michael Chabon</li> <li>• Arthur C. Clarke</li> <li>• Junot Diaz</li> <li>• E. L. Doctorow</li> <li>• Anthony Doerr</li> <li>• Andre Dubus</li> <li>• Louise Erdrich</li> <li>• Richard Ford</li> <li>• Jonathan Franzen</li> <li>• Charles Frazier</li> <li>• Nicholas Gage</li> <li>• Ernest K. Gaines</li> <li>• Alex Haley</li> <li>• Joseph Heller</li> <li>• Oscar Hijuelos</li> <li>• William Hoffman</li> <li>• John Irving</li> <li>• Edward P. Jones</li> <li>• Garrison Keillor</li> <li>• William Kennedy</li> <li>• Ken Kesey</li> <li>• Jamaica Kincaid</li> <li>• Barbara Kingsolver</li> <li>• Maxine Hong Kingston</li> <li>• Jon Krakauer</li> </ul>	<ul style="list-style-type: none"> <li>• Jhumpa Lahiri</li> <li>• Cormac McCarthy</li> <li>• Bernard Malamud</li> <li>• Larry McMurtry</li> <li>• Toni Morrison</li> <li>• Joyce Carol Oates</li> <li>• Tim O'Brien</li> <li>• Edwin O'Connor</li> <li>• Cynthia Ozick</li> <li>• Ann Patchet</li> <li>• Chaim Potok</li> <li>• Reynolds Price</li> <li>• E. Annie Proulx</li> <li>• Thomas Pynchon</li> <li>• Marilynne Robinson</li> <li>• Richard Rodriguez</li> <li>• Philip Roth</li> <li>• Richard Russo</li> <li>• May Sarton</li> <li>• Michael Shaara</li> <li>• Jane Smiley</li> <li>• Betty Smith</li> <li>• Wallace Stegner</li> <li>• Amy Tan</li> <li>• John Kennedy Toole</li> <li>• Anne Tyler</li> <li>• John Updike</li> <li>• Kurt Vonnegut, Jr.</li> <li>• Alice Walker</li> <li>• Eudora Welty</li> <li>• Colson Whitehead</li> <li>• Tobias Wolff</li> </ul>	<ul style="list-style-type: none"> <li>• Claribel Alegria</li> <li>• Sherman Alexie</li> <li>• Julia Alvarez</li> <li>• A. R. Ammons</li> <li>• Maya Angelou</li> <li>• John Ashberry</li> <li>• Jimmy Santiago Baca</li> <li>• Amirai Baraka</li> <li>• Elizabeth Bishop</li> <li>• Robert Bly</li> <li>• Louise Bogan</li> <li>• Arna Bontemps</li> <li>• Gwendolyn Brooks</li> <li>• Hayden Carruth</li> <li>• Marilyn Chin</li> <li>• Billy Collins</li> <li>• J. V. Cunningham</li> <li>• Rita Dove</li> <li>• Alan Dugan</li> <li>• Martin Espada</li> <li>• Allen Ginsberg</li> <li>• Louise Gluck</li> <li>• John Haines</li> <li>• Donald Hall</li> <li>• Robert Hayden</li> <li>• Anthony Hecht</li> <li>• Randall Jarrell</li> <li>• June Jordan</li> <li>• Galway Kinnell</li> <li>• Stanley Kunitz</li> <li>• Philip Levine</li> <li>• Audrey Lord</li> <li>• Louis MacNeice</li> <li>• James Merrill</li> <li>• Mary Tall Mountain</li> <li>• Mary Oliver</li> <li>• Sylvia Plath</li> <li>• Anna Quindlen</li> <li>• Ishmael Reed</li> <li>• Adrienne Rich</li> </ul>	<ul style="list-style-type: none"> <li>• Edward Albee</li> <li>• Christopher Durang</li> <li>• John Guare</li> <li>• David Henry Hwang</li> <li>• Tracy Letts</li> <li>• Terrance MacNally</li> <li>• David Mamet</li> <li>• Marsha Norman</li> <li>• Lynn Nottage</li> <li>• Sarah Ruhl</li> <li>• Ntozake Shange</li> <li>• John Patrick Shanley</li> <li>• Sam Shepard</li> <li>• Neil Simon</li> <li>• Anna Deveare Smith</li> <li>• Paula Vogel</li> <li>• August Wilson</li> </ul>

## GRADES 9-12

<b>Essays and Informational Text</b>		
<ul style="list-style-type: none"> <li>• Akhil Reed Amar (government, history)</li> <li>• Edward Abbey (essays, the environment)</li> <li>• Bernard Bailyn (history)</li> <li>• Russell Baker (journalism, essays)</li> <li>• Rick Bass (science)</li> <li>• Carol Bly (essays)</li> <li>• Daniel Boorstin (history)</li> <li>• Dee Brown (history)</li> <li>• Art Buchwald (journalism, essays)</li> <li>• William F. Buckley (journalism, essays)</li> <li>• James Carroll (essays, history, religion in society)</li> <li>• Margaret Cheney (biography)</li> <li>• Robert Coles (essays, criticism)</li> <li>• Alistair Cooke (journalism)</li> <li>• Stanley Crouch (journalism, music criticism)</li> <li>• Jared Diamond (history)</li> <li>• Joan Didion (essays)</li> <li>• Annie Dillard (essays, nature)</li> <li>• Barbara Ehrenreich (social science, cultural criticism)</li> <li>• Gretel Ehrlich (science, travel)</li> <li>• Loren Eiseley (anthropology, nature)</li> <li>• Joseph Ellis (history)</li> <li>• Barbara Fields (history)</li> <li>• David Hackett Fischer (history and economics)</li> </ul>	<ul style="list-style-type: none"> <li>• Joy Hakim (history, history of science)</li> <li>• David Halberstam (history)</li> <li>• Bernd Heinrich (science, New England)</li> <li>• Edward Hoagland (science, travel)</li> <li>• James O. Horton (history)</li> <li>• Sue Hubbell (science)</li> <li>• Michael Kammen (history)</li> <li>• Tracy Kidder (social change, travel, New England)</li> <li>• Elizabeth Kolbert (science)</li> <li>• Paul Krugman (economics)</li> <li>• Mark Kurlansky (history)</li> <li>• Jane Jacobs (architecture, cities)</li> <li>• Jill Lepore (history)</li> <li>• William Least Heat-Moon (travel)</li> <li>• Barry Lopez (science)</li> <li>• J. Anthony Lukas (journalism, history)</li> <li>• Matthys Levy (science)</li> <li>• Pauline Maier (history)</li> <li>• Norman Mailer (essays, journalism)</li> <li>• William Manchester (history)</li> <li>• Howard Mansfield (history, preservation, New England)</li> <li>• Mary McCarthy (essays, criticism)</li> <li>• Edward McClanahan (essays)</li> </ul>	<ul style="list-style-type: none"> <li>• Anna Quindlen (journalism, essays)</li> <li>• Chet Raymo (science)</li> <li>• Matt Ridley (science)</li> <li>• Richard Rodriguez (essays, memoir)</li> <li>• Oliver Sacks (science)</li> <li>• Carl Sagan (science)</li> <li>• Simon Schama (history)</li> <li>• William Shirer (history)</li> <li>• Dava Sobel (science)</li> <li>• Shelby Steele (history)</li> <li>• Alan Taylor (history)</li> <li>• Studs Terkel (journalism, sociology)</li> <li>• Paul Theroux (travel)</li> <li>• Lewis Thomas (science)</li> <li>• Hunter S. Thompson (cultural criticism)</li> <li>• James Trefil (science)</li> <li>• Barbara Tuchman (history)</li> <li>• Laurel Thatcher Ulrich (history)</li> <li>• Jonathan Weiner (science)</li> <li>• Cornell West (cultural criticism)</li> <li>• Walter Muir Whitehill (history)</li> <li>• Gary Wills (history)</li> <li>• E. O. Wilson (science)</li> <li>• Tom Wolfe (essays)</li> <li>• Gordon Wood (history)</li> <li>• James Wood (literary criticism)</li> <li>• Malcolm X (essays, cultural criticism)</li> <li>• Barry Zimmerman &amp; David Zimmerman (science)</li> <li>• Howard Zinn (history)</li> <li>• Michael Pollan (science)</li> </ul>

