



THE ROMAN CATHOLIC DIOCESE OF
BIRMINGHAM
in **ALABAMA**

CATHOLIC SCHOOLS
OFFICE

English Language Arts Standards

Adopted July 2025

July 2025

Dear Catholic School Educators,

The Catholic schools of the Diocese of Birmingham in Alabama have long been known for excellence in academics and spiritual formation. We continue this tradition of excellence through academic standards developed for each subject area by our own teachers and leaders. Each school implements these rigorous standards through curricula that aligns with the school's mission and utilizes data from standardized and classroom assessments to inform instruction and facilitate individual student growth.

Our faith is who we are, and our approach to learning infuses the Catholic faith into all aspects of the curriculum- truly leading to the development of students who live their faith throughout their lives both now and in the future. The alignment of our English Language Arts Standards with the Cardinal Newman Society's *Catholic Curriculum Standards* supports our mission as Catholic schools and the notion that in our Catholic schools, we educate the whole person- mind, body, and spirit- through rigorous, Gospel-based instruction.

I would like to express my gratitude to the committee, led by Mrs. Cindy Westbrook, for their dedication, talent, and expertise in creating this outstanding set of English Language Arts standards. These standards will serve as a solid foundation for your instruction with students. By implementing these standards, we will continue to uphold our commitment to delivering exceptional religious and academic instruction for many years to come.

Enjoy bringing these standards to life with your students and facilitating their connections between the principles of English Language Arts with our Catholic faith.

In Gratitude,



Margaret Dubose
Superintendent of Schools

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Diocese of Birmingham in Alabama English Language Arts Standards

Overview

The Diocesan Course of Study in English Language Arts contains the minimal content standards for each course and is intended to define essential content for each level. Each course builds upon the previous making it imperative to understand the content for each and recognize it as required content. Attending to the depth of knowledge required to apply the skill in each standard will improve students' overall success as they progress. Learning can be extended beyond these minimum standards to meet the needs of the children served at individual locations provided that required standards are mastered.

Organization

Content Standards for each grade are divided into Content Areas that are used to group standards that are closely related. Some Content Standards have sub-standards, indicated with a., b., c....., which are extensions of the content standard and are also required. Some standards are followed by *Examples*. Examples are not intended to be an exhaustive list and the suggestions listed are not required to be taught.

Each Content Standard completes the phrase "Students will..."

Catholic Standards and Benchmarks from the Cardinal Newman Society are included alongside the Content Standards for each grade.

Catholic Standards and Benchmarks

"In the Catholic school's educational project there is no separation between time for learning and time for formation, between acquiring notions and growing in wisdom. The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered." *The Identity of the Catholic School for a Culture of Dialogue* (2022).

Cardinal Newman Principals of Catholic Identity in Education

1. Inspired by Divine Mission
2. Models Christian Communion and Identity
3. Encounters Christ in Prayer, Scripture, and Sacrament
4. Integrally Forms the Human Person
5. Imparts a Christian View for Humanity

Catholic Curricular Standards

English Language Art standards are broadly grouped into two sets focusing on grades K-6 and 7-12, with general, intellectual, and dispositional standards for each academic discipline. Each standard is given a unique identifier for ease of location within the document and identification in teacher lesson plans. *Catholic Curriculum Standards*, Cardinal Newman Society (2016)

The standards include the following designations:

- GS - General Standards that articulate the above five premises
- IS - Intellectual Standards that articulate cognitive learning standards
- WS - Writing Standards involve formation of proper and logical thinking
- DS - Dispositional Standards involve the formation of character, beliefs, attitudes, and values, or other non-cognitive standards.

Kindergarten Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

LITERACY FOUNDATIONS

Oral Language and Expression <i>are speaking and listening skills which are the initial components of phonological and phonemic awareness.</i>		Cardinal Newman Standards: <i>Catholic Curricular Standards and Dispositions in English/Language Arts K-6</i>
1. Politely listen and speak in discussions with peers and adults.		<i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i>
2. Practice high-quality speech that is understandable to peers and teacher.		<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
3. Use word endings to indicate plurals, possessives, and verb tenses in speech. <i>Examples: dogs, brother’s shirt, jumped</i>		
4. Use irregular plurals in conversation. <i>Examples: foot/feet, tooth/teeth, mouse/mice</i>		
5. Listen for and identify environmental sounds.		
6. Respectfully participate in teacher-led reading experiences and collaborative discussions with peers to build background knowledge.		<i>GS1 – Analyze literature that reflects the transmission of a Catholic culture and worldview.</i>
7. Actively participate in teacher-led choral and shared reading experiences. <i>Examples: reciting nursery rhymes, songs, poems, stories</i>		<i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i>

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8. Ask and answer questions to seek help, gain, or clarify information presented orally, through text, or other media. <i>Example: Use interrogatives who, what, where, when, why, and how to ask questions.</i>	<i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
9. Present information orally using complete sentences in correct word order. a. Speak audibly and express thoughts, feelings, and ideas clearly. <i>Examples: participating in oral dramatic activities, reading aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services</i> b. Retell stories to describe people, places, things, and events with relevant details.	<i>IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
10. Use spatial and sequential concepts correctly. <i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last</i>	
11. Restate and follow multi-step directions.	
12. Describe and explain illustrations or other visual displays to provide additional detail.	
Print Awareness <i>is the awareness that print has meaning and that books contain letters and words.</i> Book Knowledge <i>is the understanding of how a book works.</i>	
13. Demonstrate proper care of books and printed material, particularly sacred books such as the Bible and holy cards.	<i>DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
14. Demonstrate understanding of the organization and basic features of printed materials.	<i>IS3 - Recognize Christian and Western symbols and symbolism.</i>

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15. Recognize and demonstrate that print conveys meaning. <i>Examples: Share a favorite book with peers. Share a holy card featuring a prayer and a picture of a saint of the Catholic Church.</i>	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
16. Recognize and develop language for the parts of a book: front and back cover, spine, title page, copyright page, dedication, headings, page numbers, and table of contents.	
17. Name the author and illustrator of a literary text; describe their roles.	
18. Track the print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line, and page-to-page orientation.	
19. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	
20. Point to words in a text using one-to-one correspondence, noting that words have boundaries.	
21. Recognize that spoken words are represented by written language in specific sequences of letters.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i> <i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>
22. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.	
23. Notice and recognize environmental print and words in our world.	<i>IS4 - Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.</i>

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Alphabetic Knowledge <i>is the recognition and naming of upper and lower case letters in print and in sequential and non-sequential order.</i>	
24. Understand that any pronounced word can be spelled with the letters of the alphabet.	
25. Understand that the 26 letters of the alphabet can be used to write any spoken word.	<i>IS3 – Recognize Christian and Western symbols and symbolism.</i>
26. Recognize and name all upper and lower case letters in sequential and non-sequential order with accuracy and automaticity.	
Phonological Awareness <i>is the foundational ability to recognize and manipulate sounds in spoken language.</i> <i>Examples: working with words, word parts, syllables, rhymes, onset, and rime</i> Phonemic Awareness <i>is the development of insight that words are composed of specific individual sounds or phonemes that can be manipulated. This process involves the brain forming strong and lasting connections between letters and sounds, fostering instant recognition and understanding of words in sight and high frequency, decodable and irregular words.</i>	
27. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.	
28. Identify the number of words in a spoken sentence.	
29. Combine words into sentences.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>
30. Combine word parts in words.	

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31. Recognize alliterative spoken words. <i>Examples: whispering winds whistled, picture perfect, jumping jacks</i>	
32. Count, blend, and segment syllables in spoken words, including multisyllabic words.	
33. Blend and segment onsets and rimes of single-syllable spoken words.	
34. Recognize and produce rhyming words and distinguish them from non-rhyming pairs using pictures and spoken words.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
35. Identify the initial, final, and medial sounds of spoken words.	
36. Blend and segment phonemes in single-syllable spoken words with three to four phonemes.	
37. Distinguish between commonly confused consonant sounds, using knowledge of vocal and nonvocal (breath) sounds to articulate. <i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/.</i>	
Phonics is the connection between letters of a written language and sounds of a spoken language. Phonics instruction should also direct attention to the spelling of words. Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) into their sounds (phonemes) and recognizing the patterns that make syllables and words. Fluent, accurate decoding is a hallmark of skilled reading.	
38. Decode and encode predictable consonants: /m/, /s/, /t/, /l/, /p/, /f/, /c/ (k sound), /n/, /b/, /r/, /j/, /k/, /v/, /g/ (g sound), /w/, /d/, /h/, /y/, /z/, /x/.	<i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>

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39. Decode and encode predictable short vowels: /a/, /e/, /i/, /o/, /u/. <i>Examples: cap, leg, pit, mop, tug</i>	IS3 – Recognize Christian and Western symbols and symbolism.
40. Decode and encode long vowel sounds with single vowels (a, e, i, o, u) in open syllable words with one syllable. <i>Examples: me, she, see, I</i>	
41. Decode and encode vowel/consonant/silent e patterns in single syllable words. <i>Examples: cake, these, mine, hole, tube</i>	
42. Recognize, decode, and encode most common long vowel teams: /ee/, /ea/, /ai/, /ay/, /oa/, /ow/, /oe/, /igh/ as understanding of long vowel sounds occurs.	
43. Decode words with suffix – s, using knowledge of nonvocal (breath sound) /s/ and vocal /z/ sounds for letter /s/. <i>Examples: pups, cats, pigs, dogs; Note: Breath /s/ follows nonvocal sounds such as /p/ and /t/, and vocal /z/ follows vocal sounds such as /g/.</i>	
44. Recognize, decode, and encode words with consonant blends as understanding of individual phonemes and graphemes occurs. <i>Examples: /st/, /sp/, /cl/</i>	
45. Recognize, decode, and encode the most frequent sound for digraphs /ck/, /sh/, /th/, /ch/, /wh/, /ng/, and combination /qu/ , making the connection that a two-letter grapheme can represent one phoneme.	
46. Distinguish between similarly spelled words by identifying the <i>phonemes and graphemes</i> that differ. <i>Example: mat/sat, pan/pat, tip/top</i>	
47. Decode grade-level high-frequency words spelled using predictable, decodable phoneme-grapheme correspondences. <i>Examples: am, at, get, like, make, that, this, me, she, be</i>	

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48. Read irregular high-frequency words using specific strategies only memorizing the pattern that cannot be decoded. Examples: said , two , eight	
Reading Fluency is reading passages aloud with accuracy and automaticity. Fluency is strongly related to comprehension.	
49. Participate daily in teacher-led read-alouds designed to model fluent reading, expression, rate, and intonation.	IS1 – Demonstrate how literature is used to develop a religious, moral, and social sense.
50. Apply phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	
51. Orally read and reread pre-decodable and decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	DS5 – Share how literature ignites the creative imagination in healthy ways.
52. Recognize and read grade-level high-frequency words with accuracy and automaticity; follow strategies for the recognition of regular decodable and irregular high-frequency words.	
53. Practice self-correcting errors in reading fluency.	