<ul style="list-style-type: none"> <li>• Frances Fitzgerald (journalism, history)</li> <li>• Eric Foner (history)</li> <li>• Thomas Friedman (economics)</li> <li>• Henry Louis Gates, Jr. (history)</li> <li>• Atul Gawande (science)</li> <li>• Malcolm Gladwell (technology, social change)</li> <li>• Jane Goodall (science)</li> <li>• Doris Kearns Goodwin (history)</li> </ul>	<ul style="list-style-type: none"> <li>• David McCullough (history, biography)</li> <li>• John McPhee (science)</li> <li>• John Hanson Mitchell (nature, history, New England)</li> <li>• N. Scott Momaday (memoir)</li> <li>• Samuel Eliot Morison (history)</li> <li>• Lance Morrow (journalism, essays)</li> <li>• Bill Moyers (journalism, essays)</li> <li>• Mary Beth Norton (history)</li> </ul>	<ul style="list-style-type: none"> <li>• Stephen Pinker (science)</li> <li>• Henry Petroski (science and technical subjects)</li> <li>• Nathaniel Philbrick (history)</li> <li>• Adam Gopnik (essays, criticism, travel, art)</li> <li>• Stephen Jay Gould (science)</li> <li>• Stephen Greenblatt (literary criticism)</li> </ul> <p>Yearly compilations of science and nature writings: <i>Best American Science Writing</i>, <i>American Science and Nature Writing</i></p>
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## GRADES 9-12

<b>Contemporary and Historical World Literature</b>		
<b>Fiction</b>		
<ul style="list-style-type: none"> <li>• Chinua Achebe</li> <li>• S. Y. Agnon</li> <li>• Ilse Aichinger</li> <li>• Isabel Allende</li> <li>• Kingsley Amis</li> <li>• Jerzy Andrzejewski</li> <li>• Nadeem Aslam</li> <li>• Margaret Atwood</li> <li>• Isaac Babel</li> <li>• John Banville</li> <li>• Julian Barnes</li> <li>• James Berry</li> <li>• Heinrich Boll</li> <li>• Jorge Luis Borges</li> <li>• Mikhail Bulgakov</li> <li>• Dino Buzzati</li> <li>• A. S. Byatt</li> <li>• Italo Calvino</li> <li>• Karl Capek</li> <li>• Peter Carey</li> <li>• Carlo Cassola</li> <li>• Camillo Jose Cela</li> <li>• J.M. Coetzee</li> <li>• Julio Cortazar</li> <li>• Anita Desai</li> </ul>	<ul style="list-style-type: none"> <li>• Isak Dinesen</li> <li>• Roddy Doyle</li> <li>• Margaret Drabble</li> <li>• E. M. Forster</li> <li>• Gabriel Garcia Marquez</li> <li>• William Golding</li> <li>• Nadine Gordimer</li> <li>• Robert Graves</li> <li>• Hermann Hesse</li> <li>• Wolfgang Hildesheimer</li> <li>• Aldous Huxley</li> <li>• Kazuo Ishiguro</li> <li>• Ha Jin</li> <li>• Yuri Kazakov</li> <li>• Thomas Kenneally</li> <li>• Milan Kundera</li> <li>• Chang-Rae Lee</li> <li>• Stanislaw Lem</li> <li>• Primo Levi</li> <li>• Jacov Lind</li> <li>• Clarice Lispector</li> <li>• Ian McEwan</li> <li>• Naguib Mahfouz</li> <li>• Thomas Mann</li> <li>• Jan Martel</li> </ul>	<ul style="list-style-type: none"> <li>• Alberto Moravia</li> <li>• John Mortimer</li> <li>• Alice Munro</li> <li>• Iris Murdoch</li> <li>• Vladimir Nabokov</li> <li>• V. S. Naipaul</li> <li>• Ben Okri</li> <li>• Michael Ondaatje</li> <li>• Alan Paton</li> <li>• Orhan Pamuk</li> <li>• Cesar Pavese</li> <li>• Santha Rama Rau</li> <li>• Mordechai Richler</li> <li>• Rainer Maria Rilke</li> <li>• Arundhati Roy</li> <li>• Salman Rushdie</li> <li>• Jose Saramago</li> <li>• Ignazio Silone</li> <li>• Isaac Bashevis Singer</li> <li>• Alexander Solshenitsyn</li> <li>• Graham Swift</li> <li>• Niccolo Tucci</li> <li>• Mario Vargas-Llosa</li> <li>• Elie Wiesel</li> </ul>
<b>Drama</b>	<b>Essays/Nonfiction</b>	<b>Texts from World Religions</b>
<ul style="list-style-type: none"> <li>• Alan Ayckbourn</li> <li>• Jean Anouilh</li> <li>• Fernando Arrabal</li> <li>• Jean Cocteau</li> <li>• Brian Friel</li> <li>• Athol Fugard</li> <li>• Jean Giraudoux</li> <li>• Eugene Ionesco</li> <li>• John Mortimer</li> <li>• John Osborne</li> <li>• Harold Pinter</li> <li>• Jean Paul Sartre</li> <li>• Peter Shaffer</li> <li>• Tom Stoppard</li> </ul>	<ul style="list-style-type: none"> <li>• Julian Bell (art history)</li> <li>• E. H. Gombrich (art history)</li> <li>• Steven Hawking (science)</li> <li>• Margaret Laurence (essays)</li> <li>• Shiva Naipaul (essays)</li> <li>• Octavio Paz (essays)</li> <li>• Rebecca West (essays)</li> <li>• Simon Winchester (science, history)</li> <li>• Marguerite Yourcenar (essays)</li> </ul>	<ul style="list-style-type: none"> <li>• Analects of Confucius</li> <li>• Bhagavad-Gita</li> <li>• The Bible</li> <li>• The Koran</li> <li>• Book of the Hopi</li> <li>• Tao Te Ching</li> <li>• Buddhist texts</li> <li>• Zen Buddhist parables</li> </ul>

## GRADES 9-12

<b>Contemporary and Historical World Literature</b>
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<b>Poetry</b>
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| <ul style="list-style-type: none"><li>• Chinua Achebe</li><li>• S. Y. Agnon</li><li>• Ilse Aichinger</li><li>• Isabel Allende</li><li>• Kingsley Amis</li><li>• Jerzy Andrzejewski</li><li>• Nadeem Aslam</li><li>• Margaret Atwood</li><li>• Isaac Babel</li><li>• John Banville</li><li>• Julian Barnes</li><li>• James Berry</li><li>• Heinrich Boll</li><li>• Jorge Luis Borges</li><li>• Mikhail Bulgakov</li><li>• Dino Buzzati</li><li>• A. S. Byatt</li><li>• Italo Calvino</li><li>• Karl Capek</li><li>• Peter Carey</li><li>• Carlo Cassola</li><li>• Camillo Jose Cela</li><li>• J.M. Coetzee</li><li>• Julio Cortazar</li><li>• Anita Desai</li></ul> |
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## **NCEA: A READING LIST FOR CATHOLIC SCHOOL STUDENTS PK-8**

(These books have been reviewed by NCEA to promote Catholic values. This is NOT intended to be a required and/or recommended list.)