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Vocabulary Literacy is the knowledge of printed words as they relate to: *phonology (the organized system of speech sounds in language), *morphology (the study of the structure of words and how they are formed), *orthography (the set of conventions for writing a language including spelling, grammar, word boundaries, punctuation, and capitalization) *semantics (the meaning of a word, phrase, sentence, or text). Provide many opportunities for explicit instruction in word meanings and word-learning strategies, teacher-led and independent reading in and out of school as this builds meaningful vocabulary and strong comprehension.	
54. Practice speaking high-quality classroom language.	WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
55. Listen to and read a wide variety of stories in assorted genres to build word knowledge.	DS4 –Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
56. Orally use new content-specific vocabulary and relate new words to prior knowledge.	GS4 – Share how literature can contribute to strengthening one’s moral character.
57. Identify new meanings for familiar words and apply them accurately. Example: multiple-meaning words such as duck, run, bat	DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
58. Ask and answer questions about unfamiliar words in discussions and text. a. Know and identify synonyms as words that mean the same or almost the same as another word. Examples: smart/intelligent; begin/start b. Know and identify antonyms as words that mean the opposite or nearly the opposite of another word. Examples: fast/slow; brave/afraid; patient/impatient	

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59. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building new vocabulary. <i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i>	
60. Use new and known vocabulary to produce and expand complete sentences in shared language activities. a. Use vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. b. Use new words and phrases acquired through conversations, listening to and reading stories, and responding to text. c. Comprehend the meaning of new vocabulary words.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i> <i>DS1 - Accept and value how literature aids one to live harmoniously with others.</i>
Comprehension <i>is the cognitive process of understanding what has been read. Deriving meaning from the text is critical to comprehension. It is a product of word recognition and language comprehension.</i>	
61. Use strategies to build an understanding of stories before a read-aloud begins. a. Activate background knowledge. b. Identify the purpose of reading the story. c. Name the title, author, and illustrator of the story. d. Determine the genre of the story. e. Make predictions about what will occur in the story.	<i>GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.</i> <i>DS3 - Share how literature cultivates the aesthetic faculties within the human person.</i>

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62. Identify literary elements of a narrative text during or after reading.

- a. Visualize and know the main characters.
- b. Visualize and know the setting of the story-where, when does the story take place?
- c. Visualize and know the sequential order of the plot - what happened first, next, and last?
- d. Identify the problem in the story.
- e. Identify the solution to the problem.
- f. Understand the theme (meaning) of the story.
- g. Make inferences based on the implicit meaning of the story.
- h. Articulate the main idea of the narrative.
- i. Ask and answer questions to clarify your understanding of the text.
- j. Expressively write and illustrate to expand the concepts of the story.

DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.

IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.

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

DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.

IS7 - Identify the causes underlying why people do the things they do.

IS8 - Identify how literature develops the faculty of personal judgment.

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63. Use content knowledge and concept vocabulary built during read-alouds of informational (non-fiction) texts.
- Notice diagrams, charts, photographs, and labels in the text.
 - Name new vocabulary words and understand the meaning of the words.
 - Identify key details and facts from the informational text.
 - Connect ideas from the text to religion, science, social studies, and the arts.
 - Participate in content-rich discussions with peers.
 - Participate in class charts to build meaning.
Example: KWL – What I Know, What I Want to Know, What I Learned; CPW – Clues, Problems, and Wonderings
 - Ask and answer questions to clarify understanding of the text.
 - Draw conclusions and inferences based on explicit and implicit ideas in the text.
 - Critically think about content and draw pictures to illustrate.
 - Expressively write about the meaning of the text.

IS9 – Analyze how literature assists in the ability to make judgments about what is true and false and to make choices based on these judgments.

DS8 – Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.

IS6 – Identify examples of noble characteristics in stories of virtuous heroes and heroines.

64. Identify various types of literary genres and their features during read-alouds.
Examples: fiction (fairy tales, fantasies); non-fiction (informational texts, biographies); poetry

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65. Compare and contrast two texts using anchor charts for visualization. <i>Examples: Venn diagram, use real-world items for comparison</i> a. Distinguish between similarities and differences in two types of literary genres. b. Determine how the main characters are different and how they are alike. <i>Examples: share the differences and similarities of a virtuous and unvirtuous character in a story</i>	GS2 – Analyze works of fiction and non-fiction to uncover authentic Truth. IS6 – Identify examples of noble characteristics in stories of virtuous heroes and heroines. GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
Handwriting is the writing of letters, words, and sentences completed with a pencil. <i>Research indicates that proper handwriting frees students to focus on expressing ideas and thoughts in writing and illustrating. Writing by hand enhances the ability to focus and leads to a stronger memory of letter recognition as opposed to non-motor writing practice on a device.</i>	
66. Congruously develop fine motor strength for successful handwriting. <i>Examples: using clay or putty, building with various blocks, cutting on dotted lines, stringing small beads, completing puzzles, lacing, sewing, sorting small objects, etc.</i>	
67. Learn basic strokes and letter formation. Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	IS3 – Recognize Christian and Western symbols and symbolism.
68. Develop awareness of left-to-right progression, visual perception, and spacing.	
69. Use proper pencil, crayon, and marker grip.	
70. Properly form upper and lowercase letters of the alphabet with correct spacing.	
71. Correctly print first and last names, capitalizing only the first letter of each name.	

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72. Print lowercase letters for most words; use uppercase letters at the beginning of sentences and proper nouns.	
73. Print correct punctuation at the end of sentences.	
The Writing Process <i>is engaging in the experience of recording ideas and thoughts on paper. Reading provides the writer with the language and ideas to structure and communicate with an audience. Reading and writing should be taught congruously to be effective. Connecting speech to print builds comprehension in early literacy.</i>	
74. Apply knowledge of grade-appropriate phoneme (speech sounds) and graphemes (letters and letter combinations) connections to encode (spell) words. <i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i> a. Decode and encode vowel/consonant (VC) and consonant/vowel/consonant (CVC) words b. Decode and encode grade-level high-frequency words that follow regular phoneme-grapheme connections. <i>Examples: am, at, can, he, we, be, in, it, came, like</i> c. Decode and encode grade-level high-frequency words that follow regular phoneme-grapheme patterns in all but one position, noting the part of the word that does not follow the regular pattern. <i>Example: said - /s/ and /d/ are spelled using phoneme-grapheme connection, but /ai/ must be memorized.</i>	<i>IS3 - Recognize Christian and Western symbols and symbolism.</i> <i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>

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75. When writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling. - Decode and encode spoken words to demonstrate that print represents oral language. - Compose a simple sentence to share a complete thought. - Identify the purpose of a noun and a verb within a sentence and the type of information it conveys. - Begin each sentence with a capital letter. - Capitalize the pronoun “I” and proper names. - Use correct end punctuation. <i>Examples: period, question mark, exclamation mark</i>	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i> <i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
76. Actively participate in shared (teacher-transcribed) and independent writing experiences for audiences of peers. - Participate in writing experiences to create messages, lists, and labels in varied subject areas. <i>Examples: write a list of the seven Sacraments; label sacramentals such as the Rosary, the tabernacle</i> - Participate in writing experiences to create narratives with the events in sequential order without being overly concerned about perfect spelling, grammar, and punctuation. - Participate in shared writing experiences to create explanatory texts or provide factual information about a topic. <i>Examples: write a story about a class field trip; write a story about the class leading the Mass</i>	<i>IS8 – Identify how literature develops the faculty of personal judgment.</i> <i>IS9 – Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.</i> <i>IS7 – Identify the causes underlying why people do the things they do.</i>

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d. Participate in shared writing experiences to create opinion texts that state an opinion, provide a reason for the opinion, and include a closing statement. e. Participate in shared or independent writing experiences in various genres. <i>Examples: create a fairy tale or an informational text</i>	
77. Participate in shared research and independent writing projects to answer a question or describe a topic in various subject areas. a. Include information recalled from prior knowledge and personal experiences in research and writing projects. b. Add illustrations to enhance and expand the story. c. Gather information from print and digital sources for research and writing projects.	<i>DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.</i> <i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i>
78. Participate in the proofreading and editing process including brainstorming, planning, organizing, and revising rough and final drafts with the assistance of teachers. a. Use digital tools as appropriate to research, produce, and publish independent and collaborative writing projects. b. Share with pride the final written drafts and illustrations.	

Grade One Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

LITERACY FOUNDATIONS

Oral Language and Expression *are speaking and listening skills which are the initial components of phonological and phonemic awareness.*

Cardinal Newman Standards:
Catholic Curricular Standards and Dispositions in English/Language Arts K-6

1. Politely and respectfully listen and speak in topic and text discussions with peers and adults in small and large groups.

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

2. Practice high-quality language that is understandable to peers and teachers.

WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.

3. Use word endings to indicate plurals, possessives, and verb tenses in speech.
Examples: dogs, sister's shoes, ran, hopped

4. Use irregular plurals in conversation.
Examples: foot/feet, tooth/teeth, mouse, mice

5. Respectfully engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge and oral reading skills.
Examples: read-alouds, oral and choral dramatic activities

DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.

6. Ask and answer questions to seek help, gain, or clarify information presented orally, through text, or in digital format.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.