### **GRADES PK-2**

#### **FAITH**

A Spiritual Alphabet Book, Holly Bea  
A Walk Through Our Church, Gertrud Mueller Nelson  
America: A Patriotic Primer, Lynne Cheney  
But I Waaant It, Dr. Laura Schlessinger  
Easter, Gail Gibbons  
God is Here...When Bad things Happen, Martha Mary Moss, FSP and Thomas Groome  
I Learn About Jesus, Mary Elizabeth Tebo, FSP  
I'm Gonna Like Me: Letting off a Little Self-Esteem. Jamie Lee Curtis  
Impatient Pamela Asks: Why are My Feet so Huge? Mary Koski  
It's Great to Be Catholic, Susan Heybeer O'Keefe  
Lizzy's Do's and Don'ts, Jessica Harper  
St. Patrick's Day, Gail Gibbons  
The Carrot Seed, Ruth Krauss  
The Christmas Humbugs, Colleen Monroe  
The Hunter and the Animals: A Wordless Picture Book, Tomie de Paola  
The Littlest Angel, Charles Tazewell  
The Polar Express, Chris Van Allsburg  
The Snowy Day, Jack Keats  
The Story of the Pilgrims, Katharine Ross  
What You Will See in a Catholic Church, Michael Keane  
Where Does God Live? Holly Bea  
Winnie the Pooh, Friendship Day, Nancy Parent

#### **HOPE**

A is for America: An American Alphabet, Devin Scillian  
A Terrible Thing Happened: A Story for Children Who Have Witnessed Violence or Trauma, Margaret M. Holmes  
Amelia and Eleanor Go for a Ride: Based on a True Story, Pam Munoz Ryan  
Angelina Ballerina, Katherine Holabird  
Caterpillar's Wish, Mary Murphy  
Corduroy, Don Freeman  
Cosmos Zooms, Arthur Howard  
Everything on a Waffle, Polly Horvath  
Jessica's X-Ray, Pat Zonta  
Martin's Big Words, Doreen Rappoport

Painted Chest, Judith Christine Mills  
Sleepy Angel's First Bedtime Story, Tara Malanga and Susan Heyboer O'Keefe  
St. Francis in San Francisco, Jack Wintz, OFM  
The Delany Sisters Reach High, Amy Hill Hearth  
The Dinosaurs of Waterhouse Hawkins, Barbara Kerley  
The Little House, Virginia Lee Burton  
The Little Prairie House, Laura Ingalls  
The Lord's Prayer, Lois Rock  
The Missing Piece, Ahel Silverstein  
The Story of Ferdinand, Munro Leaf

## **LOVE**

Duckling Days, Karen Wallace  
Giraffes Can't Dance, Giles Andreae  
Goldilocks and the Three Bears, Cheyenne Cisco  
Good Job, Little Bear, Martin Waddell  
Jumbo's Lullaby, Laura Krauss Melmed  
Leo the Lop, Stephen Cosgrove  
Little Bunny's Sleepless Night, Carol Roth  
Look and See What God Gave Me, Sally Anne Conan  
Love Is, Wendy Anderson Halperin  
Love You Forever, Robert Munsch  
Love You Until, Lisa McCourt  
Make Way for Ducklings, Robert McCloskey  
Me, Myself and I, Diaz, Fernando  
Mike Mulligan and His Steam Shovel, Virginia Lee Burton  
My Monster Mama Loves Me So, Laura Leuck  
Puppy Love, Christine Simpson  
Tell Me Again About the Night I Was Born, Jame Lee Curtis  
The Lion and the Mouse, Cheyenne Cisco  
The Little Shepherd, Sally Anne Conan  
The Velveteen Rabbit, Margery Williams Bianco  
Violets and Vegetables, Anne Miranda  
What Bear Cubs Like to Do, Deborah Eton  
You Are My Love, Maryann E. Cusimano  
You are Special, Max Lucado

## **COMMUNITY**

A Chair for my Mother, Vera B. Williams  
A Tale from Paleface Creek, Robert F. Morneau  
Around the Neighborhood, Carter Diaz

Arthur Babysits, Marc Brown  
At Space Camp, Suzanne Martinucci  
Babe, The Gallant Pig, Dick King-Smith  
Boundless Grace, Mary Hoffman  
Families, Families, John Diaz  
Feathers and Fools, Mem Fox  
It's My Birthday, Too! Lynne Jonell  
Jake Johnson: The Story of a Mule, Tres Seymour  
Madeline, Ludwig Bernelmans  
Maria's Secret, June Toretta-Funentes  
Millions of Cats, Wanda Gag  
Moonlight Miracle, Tony Magliano  
Mother Goose Around the World, Gerner Fehlau  
Red Light, Green Light, Mama and Me, Cari Best  
The Brand New Kid, Katie Couric  
The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear, Don and Audrey Wood  
The Story of Babar, Jean de Brunhoff  
Wait for Me, Bonita Ferraro  
We Share Everything, Robert Munsch  
What if the Zebras Lost Their Stripes? John Reitano

## **JUSTICE**

A Coat of Cats, Jeri Kroll  
A Picture Book of Anne Frank, David Adler and Karen Ritzill  
Angel Child, Dragon Child, Michele Maria Surat  
Charlie and the Chocolate Factory, Roald Dahl  
Election Day, Patricia J. Murphy  
Extraordinary Girls, Maya Ajmera  
Freedom Summer, Debbie Wiles  
From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs, Amy Cohn  
Goin' Somewhere Special, Patricia McKissack  
Hurry Up, Harry, Kathleen Szaj  
Peace Begins with You, Katherine Scholes  
Singing with Momma Lou, Linda Jacobs Altman  
Sniffles, Stephen Cosgrove  
Somewhere Today a Book of Peace, Shelley Moor Thomas  
The Ant Bully, John Nickle  
The Lorax, Dr. Seuss  
The Meanest Thing to Say, Bill Cosby  
The Pokey Little Puppy, Janette Sebring Lowrey  
The Supreme Court, Quirir Patricia Ryon

Uncle Willie and the Soup Kitchen, Dyanne Disalvo-Ryan  
We the Kids: The Preamble to the Constitution of the United States, David Catrow  
When Marian Sang: The True Recital of Marian Anderson, Pam Munoz Ryan

## **COURAGE**

A Girl Named Helen Keller, Margo Lundell  
Arthur and the Sword, Thomas Malory  
Arthur Lost and Found, Marc Brown  
Brave Irene, William Steig  
Cabbage Rose, M.C. Helldorfer  
Fireboat: The Heroic Adventure of John J. Harvey, Naira Kalman  
Herb, The Vegetarian Dragon, Jules Bass  
Monster Moments, Daniel J. Porter  
New York's Bravest, Mary Pope Osborne  
Quiet, Wyatt! Bill Maynard  
Sometimes You Just Have to Tell Somebody, Ruth V. Cullen  
St. Patrick's Day in the Morning, Eve Bunting  
The Hallo-Wiener, Dav Pilkey  
The Little Engine that Could, Watty Piper  
The Reluctant Dragon, Kenneth Grahame  
The Saggy Baggy Elephant, Kathryn and Byron Jackson  
The Story About Ping, Marjorie Flack  
The Three Little Pigs, David Weisner  
What Does Sam Sell? Bonita Ferraro  
Where the Wild Things Are, Maurice Sendak

## **RECONCILIATION**

Arthur and the True Francine, Marc Brown  
Because of Winn Dixie, Kate Di Camillo  
Beyond the Ridge, Paul Goble  
Franklin's Secret Club, Paulette Bourgeois and Sharon Jennings  
Gina's Saturday Adventure, Rosario De Bello, OP  
I Hate Goodbyes, Kathleen Szaj  
It's Mine, Leon Lionni  
King of the Playground, Phyllis Reynolds Naylor  
Let's Be Enemies, Janice May Udry  
Leonard the Llama that Lied, Susan Cameron  
Messy Moose, Lois Bick  
No, David, David Shannon  
Spinky Sulks, William Steig

The Grouchy Ladybug, Eric Carle  
The Hating Book, Charlotte Zolotow  
The Paper Bag Princess, Robert Munsch  
The Quarreling Book, Charlotte Zolotow  
The Tale of Peter Rabbit, Beatrix Potter  
Three Wishes, Lucille Clifton  
Zenon: Girl of the 21st Century, Marilyn Sadler

#### SERVICE

Aunt Chip and the Great Triple Creek Dam Affair, Patricia Polacco  
The Bicycle Man, Allen Say  
Blaze and Thunderbolt, C.W. Anderson  
Bob's Big Story Collection, Annie Auerbach  
The Clown of God, Tomie dePaola  
Curious George, H.A. Ray  
Dr. DeSoto, William Steig  
The Emperor and the Kite, Jane Yolen  
Farmer Brown Goes Round and Round, Teri Sloat  
The Giving Tree, Shel Silverstein  
The Hippo in June's Tub, Deborah Eaton  
If You Give a Mouse a Cookie, Laura Numeroff  
Mrs. Piggle-Wiggle, Betty McDonald  
The Other Wise Man, Henry van Dyke  
The Quiltmaker's Gift, Jeff Brumbeau  
The Rainbow Fish, Marcus Pfister  
Strega Nona Meets her Match, Tomie dePaolo  
A Symphony of Whales, Peter Sylvada  
Too Small Jill, Myka-Lynne Sokoloff  
The Trash Can Band, Lois Bick  
Zack Can Fix It, Meish Goldish

## GRADES 3-5

### FAITH

A Matter of Conscience: The Trial of Anne Hutchinson, Joan Kane Nichols  
Alice's Adventures in Wonderland and Through the Looking Glass, Lewis Carroll  
Around the World in a Hundred Years: From Henry the Navigator to Magellan, Jean Fritz  
Big Red, Jim Kjelgaard  
Derek Jeter: Surefire Shortstop, Bob Schnakenberg  
Fourth Grade Rats, Jerry Spinelli  
Loyola Kids' Book of Saints, Amy Welborn  
Oh Baby! Katie Kazoo Switcheroo, Nancy E. Krulik  
Saint Edith Stein: Blessed by the Cross, Mary Lea Hill, FSP  
Saint Elizabeth Ann Seton: Daughter of America, Jeanne Marie Grunwell  
Saint Isaac Jogues: With Burning Heart, Christine Virginia Orfeo, FSP and Elizabeth Tebo, FSP  
Shiloh, Phyllis Reynolds  
Story of Our Lady of Guadalupe: The Three People, Four Days, Many Miracles, J. Janda  
Talkin' About Bessie, Nikki Grimes  
The Last Dog on Earth, Daniel Ehrenhaft  
The Little Princess, Frances Hodgson Burnett  
The People Could Fly, Virginia Hamilton  
What Whole You: Creativity, Jeannie Kim  
Window on the Deep: The Adventure of Underwater Explorer Sylvai Earle, Andrea Conley

### HOPE

After the Funeral, Jane Loretta Winsch  
Ahyoka and the Talking Leaves, Peter Roop and Connie Roop  
Animals Who Have Won Our Hearts, Jean Craighead George  
Earth from Above for Young Readers, Yann Arthus-Bertrand  
Flight: The Journey of Charles Lindbergh, Robert Burleigh  
Into the Woods: John James Audubon Lives His Dreams, Robert Burleigh  
Journey to Christmas: A Yuletide Story for Children of All Ages, Wayne Skinner  
Not Just Tutus, Rachel Isadore  
Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard, Mawi Asgedom  
On the Ice... Mario Lemieux, Matt Christopher  
Sadako and the Thousand Paper Cranes, Eleanor Coerr  
Sarah, Plain and Tall, Patricia McLaughlin  
So You Want to be an Inventor? Judith St. George  
Tales from Gold Mountain, Paul Yee

The Boy Who Sailed with Columbus, Richard Seaver  
The Keeping Quilt, Patricia Polacco  
The Lost Children, Paul Goble  
The Man Behind the Magic: The Story of Walt Disney, Katherine and Richard Greene  
The Moon of the Alligators, Jean Craighead George  
The Wright Brothers: How They Invented the Airplane, Russell Freedman

## **LOVE**

Amber on the Mountain, Tony Johnson  
Belle Pratter's Boy, Ruth White  
Blister, Susan Shreve  
Bridge to Terabithia, Katherine Paterson  
Changing Places: A Kid's View of Shelter Living, Maggie Calofsky  
Chicken Sunday, Patricia Polacco  
Deaf Child Crossing, Marlee Matlin  
Go Fish, Mary Stolz  
Halmoni and the Picnic, Sook Nyul Choi  
Heidi, Johanna Spyri  
I Meet Jesus: He Tells Me, "I Love You", Jean Vanier  
Miracle's Boy, Jacqueline Woodson  
Silent to the Bone, E.L. Konigsburg  
Somebody Love You, Mr. Hatch, Eileen Spinelli  
The Family Under the Bridge, Natalie Savage Carlson  
The Flip Flop Girl, Katherine Patterson  
The Moffats, Eleanor Estes  
The Witch of Blackbird Pond, Elizabeth George Speare  
Train to Somewhere, Eve Bunting  
Understood Betsy, Dorothy Canfield Fisher  
What Would Joey Do? Jack Gantos

## **COMMUNITY**

All-of-a-Kind Family, Sydney Taylor  
Because of Anya, Margaret Peterson Haddix  
Class President, Johanna Hurwitz  
Henry Huggins, Beverly Cleary  
If You Give a Pig a Pancake, Laura Joffe Numeroff  
Lassie Come Home, Rosemary Wells  
Locomotion, Jacqueline Woodson  
Monkey Island, Paula Fox  
Nobody's Family is Going to Change, Louise Fitzhugh

Remote Man, Elizabeth Honey  
Shalinar's Song, Daniel J. Porter  
Surviving the Applewhites, Stephanie S. Tolan  
Tails of the Bronx: A Tale of the Bronx, Jill Pinkwater  
Take Two, They're Small, Elizabeth Levy  
The Cabin Faced West, Jean Fritz  
The Hundred Dresses, Eleanor Estes  
The Impossible Journey, Gloria Whelan  
The Indian in the Cupboard, Lynne Reid Banks  
Troubles's Child, Mildred Pitts Walter

## **JUSTICE**

The Bracelet, Yoshiko Uchida and Joanna Yardley  
Chief Joseph, War Chief of the Nez Perce, Russell G. Davis  
Crispin: The Cross of Lead, Avi  
The Declaration of Independence: The Words that Made America, Sam Fink  
I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944, Hana Volavkova  
The Journal of Ben Uchida, Citizen 13559, Mirror Lake Internment Camp, Barry Denenberg  
Juneteenth: A Celebration of Freedom, Charles A. Taylor  
Kids at Work: Lewis Hine and the Crusade Against Child Labor, Russell Freedman  
La Causa: The Migrant Farmworker's Story, Richard Larios  
Let It Shine: Stories of Black Women Fighters, Andera Davis Pinkey  
Money Hungry, Sharon Flake  
Pink and Say, Patricia Polacco  
Roll of Thunder, Hear My Cry, Mildred D. Taylor  
They Shall Be Heard: Susan B. Anthony and Elizabeth Cady Stanton, Kate Connell and Alex Haley eds  
A Voice of Her Own: The Story of Phillis Wheatly, Slave Poet  
We the Kids: The Preamble to the Constitution of the U.S., David Catrow  
We Want Jobs! A Story of the Great Depression, Jan N. Jones  
Witness, Karen Hesse  
When Justice Failed: the Fred Korematsu Story, Steven A. Chin