First Grade

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7. Present information orally using complete sentences and appropriate volume. a. Speak audibly and express thoughts, feelings, and ideas clearly. <i>Examples: reading aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services</i> b. Retell stories to describe characters, settings, and events, expressing ideas with relevant details. c. Describe illustrations or other visual displays to provide additional detail.	<i>DS4 – Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i> <i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i>
8. Restate and follow multi-step directions.	
Book Knowledge <i>is the awareness of the parts of a book and their purpose.</i>	
9. Demonstrate proper care of books and printed material, particularly sacred books and materials such as the Bible and holy cards.	
10. Locate and develop language for the parts of a book: the title page, copyright page, dedication, table of contents, index, glossary, and the names of author and illustrator. a. Describe the purpose of the parts of a book. b. Describe the roles of the author and illustrator.	<i>IS13 – Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.</i> <i>IS14 – Analyze the author’s reasoning and discover the author’s intent.</i>

First Grade

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Alphabetic Knowledge <i>is the recognition and naming of uppercase and lowercase letters in print and in sequential and non-sequential order.</i>	
11. Understand that any pronounced word can be spelled with the letters of the alphabet.	<i>IS3 - Recognize Christian and Western symbols and symbolism.</i>
12. Understand that the 26 letters of the alphabet can be used to write any spoken word.	
13. Recognize and name all uppercase and lowercase letters in non-sequential order with accuracy and automaticity.	
14. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.	
15. Organize a list of words into alphabetical order according to the first and, when necessary, second letters of the words.	
Phonological Awareness <i>is the foundational ability to recognize and manipulate sounds in spoken language;</i> <i>Examples: working with words, word parts, syllables, rhymes, onset and rime.</i> Phonemic Awareness <i>is the development of insight that words are composed of specific individual sounds or phonemes that can be manipulated. This process involves the brain forming strong and lasting connections between letters and sounds fostering instant recognition and understanding of words in sight and high-frequency words, decodable, and irregular words.</i>	
16. Demonstrate intermediate to advanced phonological and phonemic awareness skills in spoken words.	<i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>

First Grade

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17. Count, blend, segment, and delete syllables in spoken words, including multisyllabic words. <i>Examples: par-ti-cu-lar, cer-ti-fi-cate</i>	IS3 – Recognize Christian and Western symbols and symbolism.
18. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.	
19. Recognize alliteration in a spoken or read text. <i>Examples: whispering winds whistled, picture perfect, jumping jacks</i>	
20. Blend and segment phonemes in single-syllable spoken words with three to five phonemes, including words with consonant blends.	
21. Add, delete, and substitute phonemes at the beginning or end of spoken words with three to five phonemes, and produce the resulting word. <i>Examples: pan to pant; flight to light; cat to cap</i>	
22. Distinguish long from short vowel sounds in spoken, single-syllable words.	
23. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, and vocal and nonvocal (breath) sounds to articulate. <i>Examples: /f/ and /v/; /p/ and /b/; /t/ and /d/; /k/ and /g/ /m/ and /n/; /ng/ and /n/;/s/ and /z/; breath /th/ and vocal /th/; /ch/ and /sh/; /ě/ and /ā/; /ě/ and /ǎ/</i>	
24. Identify the sound substitution in words with five to six phonemes. <i>Example: strips/straps; square/squire</i>	

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Phonics is the connection between letters of a written language and sounds of a spoken language. Phonics instruction should also direct attention to the spelling of words.

Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) into their sounds (phonemes) and recognizing the patterns that make syllables and words. Fluent, accurate decoding is a hallmark of skilled reading.

Word Analysis is the ability to identify words and comprehend their semantics (meanings) within the orthographic structure (“the code” by which the brain stores and retrieves words automatically, allowing the focus to shift to comprehension of content).

25. Apply intermediate to advanced knowledge of predictable consonants to decode and encode: /m/, /s/, /t/, /l/, /p/, /f/, /c/ (k sound), /n/, /b/, /r/, /j/, /k/, /v/, /g/ (g sound), /w/, /d/, /h/, /y/, /z/, /x/

WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.

26. Apply knowledge to decode and encode predictable short vowels: /a/, /e/, /i/, /o/, /u/.

27. Recognize and decode regularly spelled, one-syllable words with closed syllables (spelling pattern in which words have only one vowel which is always a short sound).

*Examples: two-letter closed syllable - at, in, on
three-letter closed syllable - ask, tug, pen
four-letter closed syllable - fish, spot, jump
five-, six-, seven-letter closed syllable - twist, brunch, stretch*

28. Recognize and decode open syllable words (spelling pattern in which words have a single vowel at the end of the syllable and the vowel sound is long).

Examples: no, he, why, flu, ta/ble, mu/sic

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29. Recognize and decode open syllable words vowel/consonant/silent “e” syllables (spelling pattern in which the silent-e syllable [also known as magic-e and bossy-e] is at the end of the word and signals the first vowel to make the long sound). <i>Examples: cake, note, smile</i>	
30. Recognize and decode words containing consonant blends in the initial and final position. <i>Examples: /st-/ ,/sm-/ ,/sn-/ ,/sr-/ , /sl-/ ,/sc-/ ,/sk-/ ,/sp-/ ,/sw-/ ,/br-/ ,/cr-/ ,/cl-/ ,/bl-/ ,/gl-/ ,/pl-/ ,/tr-/ ,/dr-/ ,/gr-/ ,/fr-/ ,/tw-/ , /-nk/ ,/-ft/ ,/-lp/ ,/-nt/ ,/-nd/ ,/-mp/ ,/-st/ ,/-lk/ ,/-lt/</i>	
31. Recognize and decode words with digraphs, trigraphs, and combinations. <i>Examples: digraphs /ck/, / sh/, /th/, /ch/, /wh/, /ph/, /ng/, /gh/ and trigraphs /tch/ and /dge/, and combination /qu/.</i>	
32. Recognize and decode words with /wa/ pattern (read /ä/). <i>Example: wash, water, wasp</i>	
33. Recognize and decode words with /al/ pattern (read /â/) <i>Examples: tall, all, talk, small, fall</i>	
34. Recognize and decode words with the hard and soft sounds of /c/ and /g/ in context and in isolation. <i>Examples: /ca/, /co/, and /cu/ = hard sound of /c/ which is the sound of /k/ /ce/, /ci/, /cy/ = soft sound of /c/ (sound of /s/) /ga/, /go/, /gu/ = hard sound of /g/ /ge/, /gi/, /gy/= soft sound of /g/ (sound of /j/)</i>	

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35. Recognize and decode words with the vowel /y/ at the end of one and two-syllable words. <i>Example: in one-syllable words, /y/ makes the long /i/ sound as in fly, my, why</i> <i>in two-syllable words, /y/ makes the long /e/ sound as in baby, happy, healthy</i> <i>in words with the vowel /y/ in the medial position, /y/ makes the short /i/ sound as in gym, myth</i>	
36. Recognize and decode r-controlled syllables (spelling pattern in which the “r” controls the vowel sound and the vowel is neither long nor short) <i>Example: /ar/, /er/, /ir/, /or/, /ur/ – cart, her, bird, porch, turn</i>	
37. Recognize and decode words with vowel teams of digraphs (two or more letters said together as one sound). <i>Example: long /a/ vowel digraph spellings: ai/, /ay/, /ea/, /eigh/, /ey/</i> <i>long /e/ vowel digraph spellings: /ee/, /ea/, /ey/, /ei/, /ie/</i> <i>long /i/ vowel digraph spellings: /ie/, /igh/</i> <i>long /o/ vowel digraph spellings: /oa/, /oe/</i> <i>long /u/ vowel digraph spellings: /ew/, /ue/, /eu/, /ui/</i>	
38. Recognize and decode words with vowel teams of diphthongs (two vowel sounds said together as one sound). <i>Example: /au/, /aw/, /ew/, /oo/, /oi/, /oy/, /ou/, /ow/, /ough/</i>	
39. Recognize and decode closed syllable exception words (spelling patterns in words in which letter sounds are difficult to hear; also known as glued words). <i>Examples: words that follow the /-ild/, /-ost/, /-old/, /-olt/, and /-ind/ patterns such as mild, host, fold, jolt, kind</i>	
40. Recognize and decode words with silent letter combinations. <i>Examples: /kn/, /wr/, /mb/, /gh/, /gn/ such as knife, wrote, comb, might, gnaw</i>	

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41. Recognize and decode words with common prefixes. <i>Examples: /un-/ ,/dis-/ ,/in-/ ,/re-/ ,/pre-/ ,/mis-/ ,/non-/ , and /ex-/ such as unkind, pretest, misunderstand</i>	
42. Recognize and decode words with common suffixes, including words with dropped /e/ and /y/-to- /i/ changes for suffix addition. <i>Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly such as babies, learning, tried</i>	
43. Recognize and decode contractions. <i>Examples: I'm, he's, she's, isn't, don't</i>	
44. Recognize and decode grade-level high-frequency words spelled using predictable, decodable phoneme-grapheme correspondences. <i>Examples: saw, all, made, can, his, walk, let, open, time</i>	
45. Recognize and decode irregular high-frequency words using specific strategies, only memorizing the pattern that cannot be decoded. <i>Examples: said, two, eight</i>	
46. Recognize and decode <u>schwa</u> syllables. *Schwa refers to an unstressed vowel (also called a lazy vowel) which mimics the soft short “u” (/uh/) or short /i/. <i>Examples: banana, account, planet</i>	
47. Recognize and decode double-consonant words (known also as the floss rule) in which a one-syllable word ends in f, l, or s, double the final consonant. <i>Example: fluff, will, miss</i>	
48. Recognize and decode irregular past tense and plural words. <i>Example: went, ran, half/halves</i>	

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Reading Fluency <i>is reading passages aloud with accuracy and automaticity. Fluency is strongly related to comprehension.</i>	
49. Apply phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	
50. Orally and silently read and reread decodable texts to improve accuracy, automaticity, and expression at grade level rate to support comprehension.	<i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>
51. Participate daily in teacher-led read-alouds designed to model fluent reading, expression, rate, and intonation.	<i>DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
52. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.	
53. Read high-frequency words commonly found in grade-appropriate text.	
54. Participate in poetry reading, noticing phrasing, rhythm, and rhyme, pausing between stanzas, and where punctuation indicates.	<i>IS5 - Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i> <i>DS9 - Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.</i>
55. Read accurately and automatically grade-appropriate texts in front of an audience.	
56. Practice self-correcting errors in reading fluency.	