## **COURAGE**

Abel's Island, William Steig  
Book of Flight, Judith E. Rinard  
Caddie Woodlawn, Carol Ryrie Brink  
Call it Courage, Armstrong Sperry



The Children's Book of Heroes, William Bennett  
The Children's Homer: The Adventures of Odysseus and the Fall of Troy, Patraic Colum  
Days of Courage: The Little Rock Story, Richard Kelso  
Door in the Wall, Marguerite DeAngeli  
Esperanza Rising, Pam Munoz Ryan  
Goodbye Vietnam, Gloria Whalen  
Hatchet, Gary Paulsen  
Jesse Owens: Olympic Star, Patricia and Frederick McKissack  
Julie of the Wolves, Jean Craighead George  
The Last Princess: The Story of Princess Ka'iulani of Hawai'i, Fay Stanley  
Loser, Jerry Spinelli  
New York's Bravest, Mary Pope Osborne  
Saint Maximilian Kolbe: Mary's Knight, Patricia Kelly  
The School Story, Brian Selznick  
Seven Brave Women, Betsy Hearne  
A Single Shard, Linda Sue Park  
Whitney Rides the Whale with Jonah and Learns She Can't Run Away, Therese Johnson Borchard

## **RECONCILIATION**

Amelia Bedelia, Peggy Parish  
Blubber, Judy Blume  
Because of Winn-Dixie, Kate Dicamillo  
Best Enemies Again, Kathleen Leverich  
Daddy Says, Ntozake Shange  
Every Living Thing, Cynthia Rylant  
The Facts and Fiction of Minna Pratt, Patricia MacLachlan  
Gavriel and Jemal: Two Boys of Jerusalem, Bert Ashabranner  
Harriet the Spy, Louise Fitzhugh  
Holes, Louis Sachar  
It Takes Courage, Chistine L. Schmitt  
Keeper of the Doves, Betsy Byars  
19 Varieties of Gazelle: Poems of the Middle East, Naomi Shihab Nye  
Patrol: An American Soldier in Vietnam, Walter Dean Myers  
Talking about Stepfamilies, Maxine B. Rosenberg  
There's a Girl in my Hammerlock, Jerry Spinelli  
When Pirates Came to Brooklyn, Phyllis Shalant

## **SERVICE**

A Day's Work, Eve Bunting  
Charlotte's Web, E.B. White and Garth Williams

Fathers Are Forever: Quotations Honoring the Wisest Men We Know, Criswell Freeman  
Girls Think of Everything: Stories of Ingenious Inventions by Women, Catherine Thimmesh  
How Ben Franklin Stole the Lightning, Rosalyn Schanzer  
Inventing the Future: A Photo biography of Thomas Alva Edison, Marfe Ferguson Delano  
Never Turn Back: Father Serra's Missions, George Guzzi  
One More Valley, One More Hill: The Story of Aunt Clara Brown, Linda Lowery  
S Is for Saints, Megan Dunsmore  
Shoeshine Girl, Clyde Robert Bulla  
Stuck on the Presidents, Lara Bergen  
Summer Wheels, Eve Bunting  
The Lion the Witch and the Wardrobe, C.S. Lewis  
Uncle Willie and the Soup Kitchen, Dyanne Disalvo-Ryan

## EARLY ADOLESCENCE: GRADES 6-8

### FAITH

Bill Peet: An Autobiography -- Bill Peet  
The Catholic Youth Bible -- Brian Singer-Towns, ed.  
Celebrations: A New Anthology of Black American Poetry -- Arnold Adoff, ed.  
Chapters: My Growth as a Writer -- Lois Duncan  
Chicken Soup for the Christian Teenage Soul: Stories of Faith, Love, Inspiration, and Hope -- Jack Canfield, ed., et al.  
Chicken Soup for the Preteen Soul: 101 Stories of Changes, Choices, and Growing Up for Kids, Ages 10-13 -- Jack Canfield, ed., et al.  
Chicken Soup for the Teenage Soul: 101 Stories of Life, Love, and Learning -- Jack Canfield, ed., et al.  
Father McBride's Teen Catechism: Based on the Catechism of the Catholic Church  
    -- Alfred McBride  
Father Michael Judge: An Authentic American Hero -- Michael Ford  
Gideon's People -- Carolyn Meyer  
Grace Hopper: Navy Admiral and Computer Pioneer -- Charlene W. Billings  
How Do You Spell God? -- Rabbi Marc Gellman and Monsignor Thomas Hartman  
I Know Why the Caged Bird Sings -- Maya Angelou  
Living the Questions Jesus Asks -- John M. Vikek  
My Many Colored Days -- Dr. Seuss  
A Night to Remember -- Walter Lord  
No Places to be: Voices of Homeless Children -- Judith Berck  
Road from Coorain -- Jill K. Conway  
Rough Sketch Beginning -- James Berry  
Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood -- Judith Otiz Cofer  
Stopping for Death: Poems of Death and Loss -- Carol Ann Duffy, ed.  
Stretch Your Wings: Famous Black Quotations for Teens -- Lucille Usher Freeman and Janet Cheatham Bell  
Under the Eye of the Clock -- Christopher Nolan

### HOPE

Barrio Boy -- Ernesto Galazra  
Chattanooga sludge -- Molly Bang  
Corazon Aquino -- Howard Chua-Eoan  
Dead Bird Singing -- Marc Talbert  
A Gathering of Flowers: Stories about Being Young in America -- Joyce Carol Thomas, Ed.

Halsey's Pride -- Lynn Hall  
I will Remember You. What to Do When Someone You Love Dies: A guidebook Through  
Grief for Teens -- Laura Dower  
Julie -- Jean Craighead George  
Land of Hope -- Joan Lowery Nixon  
Last Summer with Maizon -- Jacqueline Woodson  
Listen for the Singing -- Jean Little  
Mama, Let's Dance -- Patricia Hermes  
The New Americans -- Brent and Melissa Ashabranner  
Picking Up the Pieces -- Patricia Calvert  
Remembering Mog -- Colby Rodowsky  
Satchmo's Blues -- Alan Schroeder  
Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories --Beth S. Atkin  
Voyage of the Lucky Dragon -- Jack Bennett  
The Yearling -- Marjorie Kennan Rawlings  
Yellow Raft in Blue Water -- Michael Dorris

## **LOVE**

After the Rain -- Norma Fox Mazur  
Anne of Green Gables -- L.M. Montgomery  
Beyond Providence -- Steven Schur  
Choice of Weapons -- Gordon Parks  
The Clay Marble -- Minfong Ho  
Dicey's Song -- Cynthia Voight  
Don't Sweat the Small Stuff for Teens -- Richard Carlson  
Going Home -- Nicholas Mohr  
I Heard the Owl Call My Name -- Margaret Cramen  
The Joy Luck Club -- Amy Tan  
Little Women -- Louisa May Alcott  
Lupita Manana -- Patricia Beatty  
The Measure of our Success: A Letter to My Children and Yours -- Marian Wright Eldelman  
Midnight Hour Encores -- Bruce Brooks  
No Body's Perfect: Stories by Teens about Body Image, Self-Acceptance and the Search for  
Identity -- Kimberly Kerberger  
Old Friends -- Barbara D. Livingston  
Phoenix Rising: Or How to Survive Your Life -- Cynthia D. Grant  
The Poppy Seeds -- Clyde Robert Bulla  
Rainbow Jordan -- Alice Childress  
Randall's Wall -- Carol Fenner  
Summer of the Swans -- Betsy Byars  
Where the Flame Trees Bloom -- Alma Flor Ada

## COMMUNITY

And One For All -- Theresa Nelson  
Cheaper by the Dozen -- Frank Gilbreth, Jr.  
Home Before Dark -- Sue Ellen Bridgers  
Indian Chiefs -- Russell Freedman  
Justin and the Best Biscuits in the World -- Mildred P. Walter  
S.O.R. Losers -- Avi  
The Lost Garden -- Laurence Yep  
The Magic Shell -- Nicholasa Mohr  
Making a Difference: The Story of an American Family -- Margaret Hodges  
My Indian Boyhood -- Luther Standing Bear  
My Name is America -- Ann L. Burns  
Nightjohn -- Gary Paulsen  
Pacific Crossing -- Gary Soto  
Rachel and Her Children -- Jonathon Kozol  
Strings: A Gathering of Family Poems -- Paul B. Janeczko  
The Sunita Experiment -- Mitali Perkins  
This Same Sky -- Naomi Shihab Nye  
Travels with Charley: In Search of America -- John Steinbeck  
The View from Saturday -- E.L. Konigsburg  
When the Phone Rang -- Harry Mazer  
With Their Eyes: September 11th – A View from a High School -- Annie Thorns, ed.

## JUSTICE

Adam's Cross -- Alice Mead  
Caleb's Choide -- G. Clifton Wisler  
Democracy and Race: Asian Americans and World War II -- R. Takaki  
Dragon's Gate -- Lawrence Yep  
I Have a Dream: The Life and Words of Martin Luther King, Jr. -- Jim Haskins  
Irrepressible Spirit: Conversations with Human Rights Activists -- Susan Kuklin  
Just Like Martin -- Ossie Davis  
The Land -- Mildred D. Taylor  
The Los Angeles Riots: America's Cities' Crisis -- John Salak  
Lyddie -- Katherine Paterson  
Mandela: From the Life of the South African Statesman -- Floyd Cooper  
The Moon Bridge -- Marcia Savin  
Only the Names Remain: the Cherokees and the Trail of Tears -- Alex W. Bealer

Nothing but the Truth -- Avi  
The Other Side of Truth -- Beverley Naidoo  
Raining Fire -- Marion Dane Bauer  
Rumors at School -- Dennis M. Doyle and Patrick Doyle  
Sojourner Truth: Ain't I a Woman? -- Patricia C. and Frederick McKissack  
The Star Fisher -- Lawrence Yep  
Thurgood Marshall: The Fight for Equal Justice -- Debra Hess  
Touching Spirit Bear -- Ben Mikaelson

## **COURAGE**

Across Five Aprils -- Irene Hunt  
The Adventures of Ulysses -- Bernard Evslin  
Anne Frank Remembered -- Miep Gies and Alison Leslie Gold  
The Autobiography of Miss Jane Pittman -- Ernest J. Gaines  
The Boy's War -- Jim Murphy  
Brady -- Jean Fritz  
The Breadwinner -- Deborah Ellis  
The Defeat and Triumph of a Fugitive Slave -- Virginia Hamilton  
Flight #116 is Down -- Caroline B. Cooney  
Journey Home -- Yoshiko Uchida  
Journey to Topaz -- Yoshiko Uchida  
Jumping Off to Freedom -- Anilu Bernardo  
A Lantern in Her Hand -- Besi Aldrich  
A Nation Challenged: Young Readers Edition -- The Staff of the New York Times  
Never to Forget: The Jews of the Holocaust -- Milton Meltzer  
Out of the Dust -- Karen Hesse  
A Place to Hide -- Jayne Pettit  
Rescue: How Gentiles Saved Jews in the Holocaust -- Milton Meltzer  
Ryan White: My Own Story -- Ryan White, Ann Marie Cunningham  
Shabanu: Daughter of the Wind -- Suzanne Fisher Staples  
The Story of Ruby Bridges -- Robert Coles  
Year of Impossible Goodbyes -- Sook Myul Choi

## **RECONCILIATION**

Blue Heron -- Avi  
The Bridges at Toko-Ri -- James Michener  
December Stillness -- Mary Downing Hahn  
Does Anybody Know What Planet My Parents Are From? -- Kevin Walter Johnson  
Early Thunder -- Jean Fritz  
Jacob Have I Loved -- Katherine Paterson

Just One Flick of a Finger -- Marybeth Lorbiecki  
Julie's Daughter -- Colby Rodowsky  
To Kill a Mockingbird -- Harper Lee  
Nation Torn: The Story of How the Civil War Began -- Delia Ray  
Rosa Parks: My Story -- Rosa Parks with Jim Haskins  
St. Ignatius of Loyola: In God's Service -- Peggy A. Sklar  
Stepping on the Cracks -- Mary Downing Hahn  
Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem -- Gershen Kaufman, et al.  
Talking Peace: A Vision for the Next Generation -- Jimmy Carter  
The Store that Mama Built -- Robert Lehrman  
Understanding September 11th: Answering Questions About the Attacks on America -- Mitch Frank  
The United States in the Vietnam War -- Don Lawson  
Wall Images and Offerings from the Vietnam Veterans Memorial -- Sal Topes, ed.  
Zlata's Diary: A Child's Life in Sarajevo -- Zlata Filipovic

## **SERVICE**

All Things Bright and Beautiful -- James Herriot  
Carver: A Life in Poems -- Marilyn Nelson  
Christy -- Catherine Marshall  
Eleanor Roosevelt: A Life of Discovery -- Russell Freedman  
Freedom Songs -- Yvette Moore  
Lincoln: A Photobiography -- Russell Freedman  
Living the Works of Mercy: Daring Teens to Change the World -- Ellen P. Cavanaugh  
Lovey: A Very Special Child -- Mary MacCracken  
Maximillian Kolbe: Saint of Auschwitz -- Elaine Murray Stone  
Mother Teresa -- Elaine Murray Stone  
My Dear Young Friends: Pope John Paul II Speaks to Teens on Life, Love, and Courage -- John Vitek, ed.  
My Life with the Chimpanzees -- Jane Goodall  
Native American Doctor -- Jeri Ferris  
People Who Make a Difference -- Nicholas Ashabranner  
The Seven Habits of Highly Effective Teens: The Ultimate Teenage Success Guide -- Sean Covey  
Stars Come Out Within -- Jean Little  
Teens With the Courage to Give: Young People Who Triumphed over Tragedy and Volunteered to Make a Difference -- Jackie Waldman, ed.  
Time to Be Born -- David Bell, M.D.  
War On Villa Street: A Novel -- Harry Mazer  
War Poets -- Robert Giddings

## DIOCESE OF LEXINGTON CATHOLIC SCHOOL READING LIST 3-5

Grade	Title	Author	Genre	Lexile Level
3	Beezus and Ramona	Beverly Cleary	Realistic Fiction	780
3	Ben Franklin and the Magic Squares	Frank Murphy	Informational Text	400
3	Benjamin Banneker: Pioneering Scientist	Ginger Wadsworth	Biography	550
3	Big Cheese for the White House, A	Candace Fleming	Informational Text	450
3	Boxcar Children #1, The	Gertrude Chandler Warner	Realistic Fiction	490
3	Cam Jansen: The Green School Mystery #28	David D. Adler	Realistic Fiction	490
3	Chalkbox Kids, The	Clyde Robert Bulla	Realistic Fiction	270
3	Chocolate Touch, The	Patrick Skene Catling	Fantasy	770
3	Do Tornadoes Really Twist?	Melvin/Gilda Berger	Informational Text	770
3	First Day Jitters	Julie Danneberg	Realistic Fiction	210
3	First Flight: The Story of Tom Tate and the Wright Brothers	George Shea	Historical Fiction	460
3	Freckle Juice	Judy Blume	Realistic Fiction	370/400
3	Gloria Rising	Ann Cameron	Realistic Fiction	490
3	Gray Wolves	Don McLeese	Informational Text	780
3	Last Day Blues	Julie Danneberg	Realistic Fiction	40
3	Legend of Sleepy Hollow, The	Jane Mason	Fantasy	860
3	Lion Dancer: Ernie Wan's Chinese New Year	Kate Waters	Informational Text	540
3	Louis Braille	Margaret Davidson	Biography	510
3	Make Way for Dyamonde Daniel	Nikki Grimes	Realistic Fiction	620
3	Martin Luther King, Jr. and the March on Washington	Frances Ruffin	Biography	480
3	Molly's Pilgrim	Barbara Cohen	Historical Fiction	450
3	Moonwalk: The first Trip to the Moon	Judy Donnelly	Informational Text	550
3	More Stories Julian Tells	Ann Cameron	Realistic Fiction	430
3	One Giant Leap: The Story of Neil Armstrong	Don Brown	Biography	670
3	Pilgrims' First Thanksgiving, The	Elroy Freem	Historical Fiction	460
3	Ramona Quimby Age 8	Beverly Cleary	Realistic Fiction	860
3	Red Foxes	J. Angelique Johnson	Informational Text	460