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Vocabulary Literacy <i>is the knowledge of printed words as they relate to:</i> <i>*phonology (the organized system of speech sounds in language),</i> <i>*morphology (the study of the structure of words and how they are formed),</i> <i>*orthography (the set of conventions for writing a language including spelling, grammar, word boundaries, punctuation, and capitalization)</i> <i>*semantics (the meaning of a word, phrase, sentence, or text).</i> <i>Provide many opportunities for explicit instruction in word meanings and word-learning strategies, teacher-led and independent reading in and out of school as this builds meaningful vocabulary and strong comprehension.</i>	
57. Practice speaking high-quality classroom language.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>
58. Daily develop new vocabulary, making connections to previously learned words and relating new words to background knowledge. a. Daily listen to teacher-led read-alouds in a wide variety of genres to build vocabulary and word meaning. b. Daily practice reading a wide variety of genres independently at school and in the home.	<i>DS6 – Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.</i>
59. Make connections between vocabulary words and meanings. a. Know and identify synonyms as words that mean the same or almost the same as another word. <i>Examples: smart/intelligent; begin/start</i> b. Know and identify antonyms as words that mean the opposite or nearly the opposite as another word. <i>Examples: fast/slow; brave/afraid</i>	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i> <i>DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.</i>

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c. Know and identify homonyms as words that are pronounced the same, spelled the same, but differ in meaning. <i>Examples: rose (a flower)/ rose (to stand); band (a musical group)/band (a ring as in wedding band)</i>	
60. Ask and answer questions about unfamiliar words and phrases in discussions and text. a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Examples: Jack's coat, mom's car; pigs, pig's, pigs'</i> b. Identify and use morphemes (the smallest unit of meaning in a word [prefixes, root words, suffixes]) to provide clues to the meaning of unknown words. <i>Examples: prefixes un-, dis-, pre-, de-, and suffixes -s, -es, -ed, -ing, -er, -est change the meaning of a root word</i>	
61. Describe and discuss nuances and shades of word meanings. <i>Examples: peek/stare/glare; big/ large/gigantic</i>	
62. Use context clues to determine the meaning of an unfamiliar word or phrase.	
63. Sort, categorize, and label groups of words or pictures based on attributes. <i>Examples: solid and plane shapes, religious sacramentals</i>	
64. Identify and explain adjectives as descriptive words in all forms of genres.	
65. Speak, write, and comprehend using new and known vocabulary.	

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Comprehension is the cognitive process of understanding what has been read. Deriving meaning from the text is critical to comprehension. It is a product of word recognition and language comprehension.

66. Use strategies to build understanding of the story before a read-aloud begins.

- a. Activate background knowledge.
- b. Identify the purpose of reading the story.
- c. Name the title, author, and illustrator of the story.
- d. Determine genre of the story.
- e. Make predictions about what will occur in the story.

GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

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

67. Use text features to locate key facts or information in printed or digital text.
Examples: headings, tables of contents, indexes, glossaries, electronic menus, icons, bold words, captions, illustrations

68. Identify literary elements of a text (fiction) during or after reading.

- a. Who is narrating the story?
- b. Visualize and know the main characters.
- c. Visualize and know the setting of the story - where and when does the story take place?
- d. Visualize and retell the sequential order of the plot - what happened first, next, and last?
- e. Identify the problem in the story.

IS1 - Demonstrate how literature is used to develop a religious, moral, and social sense.

GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.

DS3 - Share how literature cultivates the aesthetic faculties within the human person.

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f. Identify the solution to the problem. g. Using textual evidence, articulate the theme (meaning) of the story. h. Make inferences based on the implicit meaning of the story. i. Articulate the main idea and key details of the text. j. Ask and answer questions to clarify understanding of the text. k. Expressively write and illustrate to expand concepts of the story.	
69. Use content knowledge and concept vocabulary built during read-alouds of informational (non-fiction) texts. a. Identify diagrams, charts, photographs, and labels in the text. b. Name new vocabulary words and give the meaning of the words. c. Identify key details and facts from the informational text. d. Connect ideas from the text to religion, science, social studies, the arts. e. Participate in content rich discussions with peers. f. Participate in class chart construction to build meaning. <i>Example: KWL - What I Know, What I Want to Know, What I Learned; CPW - Clues, Problems, and Wonderings</i> g. Ask and answer questions to clarify understanding of the text. h. Draw conclusions and inferences based on explicit and implicit ideas in the text.	<i>GS4 - Share how literature can contribute to strengthening one's moral character.</i>

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i. Discuss cause and effect patterns in the text. j. Critically think about content and draw pictures to illustrate. k. Expressively write about the meaning of the text.	
70. Identify various types of literary genres and their features during read-aloud. <i>Examples: fiction (fairy tales, fantasies); non-fiction (informational texts, biographies) poetry</i>	<i>IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i> <i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
71. Compare and contrast two texts using anchor charts for visualization. <i>Examples: Venn diagram, use real world items for comparison</i> a. Distinguish between similarities and differences in two types of literary genres. b. Share the differences and similarities of characters in a story. <i>Example: Compare and contrast virtuous and unvirtuous characters</i>	<i>IS6 - Identify examples of noble characteristics in stories of virtuous heroes and heroines.</i> <i>DS8 - Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.</i>
72. Self-monitor comprehension of text by thinking aloud and pausing to ask: Does the story make sense? a. Do you understand what is happening? b. What is confusing? c. What is the main idea of the story? d. Can I summarize what I just read?	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i> <i>IS8 - Identify how literature develops the faculty of personal judgment.</i>

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e. Will rereading change my understanding?	
Handwriting is the writing of letters, words, and sentences completed with a pencil. <i>Research indicates that proper handwriting frees the student to focus on expressing ideas and thoughts in writing and illustrating. Writing by hand enhances the ability to focus and stronger memory of letter recognition as opposed to non-motor writing practice on a device.</i>	
73. Congruously develop fine motor strength for successful handwriting. <i>Examples: using clay or putty, building with various blocks, stringing small beads, sidewalk chalk, lacing, sewing, sorting small objects, etc.</i>	<i>IS3 - Recognize Christian and Western symbols and symbolism.</i>
74. Master basic strokes and correct uppercase and lowercase letter formation.	
75. Work from left to right and top to bottom when writing	
76. Develop awareness of visual perception and spacing to master word boundaries.	
77. Use proper pencil, crayon, and marker grip.	
78. Correctly print first and last names, capitalizing only the first letter of each name.	
79. Print lowercase letters for most words; use uppercase letters at the beginning of sentences and proper nouns.	
80. Print capital letters at the beginning of sentences and correct punctuation at the end of sentences.	

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The Writing Process <i>is engaging in the experience of recording ideas and thoughts on paper. Reading provides the writer with the language and ideas to structure and communicate with an audience. Reading and writing should be taught congruently to be effective. Connecting speech to print builds comprehension in early literacy.</i>	
81. When writing, follow the rules of standard English grammar, punctuation, capitalization, and spelling. a. Decode and encode spoken words to demonstrate that print represents spoken language.	WS3 – Use grammar as a means of signifying concepts and the relationship to reason.
82. Apply knowledge of grade-appropriate phonemes (speech sounds) and graphemes (letters and letter combinations) decoding the connections to encode (spell) words.	IS4 – Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
83. Define sentences as a communication of an idea that starts with a capital letter and ends with the correct punctuation.	
84. Transcribe spoken words to demonstrate that print represents oral language.	WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
85. Know and correctly use the parts of speech. a. Know that a noun is a person, place, or thing b. Know that a verb is an action word. c. Know that adjectives are words that describe the quality, quantity, or state of being of a noun. d. Know that adverbs describe a verb and often end in -ly. e. Use apostrophes in contractions and possessives.	

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86. Compose sentences to express a complete thought. - Use proper spacing in writing a phrase or sentence. - Begin each sentence with a capital letter. - Capitalize the pronoun “I” and other proper nouns such as names. - Identify and correctly use end punctuation. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory and command sentences</i> - Use commas in dates and words in a series.	<i>IS9 – Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.</i> <i>IS3 – Recognize Christian and Western symbols and symbolism.</i>
87. Actively participate in teacher-led shared and independent writing experiences. - Participate in writing experiences to create messages, lists, and labels in varied subject areas. <i>Examples: write a list of the seven Sacraments; label sacramentals such as the Rosary, the tabernacle</i> - Participate in writing experiences to create narratives with the events in sequential order. - Participate in shared writing experiences to create expository sentences and stories to provide factual information about a topic. - Participate in shared writing experiences to create persuasive sentences or stories that state an opinion, provide a reason for the opinion, and include a closing statement. - Participate in shared writing experiences to create descriptive sentences or stories that help the audience visualize characters, settings, or events of a scene.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i> <i>GS2 – Analyze works of fiction and non-fiction to uncover authentic Truth.</i> <i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i> <i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i> <i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i>

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f. Participate in shared writing experiences to create a simple poem. g. Participate in shared or independent writing experiences in various genres.	
88. Participate in shared research and independent writing projects to answer a question or describe a topic in varied subject areas. a. Include information recalled from prior knowledge and personal experiences in research and writing projects. b. Gather information from print and digital sources for research and writing projects.	<i>DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.</i>
89. Practice the <i>independent writing process</i> beginning with pre-writing. a. Brainstorm ideas for potential topics. b. Plan content by gathering information on the topic from background knowledge, books, and digital resources. c. Use graphic organizers and anchor charts to order your main idea and details. d. Create a rough draft. Using the constructed graphic organizer, form sentences without being overly concerned with perfect spelling, grammar, and punctuation. e. Proofread and revise the rough draft. Invite peers and teachers to proofread your rough draft and to provide suggestions to improve content, structure, spelling, grammar, and punctuation. f. Using peer and teacher suggestions, edit the draft. Improve the quality of word choice and sentences; Order sentences sequentially in paragraph form; Check capitalization and punctuation; Correct spelling; Correct grammatical errors.	<i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i> <i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>

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90. Write the final draft in legible handwriting.	
91. Add illustrations to enhance and expand the story.	
92. Publish the final work in one of the many print and digital forms available.	
93. Share your final work with an audience showing personal pride in this accomplishment.	

Grade Two Content Standards

Each content standard completes the phrase “students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

LITERACY FOUNDATIONS

Oral Language and Expression *are speaking and listening skills which are the initial components of phonological and phonemic awareness.*

Cardinal Newman Standards:
*Catholic Curricular Standards and Dispositions in
English/Language Arts K-6*

1. Politely and respectfully listen and speak in topic and text discussions with peers and adults in small and large groups.

WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.

2. Use standard English and high-quality language that is understandable to peers and adults.

3. Present information orally using complete sentences, appropriate volume and rate, and clear pronunciation to assist comprehension.

4. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

IS1 - Demonstrate how literature develops a religious, moral, and social sense.

DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.

5. Use complex sentence structures when speaking.

6. Ask and answer questions to seek help, clarify meaning, or gain information using interrogatives who, what, when, where, why, how.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

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7. Demonstrate oral literacy skills by participating in various language activities. <i>Examples: creating oral stories, participating in oral dramatic activities, reciting poems, reading aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services</i>	<i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
8. Create recordings of stories or poems.	
9. Restate and follow multi-step directions.	
10. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.	<i>IS12 – Use imagination to create a dialogue between the readers and the characters in a story.</i>
Phonics is the connection between letters of a written language and sounds of a spoken language. Phonics instruction should also direct attention to the spelling of words. Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) into their sounds (phonemes) and in recognizing the patterns that make syllables and words. Fluent, accurate decoding is a hallmark of skilled reading. Word Analysis is the ability to identify words and comprehend their semantics (meanings) within the orthographic structure (“the code” by which the brain stores and retrieves words automatically, allowing the focus to shift to comprehension of content). Reading Fluency is reading passages aloud with accuracy and automaticity. Fluency is strongly related to comprehension.	
11. Demonstrate advanced knowledge of predictable consonants to decode and encode: <i>/m/, /s/, /t/, /l/, /p/, /f/, /c/ (k sound), /n/, /b/, /r/, /j/, /k/, /v/, /g/ (g sound), /w/, /d/, /h/, /y/, /z/, /x/.</i>	<i>IS3 – Recognize Christian and Western symbols and symbolism.</i>
12. Demonstrate advanced knowledge to decode and encode predictable short vowels: <i>/a/, /e/, /i/, /o/, /u/.</i>	

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13. Demonstrate advanced knowledge to decode and encode long vowel sounds associated with single letter (a, e, i, o, u) in open syllable, one syllable words. <i>Examples: me, she, see, I</i>	
14. Apply knowledge to decode and encode consonant digraphs: /sh/, /ch/, /wh/, /th/, /ng/.	
15. Apply knowledge to read and encode irregular letter patterns “qu” (/kw/) and “x” (/ks/).	
16. Apply knowledge to decode and encode two-consonant blends: /qu/, /st/, /sm/, /sn/, /-st/, /-ft/, /-lp/, /sr/, /sl/, /cr/, /cl/, /tr/, /dr/, /sc-/, /sk/, /sp/, /sw-/, /-lk/, /lt/, /br-/, /gr-/, /fr-/, /bl-/, /fl-/, /gl-/, /-pl-/, /tw-/, /-nt/.	
17. Decode and encode three consonant blends and blends with digraphs: /squ/, /str/, /scr/, /thr/, /shr/.	
18. Recognize, read, and encode irregular patterns for single consonants “c” and “g” followed by a short vowel (also known as hard and soft “c” and “g”). <i>Examples: ce = /s/; ci = /s/, cy = /s/ as in cereal, city, cycle</i> <i>ge = /j/, gi = /j/, gy = /j/ as in large, giraffe, gym</i>	
19. Recognize, read, and encode irregular patterns of hard and soft “c” and “g” variations. <i>Examples: soccer, girl, begin</i>	
20. Recognize, read, and encode irregular patterns for the consonant “s” when it follows a vowel, another “s”, or a voiced consonant, the “s” is pronounced with the /z/ sound. <i>Example: frogs, moves, has, he’s</i>	
21. Recognize, read, and encode irregular patterns for the consonant “k” when it is at the end of the word and preceded by a short vowel sound, the “k” sound is spelled “ck”.	

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22. Decode and encode vowel/ consonant/ “e” pattern in words. <i>Example: cage, theme, bike, rose, flute</i>	
23. Recognize, decode, and encode vowel teams for long vowel sounds: ee, ea, ai, ay, oa, ow, oe, igh. <i>Examples: sleet, meat, mail, say, float, snow, toe, might</i>	
24. Decode and encode words with “wa” pattern read /ă/ and “al” pattern read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i>	
25. Decode and encode vowel-r combinations: ar, er, ir, or, ur. <i>Example: far, fern, bird, sport, burn</i>	
26. Recognize, read, and encode irregular vowel-r variations: are, air, our, ore, ear, eer, ure. <i>Examples: stare, hair, four, lore, bear, heart</i>	
27. Recognize, decode, and encode digraphs and trigraphs: ph = /f/; gh = /f/; ch = /k/; ch = /sh/; -tch = /ch/; -dge = /j/.	
28. Recognize, decode, and encode diphthongs: oo, oi, oy, ou, ow, au, aw, u. <i>Examples: moon, book, soil, toy, about, plow, lawn, haul, put</i>	
29. Recognize, decode, and encode “y” as a consonant; as /i/ at the end of one-syllable words; as /e/ at the end of multisyllabic words; as /i/ in some words. <i>Examples: yawn, cry, ivy, myth</i>	
30. Recognize, read, and encode irregular silent letter variations: kn, mb, gh, wr. <i>Examples: knock, comb, ghost, wrap</i>	
31. Recognize, read, and encode words with irregular patterns: -ild, -ost, -old, -olt, -ind. <i>Examples: mild, host, fold, bolt, find</i>	

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32. Recognize, read, and encode irregular high frequency words by memorizing. <i>Examples: they, enough, of, been, said, were, there</i>	
33. Recognize, decode, and encode closed syllables with a short vowel sound ending with a consonant. <i>Examples: basket, hat, wish</i>	
34. Recognize, decode, and encode open syllables with a long vowel sound and no consonant ending in multisyllabic words. <i>Examples: table, fever, unit</i>	
35. Recognize, decode, and encode vowel-r combination patterns in multisyllabic words. <i>Examples: hurdle, mister, gargle</i>	
36. Recognize, decode, and encode long, short, and diphthong vowel teams in multisyllabic words. <i>Examples: neighborhood, joyful, outlook</i>	
37. Recognize, decode, and encode vowel and consonant patterns in multisyllabic words. <i>Examples: cer-ti-fi-cate, a-long, com-ment, li-on, mem-o-ry, e-rase</i>	
38. Recognize, decode, and encode consonant /-le/ as a final syllable. <i>Examples: eagle, humble</i>	
39. Recognize, read, and encode <u>schwa</u> syllables. *Schwa refers to an unstressed vowel (also called a lazy vowel) which mimics the soft short “u” (/uh/) or short /i/. <i>Examples: banana, account, planet</i>	
40. Recognize that no word ends in “v” or “j”. <i>Examples: cave, live, cage, bridge</i>	

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41. Recognize, decode, and encode words ending in a suffix following these rules: consonants are doubled; drop silent “e”; change “y” to “i”. <i>Examples: dropped, likable, tried</i>	<i>IS4 – Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.</i>
42. Read high-frequency words commonly found in grade-appropriate text. a. Decode grade-level high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. <i>Examples: saw, made, can, his, let, open, time, her, them, say</i>	<i>DS6 – Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.</i>
43. Read irregular high-frequency words using specific strategies only memorizing the pattern which cannot be decoded. <i>Examples: said, two, eight</i>	
44. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly, -ment, -ness, -or</i>	
45. Decode and encode irregular past tense and plurals. <i>Examples: ran, went, sold; shelf/shelves</i>	
46. Decode and encode contractions with am, is, has, not, have, would, and will. <i>Examples: I’m, he’s, she’s, isn’t, don’t, I’ve, he’d, they’ll</i>	

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47. Identify familiar morphemes in words to increase fluency for complex words. a. Recognize the base word, root words, and affixes in familiar and unfamiliar words. b. Gain knowledge of morphemes and read chunks of words. c. Recognize prefixes and suffixes which change the meaning of words. <i>Examples: /un/satisfactory; /dis/interested; /mis/read</i> d. Recognize the word parts to identify meaning.	
48. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	
49. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	<i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i> <i>DS9 – Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.</i>
50. Self-monitor and self-correct during reading of the text.	

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Vocabulary is the knowledge and use of printed words as they relate to: *phonology (the organized system of speech sounds in language), *morphology (the study of the structure of words and how they are formed), *orthography (the set of conventions for writing a language including spelling, grammar, word boundaries, punctuation, capitalization) *semantics (the meaning of a word, phrase, sentence, or text). Provide many opportunities for explicit instruction in word meanings and word-learning strategies, teacher-led and independent reading in and out of school as this builds meaningful vocabulary and strong comprehension.	
51. Utilize new academic, content-specific vocabulary and connect with prior knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	<i>DS4 – Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
52. Describe word relationships, nuances, and shades of word meaning. a. Use knowledge of antonyms and synonyms for comprehension of text. b. Use knowledge of nouns, adjectives (comparative and superlative), verbs, and adverbs for more specific comprehension of text. c. Apply knowledge of compound words. <i>Examples: sunshine, campground</i> d. Apply knowledge of homophones to determine use of the correct word. <i>Examples: their/they're/there; eight/ate; cent/scent/sent</i> e. Interpret and use figurative language: simile, metaphor, idioms. <i>Examples: it's raining like cats and dogs; as soft as a pillow; dressing can be putting on clothing or a sauce for salads</i>	<i>WS1 – Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i> <i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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53. Analyze meaningful parts of words and phrases in discussions and/or text. a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters</i> b. Identify morphemes as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. <i>Examples: -less, -ful, -est</i>	
54. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	
55. Identify new vocabulary and the use of word meanings in text to establish real-life connections.	
Comprehension is the cognitive process of understanding what has been read. Deriving meaning from the text is critical to comprehension. It is a product of word recognition and language comprehension.	
56. Fluently read literary and informational texts for comprehension. a. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, for information</i> b. Access background knowledge, make predictions, and draw conclusions. c. Determine author's purpose.	GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth. IS1 - Demonstrate how literature is used to develop a religious, moral, and social sense.
57. Use content knowledge built during read-alouds and independent reading of literary texts by participating in content-specific discussions with peers and/or through writing. a. Identify the main story elements in a literary text.	GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.