3	Report Card, The	Andrew Clements	Realistic Fiction	700
3	Sarah, Plain and Tall	Patricia MacLachlan	Historical Fiction	560
3	Summer Party	Cynthia Rylant	Realistic Fiction	460
3	Susan B. Anthony: Champion for Women's Rights	Helen Albee Monsell	Biography	570
3	Tornado	Betsy Byars	Realistic Fiction	500
3	Voting & Elections	Patricia J. Murphy	Informational Text	680
3	Whipping Boy, The	Sid Fleischman	Historical Fiction	570
3	White House White Out	Ron Roy	Realistic Fiction	500
3	Year Down Yonder, The	Richard Peck	Realistic Fiction	610
3	Year of the Panda, The	Miriam Schlein	Realistic Fiction	520
4	Because of Winn Dixie	Kate DiCamillo	Realistic Fiction	610
4	Benjamin Franklin	Bennie/Ronni Coop	Biography	
4	BFG	Roald Dahl	Fantasy	730
4	Bound for Oregon	Jean Van Leeuwen	Historical Fiction	830
4	Bunnicula	Deborah/James Howe	Fantasy	700
4	Castle in the Attic	Elizabeth Winthrop	Fantasy	750
4	Daniel Boone: Young Hunter & Trapper	Augusta Stevenson	Biography	500
4	Dear Mr. Henshaw	Beverly Cleary	Realistic Fiction	910
4	Escape from Mr. Lemoncello's Library	Chris Grabenstein	Fantasy	720
4	Farmer Boy	Laura Ingalls Wilder	Historical Fiction	650
4	Frindle	Andrew Clements	Realistic Fiction	830
4	Holes	Louis Sachar	Fantasy	660
4	How to Eat Fried Worms	Thomas Rockwell	Realistic Fiction	550
4	Hundred Dresses, The	Eleanor Estes	Realistic Fiction	870
4	Indian in the Cupboard, The	Lynn Reid Banks	Fantasy	780
4	In the Year of the Boar and Jackie Robinson	Bette Bao Lord	Historical Fiction	730
4	Loser	Jerry Spinelli	Realistic Fiction	650
4	Maniac Magee	Jerry Spinelli	Realistic Fiction	820
4	Mayflower Adventure	Colleen L. Reece	Historical Fiction	
4	Miraculous Journey of Edward Toulane, The	Kate DiCamillo	Fiction	700
4	My Side of the Mountain	Jean Craighead George	Realistic Fiction	810
4	The Pinballs	Betsy Byars	Realistic Fiction	600
4	Roll of Thunder Hear My Cry	Mildred Taylor	Historical Fiction	920
4	Shiloh	Phyllis Reynolds	Realistic Fiction	890
4	Spy X: The Code	Peter Lerangis	Fantasy	570

4	Stone Fox	John Reynolds Gardiner	Realistic Fiction	550
4	Tales of a Fourth Grade Nothing	Judy Blume	Realistic Fiction	470
4	Witches, The	Roald Dahl	Fantasy	740
5	A Wrinkle in Time	Madeleine L'Engle	Fantasy	740
5	Borrowers, The	Mary Norton	Fantasy	780
5	Bridge to Terabithia	Katherine Patterson	Realistic Fiction	810
5	Charlie and the Chocolate Factory	Roald Dahl	Fantasy	810
5	Duke Ellington: The Piano Prince and his Orchestra		Biography	800
5	From the Mixed-Up Files of Mrs. Basil E. Frankweiler	E. L. Konigsburg	Realistic Fiction	700
5	Hatchet	Gary Paulsen	Realistic Fiction	1020
5	Hoot	Carl Hiaasen	Realistic Fiction	760
5	Island of the Blue Dolphins	Scott O'Dell	Historical Fiction	1000
5	Julie of the Wolves	Jean Craighead	Realistic Fiction	860
5	Lady Liberty: A Biography	George	Narrative Nonfiction	760
5	Lion, the Witch, and the Wardrobe, The	C.S. Lewis	Fantasy	940
5	Masterpiece	Elise Broach	Fantasy	700
5	No Talking	Andrew Clements	Realistic Fiction	820
5	Number the Stars	Lois Lowry	Historical Fiction	670
5	SeeSaw Girl	Linda Sue Park	Historical Fiction	810
5	Sign of the Beaver	Elizabeth George	Historical Fiction	770
5	Sounder	William H. Armstrong	Realistic Fiction	900
5	Walk Two Moons	Sharon Creech	Realistic Fiction	770
5	When Washington Crossed the Delaware: A Wintertime Story for Young Patriots	Lynn Cheney	Expository Text	860
5	Where the Mountain Meets the Moon	Grace Lin	Fantasy	810
5	Why Don't You Get a Horse, Sam Adams?	Jean Fritz	Biography	540
5	Wonder	Raquel J. Palacio	Realistic Fiction	790

# DIOCESE OF LEXINGTON CATHOLIC SCHOOL READING LIST 6-8

## Novels

These novels may be moved vertically according to availability, teacher discretion, and student level of reading ability

### 6<sup>th</sup> Grade

After Dancing Days  
Anne of Green Gables  
The Boy in the Striped Pajamas  
Bridge to Terabithia  
Bud, Not Buddy  
The Cay  
Crash  
Hatchet  
Holes  
Island of the Blue Dolphins  
Maniac McGee  
Mrs. Frisby and the Rats of NIMH  
Number the Stars  
Out of My Mind  
Percy Jackson (Lightning Thief)  
Roll of Thunder, Hear My Cry  
Rumble Fish  
A Single Shard  
Tuck Everlasting  
View From Saturday  
The Westing Game  
Witch of Blackbird Pond  
Wonder

### 7<sup>th</sup> Grade

Choosing Up Sides  
Freak the Mighty  
Harriet Tubman  
Hoot  
Jack's Run  
No More Dead Dogs  
Out of the Dust  
The Outsiders  
Percy Jackson and the (Sea of Monsters, Titan's Curse.....)  
Surviving the Applewhites  
Tangerine

### 7<sup>th</sup> Grade Cont.

Walk Two Moons  
The Watsons Go to Birmingham  
The Wednesday Wars  
A Wrinkle in Time  
Zach's Lie  
The True Confessions of Charlotte Doyle

### 8<sup>th</sup> Grade

Across Five Aprils  
The Adventures of Sherlock Holmes  
Animal Farm  
The Book Thief  
A Christmas Carol  
The Circuit  
The Diary of Anne Frank (Holocaust Unit)  
The Giver  
The Hiding Place  
A Midsummer Night's Dream  
The Miracle Worker  
My Brother Sam is Dead  
Nothing but the Truth  
The Old Man and the Sea  
The Scarlet Pimpernel  
Sunrise Over Fallujah  
To Kill a Mockingbird

### Skills-based units:

The units listed are often used in many different combinations and not necessarily as combined below.