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b. Describe the main idea and key details. c. Explain the plot of a narrative, using textual evidence to list the major events in sequence. d. Describe the characters' traits, feelings, and behaviors in a story. e. Describe the setting of a narrative, using textual evidence. f. Describe the problem and solution in the narrative. g. Identify the theme (meaning or moral) of narratives, <i>Examples: myths, fables, and folktales.</i>	<i>IS6 – Identify examples of noble characteristics in stories of virtuous heroes and heroines.</i> <i>DS8 – Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.</i> <i>GS1 – Analyze literature that reflects the transmission of a Catholic culture and worldview.</i>
58. Use content knowledge built during read-alouds and independent reading of informational texts by participating in content-specific discussions with peers and/or through writing. a. Identify the main elements of informational texts. b. Summarize the main idea and key details from the text. c. Identify and use various text features to locate facts and supporting details in both written and digital formats. d. Differentiate fact and opinion, using prior knowledge gathered from credible research to evaluate opinions and to prove facts in texts. e. Locate and describe captions, bold print, subheadings, indexes, glossaries, illustrations, graphs, charts, and maps. f. Explain how specific features can clarify a text or enhance comprehension.	<i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i> <i>IS6 – Identify examples of noble characteristics in stories of virtuous heroes and heroines.</i> <i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i> <i>IS14 – Analyze the author's reasoning and discover the author's intent.</i>

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59. Compare and contrast important details presented by two texts on the same topic or theme using graphic organizers such as a Venn diagram. <i>Example: The Creation and Noah's Ark; the Miracle of the Healing of the Blind Man and the Miracle of Feeding 5,000</i> - Compare and contrast different versions of the same story by different authors, from different cultures, or from different viewpoints. - Compare and contrast story elements of literary texts. <i>Examples: characters, settings, the plot, problem, solution</i> - Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	<i>IS8 - Identify how literature develops the faculty of personal judgment.</i> <i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i> <i>IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
60. Identify and describe rhyme schemes in poems and songs including free verse, rhymed verse, haiku, and limerick. - Identify types of poems including free verse, rhymed verse, haiku, and limerick. <i>Examples: poems focusing on virtues</i> - Describe how words supply rhythm and give meaning. <i>Examples: alliteration, repetition, cadence</i>	<i>IS9 - Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.</i>
61. Self-monitor comprehension of text by thinking aloud and pausing to ask: - Does the story make sense? - Do you understand what is happening? - What is confusing? - What is the main idea of the story? - Can I summarize what I just read? - Will rereading change my understanding?	

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Handwriting is the writing of letters, words, and sentences done with a pencil. Research indicates that proper handwriting frees students to focus on expressing ideas and thoughts in writing and illustrating. Writing by hand enhances the ability to focus and stronger memory of letter recognition as opposed to non-motor writing practice on a device.

62. Use legible handwriting.
- Write words and sentences using correctly-formed manuscript letters with appropriate size and spacing.
 - Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.
 - Correctly form uppercase and lowercase letters in cursive.

WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.

IS3 – Recognize Christian and Western symbols and symbolism.

The Writing Process is engaging in the experience of recording ideas and thoughts on paper. Reading provides the writer with the language and ideas to structure and communicate to an audience. Reading and writing should be taught congruously in order to be effective. Connecting speech to print builds comprehension in early literacy.

63. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and general spelling rules to encode words accurately.
- Transcribe spoken words to demonstrate that print represents oral language.

WS3 – Use grammar as a means of signifying concepts and the relationship to reason.

64. When writing, follow the rules of standard English grammar, punctuation, capitalization, and spelling.

65. Define sentences as a communication of an idea that starts with a capital letter and ends with the correct punctuation.

66. Correctly use the parts of speech.
- Know and use singular and plural nouns including possessives.

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b. Know and use correct personal pronouns singular, plural, possessive, and reflexive. <i>Examples: he, they, yours, myself</i> c. Know and use active and helping verbs in agreement with the subject; use correct verb tense. d. Know and use comparative and superlative adjectives to describe the quality, quantity, or state of being of a noun. e. Know and use adverbs to describe a verb and often end in -ly. f. Know and use articles. <i>Examples: a or an</i> g. Know and use prepositions to describe where, when, or how. <i>Examples: before school; under the table, across the room</i> h. Know and use conjunctions to form cohesive sentences. <i>Examples: and, but, because</i>	<i>IS9 - Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.</i>
67. Compose sentences in logical order to express a complete thought. a. Use proper spacing in writing a phrase or sentence. b. Avoid fragments and run-on sentences. c. Capitalize the pronoun “I” and other proper nouns such as names, places and geographic features, days, months, holidays, titles, and letter greetings. d. Identify and correctly use end punctuation. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory and command sentences</i>	<i>IS3 - Recognize Christian and Western symbols and symbolism.</i>

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e. Use commas in dates, words, and names of places in a series. f. Use regular plurals with -s, -es, drop the -y and add -ies such as bike/bikes, dish/dishes, baby/babies ; use irregular plurals such as leaf/leaves, child/children. g. Use apostrophes in contractions and possessives in sentences.	
68. Actively participate in teacher-led shared and independent writing experiences. a. Participate in writing experiences to create messages, lists, and labels in varied subject areas. <i>Examples: list the seven Sacraments, write a prayer</i> b. Participate in writing experiences to create personal or fictional narratives using a logical sequence of events, including descriptive details, dialogue, and providing a sense of closure. c. Participate in writing experiences to create expository texts for the purpose of providing factual information about a topic including relevant facts, details, and a conclusion. d. Participate in shared writing experiences to create persuasive sentences or stories which state an opinion, provide a reason for the opinion, and include a closing statement. e. Participate in shared writing experiences to create descriptive sentences or stories which helps the audience visualize the characters, setting, or events of a scene. f. Participate in shared writing experiences to create a simple poem. g. Participate in shared or independent writing experiences in various genres.	<i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i> <i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i> <i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i> <i>IS5 - Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i>

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69. Participate in shared research and independent writing projects to answer a question or describe a topic in varied subject areas. a. Include information recalled from prior knowledge and personal experiences in research and writing projects. b. Gather information from safe and credible print and digital sources for research and writing projects. <i>Examples: books, periodicals, digital media</i> c. Develop an understanding of plagiarism and describe the importance of avoiding the practice.	<i>WS2 – Write in various ways to naturally order thoughts, align them with the truth, and accurately express intent, knowledge, and feelings.</i>
70. Practice the <i>independent writing process</i> beginning with pre-writing activities. a. Brainstorm ideas for potential topics. b. Plan content by gathering information on the topic from background knowledge, books, and digital resources. c. Use graphic organizers and anchor charts to order your main idea and details. d. Create a rough draft. –Using the constructed graphic organizer, form sentences without being overly concerned with perfect spelling, grammar, and punctuation. e. Proofread and revise the rough draft. –Invite peers and teachers to proofread your rough draft and to provide suggestions to improve content, structure, spelling, grammar, and punctuation.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i> <i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i> <i>DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.</i> <i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i> <i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>

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| <ul style="list-style-type: none">f. Using peer and teacher suggestions, edit the draft.<ul style="list-style-type: none">-Improve the quality of word choice and sentences.-Order sentences sequentially in paragraph form.-Check capitalization and punctuation.-Correct spelling.-Correct grammatical errors.g. Write the final draft in legible handwriting.h. Add illustrations to enhance and expand the story.i. Publish the final work in one of the many print and digital forms available.j. Share your final work with an audience showing personal pride in this accomplishment. | |
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Grade Three Content Standards

Each content standard completes the phrase “students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

LITERACY FOUNDATIONS

Oral Language and Expression *are speaking and listening skills which are the initial components of phonological and phonemic awareness.*

Cardinal Newman Standards:
Catholic Curricular Standards and Dispositions in English/Language Arts K-6

1. Politely and respectfully listen and speak in topic and text discussions with peers and adults in small and large groups.

WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.

2. Use standard English and high-quality language that is understandable to peers and teachers.

3. Present information orally using complete sentences, meaningful vocabulary, appropriate volume and rate, and clear pronunciation to assist comprehension.

IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.

4. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

5. Be prepared for various discussions having studied assigned topics.

6. Use complex sentence structures when speaking.

DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.

7. Ask and answer questions to seek help, clarify meaning, or gain information using interrogatives who, what, when, where, why, how.

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8. Demonstrate oral literacy skills by participating in various language activities. <i>Examples: creating oral stories, presenting reports, participating in oral dramatic activities, reciting poems, reading aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services.</i>	
9. Create recordings of stories or poems.	<i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i>
10. Restate and follow multi-step directions.	
11. Use visual aids and digital tools in oral presentations to present key ideas and details about a text or conversation; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.	<i>IS12 – Use imagination to create a dialogue between the readers and the characters in a story.</i>
Phonics is the connection between letters of a written language and sounds of a spoken language. Phonics instruction should also direct attention to the spelling of words. Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) into their sounds (phonemes) and in recognizing the patterns that make syllables and words. Fluent, accurate decoding is a hallmark of skilled reading. Word Analysis is the ability to identify words and comprehend their semantics (meanings) within the orthographic structure (“the code” by which the brain stores and retrieves words automatically, allowing focus to shift to comprehension of content). Fluency is reading passages aloud with accuracy and automaticity. Fluency is strongly related to comprehension.	
12. Demonstrate advanced knowledge to decode and encode all predictable phoneme and grapheme correspondences for all consonants and vowels.	<i>IS4 – Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.</i>

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13. Decode and encode long vowel sounds associated with a single letter (a, e, i, o, u) in open syllable, one syllable words. <i>Examples: me, she, see, I</i>	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>
14. Decode and encode three consonant blends and blends with digraphs: /squ/, /str/, /scr/, /thr/, /shr/ <i>Examples: squash, string, scrap, throw, shred</i>	<i>IS3 – Recognize Christian and Western symbols and symbolism.</i>
15. Decode and encode grade-level high frequency words spelled using predictable phoneme-grapheme correspondences. <i>Examples: saw, all, made, can, his, walk, let, open, time</i>	
16. Recognize, decode, and encode variable and irregular phoneme-grapheme correspondences.	
17. Decode and encode irregular patterns for single consonants “c” and “g” followed by a short vowel (also known as hard and soft “c” and “g”). <i>Examples: ce = /s/; ci = /s/, cy = /s/ as in cereal, city, cycle ge = /j/, gi = /j/, gy = /j/ as in large, giraffe, gym</i>	
18. Decode and encode irregular patterns of hard and soft “c” and “g” variations. <i>Examples: soccer, girl, begin</i>	
19. Decode and encode vowel/ consonant/ “e” pattern in words: <i>Example: cage, theme, bike, rose, flute</i>	
20. Decode and encode vowel teams for long vowel sounds: ee, ea, ai, ay, oa, ow, oe, igh. <i>Examples: sleet, meat, mail, say, float, snow, toe, might</i>	
21. Decode and encode words with “wa” pattern read /ä/ and “al” pattern read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i>	
22. Decode and encode digraph: ph = /f/ <i>Examples: phone, graph</i>	

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23. Decode and encode diphthongs: oo, oi, oy, ou, ow, au, aw, u <i>Examples: moon, book, soil, toy, about, plow, lawn, haul, put</i>	
24. Decode and encode “y” as long /i/ at the end of one-syllable words; as /e/ at the end of multisyllabic words; as short /i/ in some words. <i>Examples: cry, candy, myth</i>	
25. Read and encode irregular silent letter variations: kn, mb, wr. <i>Examples: knock, comb, wrap</i>	
26. Read and encode irregular high-frequency words using specific strategies only memorizing the pattern which cannot be decoded. <i>Examples: said, two, eight</i>	
27. Decode and encode closed syllables with a short vowel sound ending with a consonant. <i>Examples: bas-ket, hat, wish, Sep-tem-ber</i>	
28. Decode and encode open syllables with a long vowel sound and no consonant ending in multisyllabic words. <i>Examples: ta-ble, fe-ver, u-nit</i>	
29. Recognize, read, and encode irregular and challenging patterns in multisyllabic words.	
30. Recognize, decode, and encode vowel and consonant patterns in multisyllabic words. <i>Examples: cer-ti-fi-cate, a-long, com-ment, li-on, mem-o-ry, e-rase</i>	
31. Recognize, read, and encode irregular <u>schwa</u> syllables. *Schwa refers to an unstressed vowel (also called a lazy vowel) which mimics the soft short “u” (/uh/) or short /i/. <i>Examples: banana, account, planet</i>	

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32. Recognize, decode, and encode words ending in a suffix following these rules: consonants are doubled; drop silent “e”; change “y” to “i”. <i>Example: dropped, likable, tried</i>	
33. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly, -ment, -ness, -or</i>	
34. Decode and encode contractions with am, is, has, not, have, would, and will. <i>Examples: I’m, he’s, she’s, isn’t, don’t, I’ve, he’d, they’ll</i>	
35. Use homophones correctly. <i>Examples: to, two, too; write, right; see, sea</i>	
36. Decode and encode possessives and plurals. <i>Examples: house’s, houses, houses’; it’s, its; hers, theirs</i>	
37. Identify familiar morphemes in words to increase fluency for complex words. a. Recognize the base word, root words, and affixes in familiar and unfamiliar words. b. Gain knowledge of morphemes and read chunks of words. c. Recognize the word parts to identify meaning. d. Recognize Latin and Greek roots in words to aid in understanding the meaning of words. <i>Examples: transport, predict</i>	
38. Recognize, decode, and encode compound words. <i>Examples: lighthouse, firefighter, twenty-one</i>	

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39. Recognize, decode, and encode inflectional suffixes (-s, -es, -ed, -ing, -er, -est, drop the /e/, change /y/ to /i/) for root words with both spelling changes and no spelling changes. <i>Examples: walks, walking, walked, loving, happiest, tries</i>	
40. Recognize, decode, and encode prefixes and suffixes which change the meaning of words. <i>Examples: /un/satisfactory; /dis/interested; /mis/read</i>	
41. Recognize, decode, and encode less common prefixes (fore-, pro-, intra -, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-) which typically changes the meaning of the word. <i>Examples: forecast, subpar, semisweet, postgame</i>	
42. Recognize, decode, and encode irregular past tense and plurals. <i>Examples: ran, went, sold; shelf/shelves</i>	
43. Recognize, decode, and encode common derivational suffixes (-y, -ly, -ful, -ment, -less, -ness, -er). <i>Examples: enjoyment, joyful, nicely</i>	
44. Rapidly apply phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity in both print and digital materials.	
45. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate that supports comprehension.	

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46. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	<i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i> <i>DS9 – Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.</i>
47. Self-monitor and self-correct during reading of the text.	
Vocabulary is the knowledge and use of printed words as they relate to: *phonology (the organized system of speech sounds in language), *morphology (the study of the structure of words and how they are formed), *orthography (the set of conventions for writing a language including spelling, grammar, word boundaries, punctuation, and capitalization) *semantics (the meaning of a word, phrase, sentence, or text). Provide many opportunities for explicit instruction in word meanings and word-learning strategies, teacher-led and independent reading in and out of school as this builds meaningful vocabulary and strong comprehension.	
48. Utilize new academic, content-specific vocabulary and connect with prior knowledge.	<i>DS4 – Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
49. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to build understanding.	<i>WS1 – Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>
50. Use glossaries and dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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51. Use dictionary definitions and information found within the text to help determine the meaning of unfamiliar or multi-meaning words.	
52. Describe word relationships, nuances, and shades of word meaning.	
53. Use knowledge of antonyms and synonyms for comprehension of text.	
54. Use knowledge of nouns, adjectives (comparative and superlative), verbs, and adverbs to comprehend text.	
55. Apply knowledge of compound words. <i>Examples: sunshine, campground</i>	
56. Apply knowledge of homophones to determine the use of the correct word. <i>Examples: their/they're/there; eight/ate; cent/scent/sent</i>	
57. Interpret and use figurative language: simile, metaphor, idioms. <i>Examples: it's raining like cats and dogs; as soft as a pillow; dressing can be putting on clothing or a sauce for salads</i>	IS8 - Identify how literature develops the faculty of personal judgment.
58. Analyze meaningful parts of words and phrases in discussions and/or text.	
59. Identify possessives and plurals and use them as clues to the meaning of the text. <i>Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters</i>	
60. Identify morphemes as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. <i>Examples: -less, -ful, -est</i>	
61. Identify and apply knowledge of tense (-ed), plural (-s, -es), and superlative degree (-er, -est) to support comprehension of text. <i>Examples: shopped, wishes, friendliest</i>	

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62. Identify new vocabulary and the use of word meanings in the text to establish real-life connections.	
Comprehension <i>is the cognitive process of understanding what has been read. Deriving meaning from the text is critical to comprehension. It is a product of word recognition and language comprehension.</i>	
63. Fluently read literary and informational texts for comprehension.	GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.
64. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, for information</i>	IS1- Demonstrate how literature is used to develop a religious, moral, and social sense.
65. Access background knowledge, make predictions, and draw conclusions.	
66. Determine the author's purpose - to persuade, to inform, or to entertain.	
67. Identify and develop an understanding of cohesive devices, which are words or phrases used to connect ideas within a story. <i>Examples: pronouns referring to a previous noun; the use of ellipsis; the use of transitional words or phrases</i>	GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
68. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	IS6 - Identify examples of noble characteristics in stories of virtuous heroes and heroines.
69. Identify and describe the main story elements in a literary text. a. Identify the narration of the text as first person or third person. b. Describe the main idea and key details.	DS8 - Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.

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c. Explain the plot of a narrative, using textual evidence to list the major events in sequence. d. Describe the characters' traits, feelings, and behaviors and the impact of these in a story. e. Describe the setting of a narrative, using textual evidence. f. Describe the problem and solution in the narrative. g. Identify the theme (meaning or moral) of narratives including myths, fables, and folktales. h. Explain how illustrations enhance the meaning of the story.	<i>GS1 – Analyze literature that reflects the transmission of a Catholic culture and worldview.</i> <i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i> <i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i>
70. Identify the main elements of informational texts in both written and digital formats. a. Summarize the main idea and key details from the text. b. Identify and use various text features to locate facts and supporting details in both written and digital formats. c. Differentiate fact and opinion, using prior knowledge gathered from credible research to evaluate opinions and to prove facts in texts. d. Locate and describe captions, bold print, subheadings, indexes, glossaries, illustrations, graphs, charts, and maps. e. Explain how specific features can clarify a text or enhance comprehension.	<i>IS13 – Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.</i> <i>DS3 – Share how literature cultivates the aesthetic faculties within the human person.</i>
71. Compare and contrast important details presented by two texts on the same topic or theme using graphic organizers such as a Venn diagram.	<i>IS8 – Identify how literature develops the faculty of personal judgment.</i>

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<i>Example: The Creation and Noah's Ark; the Miracle of the Healing of the Blind Man and the Miracle of Feeding 5,000</i> a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different viewpoints. b. Compare and contrast story elements of literary texts. <i>Examples: characters, settings, the plot, problem, solution</i>	
72. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	<i>IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
73. Identify and describe rhyme schemes in poems and songs including free verse, rhymed verse, haiku, and limerick. a. Identify types of poems including free verse, rhymed verse, haiku, and limerick. <i>Examples: poems focusing on virtues</i> b. Describe how words supply rhythm and give meaning. <i>Examples: alliteration, repetition, cadence</i> c. Identify the literary devices used to convey meaning in poetry, prose, and drama. <i>Examples: personification, imagery, onomatopoeia, metaphor, simile, symbolism</i>	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i> <i>DS8 - Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.</i>
74. Self-monitor comprehension of text by thinking aloud and pausing to ask: a. Does the story make sense? b. Do you understand what is happening? c. What is confusing? d. What is the main idea of the story?	

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e. Can you summarize what you just read?	
f. Will rereading change your understanding?	
Handwriting is the writing of letters, words, and sentences done with a pencil or pen. Research indicates that proper handwriting frees students to focus on expressing ideas and thoughts in writing and illustrating. Writing by hand enhances the ability to focus and stronger memory of letter recognition as opposed to non-motor writing practice on a device.	
75. Use legible handwriting. a. Write words and sentences using correctly-formed cursive letters with appropriate size and spacing.	IS3 – Recognize Christian and Western symbols and symbolism.
The Writing Process is engaging in the experience of recording ideas and thoughts on paper. Reading provides the writer with the language and ideas to structure and communicate to an audience. Reading and writing should be taught congruously in order to be effective. Connecting speech to print builds comprehension in early literacy.	
76. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and general spelling rules to encode words accurately. a. Transcribe spoken words to demonstrate that print represents oral language.	
77. When writing, apply knowledge of the rules of standard English grammar, punctuation, capitalization, spelling, and sentence formation appropriate for grade-level. a. Define sentences as a communication of an idea that starts with a capital letter and ends with the correct punctuation. b. Capitalize the pronoun “I” and other proper nouns such as names, places and geographic features, days, months, holidays, titles, letter greetings.	WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved. WS3 – Use grammar as a means of signifying concepts and the relationship to reason.