- Plot and conflict
- Character and point of view
- Setting and mood
- Theme and symbol
- Poetry
- Drama
- Myths, legends, epics, tales
- Biography and autobiography
- Style, voice, and tone
- History and culture
- Informational text (should be embedded within each unit)
- Persuasive text
- Research strategies

# CATHOLIC BOOK LIST FOR MIDDLE AND HIGH SCHOOL

Compiled by Fr. Gary Coulter

## Middle School

*Title*

*Author*

### *Fiction*

Hind's Feet on High Places	Hannah Hurnard
The Chronicles of Narnia (Set)	C.S. Lewis
Fr. Damien and the Bells	Arthur & Elizabeth Sheehan
I Heard the Owl Call My Name	Margaret Craven
Mountains of Spices (Sequel to "Hinds Feet")	Hannah Hurnard
Red Hugh, Prince of Donegal	Robert T Reilly
The Lilies of the Field	William E Barrett
The Hobbit	J.R.R. Tolkein
Diary of a Country Priest	George Bernanos
The Little World of Don Camillo	Giovanni Guareschi

### *Historical*

Cross Among the Tomahawks	Milton Lomask
The Miracle of Marcellino	Jose Sanchez-Silva
Come Rack! Come Rope!	Msgr. Robert Hugh Benson
Outlaws of Ravenhurst	Sr M Imelda Wallace
Song at the Scaffold	Gertrud von Le Fort

### *Historical Novel*

Son of Charlemagne	Barbara Willard
Death Comes for the Archbishop	Willa Cather

## High School

### *Fiction*

Father Brown Stories	G. K. Chesterton
Perelandra (Space Trilogy)	C.S. Lewis
The Keys of the Kingdom	A.J. Cronin
The Story of the Other Wise Man	Henry Van Dyke
Woman of the Pharisees	Francois Mauriac
Pierced by a Sword	Bud MacFarlane Jr.
Conceived Without Sin	Bud MacFarlane Jr.
Father Elijah: An Apocalypse	Michael O'Brien
Lord of the World	Msgr. Robert Hugh Benson
Quo Vadis	Henryk Sienkiewicz

The Divine Comedy	Dante
The Robe	Lloyd C. Douglas
Philadelphia Catholic in King James Court	Martin De Porres
David Copperfield	Charles Dickens
House of Gold	Bud MacFarlane
The Hunchback of Notre Dame	Victor Hugo
The Jeweler's Shop	Pope John Paul II (Karol Wojtyla)
The Lord of the Rings	J.R.R. Tolkein
The Pardoner's Tale	Geoffrey Chaucer
The Power and the Glory	Graham Greene
The Shoes of the Fisherman	Morris West
Crime and Punishment	Fedor Dostoyevsky
A Tale of Two Cities	Charles Dickens
The Brothers Karamazov	Fedor Dostoyevsky
The Death of Ivan Ilyitch	Tolstoy

*Historical*

1917: Red Banners; White Mantle	Warren H. Carroll
Christ and the Americas	Anne W. Carroll
Christ the King: Lord of History	Anne W. Carroll
Isabel of Spain: Catholic Queen	Warren H. Carroll
Last Crusade : Spain 1936	Warren H. Carroll
The Guillotine and the Cross	Warren H. Carroll

*Historical Novel*

The Hiding Place	Corrie ten Boom
Murder in the Cathedral	T.S. Eliot
Christ Legends	Selma Lagerlof
The Last Crusader Louis de Wohl	Don John of Austria
The Man Born to be King	Dorothy Sayers
The Spear: A Novel of the Crucifixion	Louis de Wohl
The Day Christ Died	Jim Bishop
The Day Christ was Born	Jim Bishop

## TEXT COMPLEXITY GRADE BANDS AND LEXILE BANDS

"It isn't often that a society gets a chance to start afresh,  
and I think that moment is here."  
—Chester E. Finn, Jr.\*

The Common Core State Standards Initiative offers the following overlapping Lexile bands (or Lexile ranges\*\*, as defined by Common Core) to place texts in the following text complexity grade bands. According to the Common Core Standards, qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale.

<b>Grade Band</b>	<b>Current Lexile Band</b>	<b>"Stretch" Lexile Band*</b>
K-1	N/A	N/A
2-3	450L-730L	420L-820L
4-5	640L-850L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1120L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

*Common Core State Standards for English, Language Arts, Appendix A (Additional Information), NGA and CCSSO, 2012*

\*\*Please note that MetaMetrics defines a "Lexile range" as text that falls within 100L below to 50L above a reader's Lexile measure.

\*Chester E. Finn, Jr. is a former Assistant Secretary of Education in the George Bush administration, current President of the Fordham Foundation and a well-known critic of educational reform efforts.

From: <https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/>

## LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (\*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		Grade(s)							
		3	4	5	6	7	8	9-10	11-12
L.3.1f	Ensure subject verb and pronoun-antecedent agreement								
L.3.3a	Choose words and phrases for effect								
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a	Choose words and phrases to convey ideas precisely.*								
L.4.3b	Choose punctuation for effect.								
L.5.1d	Recognize and correct inappropriate shifts in verb tense.								
L.5.2a	Use punctuation to separate items in a series.*								
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e	Recognize variations from standard English in their own and other writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements.								
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.**								
L.6.3b	Maintain consistency in style and tone.								
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy								
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a	Use parallel structure.								

\*Subsumed by L.7.3a

\*Subsumed by L.9-10.1a

\*\*Subsumed by L.11-12.3a

## RESOURCES

ACT Aspire Knowledge and Skills: <http://skillsmap.actlabs.org/>

ACT College and Career Ready English Standards: <http://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html>

Archdiocese of Cincinnati Graded Course of Study for English Language Arts, 2013/2014:

<http://www.catholiccincinnati.org/reading-english-language-arts-gcs-2013/>

Grades PK-5:

<http://www.catholiccincinnati.org/wp-content/uploads/2013/07/Pre-K-PDF-COMplete.pdf>

Grades 6-8

[http://www.catholiccincinnati.org/wp-content/uploads/2014/05/Reading\\_ELA\\_Grades6.pdf](http://www.catholiccincinnati.org/wp-content/uploads/2014/05/Reading_ELA_Grades6.pdf)

Archdiocese of Louisville Language Arts Curriculum Framework, 2014:

<https://www.archlou.org/wp-content/uploads/2011/06/Language-Arts-Curriculum-Framework.pdf>

Archdiocese of Milwaukee Curriculum Guides: <http://schools.archmil.org/schools/about/curriculum.htm>

Common Core English Language Arts Standards: <http://www.corestandards.org/ELA-Literacy/>

Diocese of Columbus English Language Arts Course of Study 2013:

<http://www.ceducation.org/Portals/3/OCS/docs/COS/ELA%20Course%20of%20Study%202013.pdf>

*Engage<sup>ny</sup>* CCSS Library: <http://www.engageny.org/common-core-curriculum>

KDE Core Standards for English Language Arts:

[http://education.ky.gov/curriculum/standards/Documents/KentuckyCommonCore\\_ELA.pdf](http://education.ky.gov/curriculum/standards/Documents/KentuckyCommonCore_ELA.pdf)

National Catholic Educational Association (NCEA) Working Reading Lists:

<http://www.ncea.org/store/SearchResults.aspx?Category=CUR>

National Council of Teachers of English:

<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) English Language Arts Goal Structure, pp. 9-17:

<https://support.nwea.org/sites/www.nwea.org/files/resources/MAP%20CC%20V4%20Goal%20Structure.pdf>

Northwest Evaluation Association Measures (NWEA) of Academic Progress for Primary Grades (MPG) English Language Arts (ELA) Goal Structure, pp. 5-11:

<https://support.nwea.org/sites/www.nwea.org/files/resources/MPG%20CC%20V2%20Goal%20Structure.pdf>