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c. Use simple abbreviations for days of the week, months of the year, titles, units of metric and customary measurements, street names, and state names. d. Identify and correctly use end punctuation. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory and command sentences</i> e. Correctly use commas in dates, words, and names of places in a series. f. Use quotation marks to identify dialogue.	
78. Correctly use the parts of speech. a. Know and use singular and plural nouns including possessives. b. Know and use correct personal pronouns singular, plural, possessive, and reflexive. <i>Examples: he, they, yours, myself</i> c. Know and use active and helping verbs in agreement with the subject; use correct verb tense. d. Know and use comparative and superlative adjectives to describe a noun's quality, quantity, or state of being. <i>Examples: happy/happier/happiest; sweet/sweeter/sweetest</i> e. Know and use adverbs to describe a verb, often ending in -ly. f. Know and correctly use articles. <i>Examples: a or an</i> g. Know and correctly use prepositions to describe where, when, or how. <i>Examples: before school; under the table, across the room</i>	

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79. Compose simple, compound, and complex sentences in logical order to express a complete thought. a. Avoid fragments and run-on sentences. b. Know and correctly use conjunctions to form cohesive sentences. <i>Examples: and, but, because</i>	<i>DS4 – Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
80. Compose a well-organized paragraph with a topic sentence, supporting details, and a concluding sentence.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i> <i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>
81. Actively participate in teacher-led shared and independent writing experiences. a. Participate in writing experiences to create messages, lists, and labels in varied subject areas. <i>Examples: list the seven Sacraments, write a prayer</i> b. Participate in writing a friendly letter using correct structure and punctuation. c. Participate in writing experiences to create personal or fictional narratives using a logical sequence of events, including descriptive details, dialogue, and a closing statement. d. Participate in writing experiences to create expository texts for the purpose of providing factual information about a topic including relevant facts, details, and a conclusion.	<i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i> <i>IS12 – Use imagination to create dialogue between the readers and the characters in a story.</i> <i>IS9 – Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.</i> <i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i>

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e. Participate in shared writing experiences to create persuasive sentences or stories which state an opinion, provide a reason for the opinion, and include a closing statement. f. Participate in shared writing experiences to create descriptive sentences or stories which helps the audience visualize the characters, setting, or events of a scene. g. Participate in shared writing experiences to create a simple poem. h. Participate in shared or independent writing experiences in various genres.	<i>DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.</i> <i>IS14 – Analyze the author’s reasoning and discover the author’s intent.</i>
82. Participate in shared research and independent writing projects to answer a question or describe a topic in varied subject areas. a. Include information recalled from prior knowledge and personal experiences in research and writing projects. b. Gather information from safe and credible print and digital sources for research and writing projects. <i>Examples: books, periodicals, digital media</i> c. Develop an understanding of plagiarism and describe the importance of avoiding the practice.	<i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i>
83. Practice the <i>independent writing process</i> beginning with pre-writing activities. a. Brainstorm ideas for potential topics. b. Plan content by gathering information on the topic from background knowledge, books, and digital resources. c. Use graphic organizers and anchor charts to order your main idea and details.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i> <i>DS4 – Share how literature cultivates the aesthetic faculties within the human person.</i>

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- d. Create a rough draft.
 - Using the constructed graphic organizer, form sentences without being overly concerned with perfect spelling, grammar, and punctuation.
- e. Proofread and revise the rough draft.
 - Invite peers and teachers to proofread your rough draft and to provide suggestions to improve content, structure, spelling, grammar, and punctuation.
- f. Using peer and teacher suggestions, edit the draft.
 - Improve the quality of word choice and sentences.
 - Order sentences sequentially in paragraph form.
 - Check capitalization and punctuation.
 - Correct spelling.
 - Correct grammatical errors.
- g. Write the final draft in legible handwriting or by using digital media.
- h. Add illustrations to enhance and expand the story.
- i. Publish the final work in one of the many print and digital forms available.
- j. Share the final work with an audience showing personal pride in this accomplishment.

DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.

Grade Four Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

LITERACY FOUNDATIONS

Oral Language and Expression <i>are speaking and listening skills, the initial components of phonological and phonemic awareness.</i>	Cardinal Newman Standards: <i>Catholic Curricular Standards and Dispositions in English/Language Arts K-6</i>
1. Politely and respectfully listen and speak in topic and text discussions with peers and adults in small and large groups.	WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.
2. Use standard English and high-quality speech.	
3. Use grade-appropriate academic and domain-specific language in presentations and discussions.	IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
4. Present information orally using complete sentences, meaningful vocabulary, appropriate volume and rate, and clear pronunciation to support comprehension	
5. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.	DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
6. Be prepared for various discussions having studied assigned topics.	
7. Pose and respond to specific questions to clarify or engage in deeper discussions.	
8. Use complex sentence structures when speaking.	

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9. Synthesize information from appropriate sources to present ideas and viewpoints on a topic.	
10. Demonstrate oral literacy skills by participating in various language activities. <i>Examples: creating oral stories, presenting reports, participating in oral dramatic activities, reciting poems, reading aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services.</i>	<i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i> <i>IS12 – Use imagination to create a dialogue between the readers and the characters in a story.</i>
11. Use visual aids and digital tools in oral presentations to present key ideas and details about a text or conversation; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.	
Phonics is the connection between letters of a written language and sounds of a spoken language. Phonics instruction should also direct attention to the spelling of words. Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) into their sounds (phonemes) and in recognizing the patterns that make syllables and words. Fluent, accurate decoding is a hallmark of skilled reading. Word Analysis is the ability to identify words and comprehend their semantics (meanings) within the orthographic structure (“the code” by which the brain stores and retrieves words automatically, allowing focus to shift to comprehension of content). Morphology is the study of the structure of words and how they are formed. Fluency is reading passages aloud with accuracy and automaticity. Fluency is strongly related to comprehension.	
12. Demonstrate advanced knowledge of predictable and irregular phoneme-grapheme correspondences in multisyllabic words.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>

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13. Decode and encode closed syllables with a short vowel sound ending with a consonant. <i>Examples: bas-ket, hat, wish, Sep-tem-ber</i>	IS3 – Recognize Christian and Western symbols and symbolism.
14. Decode and encode open syllables with a long vowel sound and no consonant ending in multisyllabic words. <i>Examples: ta-ble, fe-ver, u-nit</i>	IS4 – Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
15. Decode and encode long vowel/consonant/-e pattern in multisyllabic words.	
16. Recognize, read, and encode irregular and challenging patterns in multisyllabic words.	
17. Recognize, decode, and encode vowel-r combination patterns in multisyllabic words. <i>Examples: hurdle, mister, gargle</i>	
18. Recognize, read, and encode consonant/-le patterns in final syllables. <i>Examples: eagle, subtle</i>	
19. Recognize, decode, and encode words ending in a suffix following these rules: consonants are doubled; drop silent “e”; change “y” to “i”. <i>Example: dropped, likable, tried</i>	
20. Recognize, decode, and encode long, short, and diphthong vowel teams. <i>Examples: neighbor, meatloaf, toybox</i>	
21. Recognize, read, and encode <u>schwa</u> syllables. *Schwa refers to an unstressed vowel (also called a lazy vowel) which mimics the soft short “u” (/uh/) or short /i/. <i>Examples: banana, account, planet</i>	IS11 –Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.

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22. Identify and apply knowledge morphemes in words to increase fluency for complex words by recognizing the base word, Latin and Greek root words, and affixes in familiar and unfamiliar words. a. Recognize, decode, and encode inflectional suffixes (-ed, -ing, -er, -est, drop the /e/, change /y/ to /i/) for root words with both spelling changes and no spelling changes. <i>Examples: walking, walked, loving, happiest, tries</i> b. Recognize, decode, and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly, -ment, -ness, -or</i> c. Recognize, decode, and encode prefixes and suffixes which change the meaning of words. <i>Examples: /un/satisfactory; /dis/interested; /mis/read</i> d. Recognize, decode, and encode less common prefixes (fore-, pro-, intra -, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-) which typically changes the meaning of the word. <i>Examples: forecast, subpar, semisweet, postgame</i>	<i>IS11 – Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.</i> <i>IS13 – Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.</i>
23. Gain knowledge of morphemes and read chunks of words.	
24. Recognize the word parts to identify meaning.	
25. Recognize Latin and Greek roots in words to aid in understanding the meaning of words. <i>Examples: transport, predict</i>	
26. Use homophones correctly. <i>Examples: to, two, too; write, right; see, sea</i>	

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27. Recognize, decode, and encode compound words. <i>Examples: lighthouse, firefighter, twenty-one</i>	
28. Rapidly apply phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity in both print and digital materials.	
29. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate that supports comprehension.	
30. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	<i>IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i> <i>DS9 – Share how the beauty and cadence of poetry impact human sensibilities and form the soul.</i>
31. Self-monitor and self-correct during reading of the text.	
Vocabulary is the knowledge and use of printed words as they relate to: <i>*phonology (the organized system of speech sounds in language),</i> <i>*morphology (the study of the structure of words and how they are formed),</i> <i>*orthography (the set of conventions for writing a language including spelling, grammar, word boundaries, punctuation, and capitalization)</i> <i>*semantics (the meaning of a word, phrase, sentence, or text).</i> <i>Provide many opportunities for explicit instruction in word meanings and word-learning strategies, teacher-led and independent reading in and out of school as this builds meaningful vocabulary and strong comprehension.</i>	
32. Accurately interpret and utilize new academic, content-specific vocabulary and connect with prior knowledge.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>

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33. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to build understanding.	
34. Consult references, both print and digital, to determine or clarify precise pronunciation and/or meaning of words and phrases. <i>Examples: glossaries, dictionaries</i>	
35. Use dictionary definitions and context clues to help determine the meaning of unfamiliar or multi-meaning words.	<i>DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
36. Describe word relationships, nuances, and shades of word meaning.	
37. Use knowledge of antonyms, synonyms, and homographs to make connections and increase comprehension of the text.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
38. Use knowledge of nouns, adjectives (comparative and superlative), verbs, and adverbs for comprehension of the text.	
39. Apply knowledge of compound words. <i>Examples: sunshine, campground</i>	
40. Correctly apply knowledge of homophones to determine the use of the correct word. <i>Examples: their/they're/there; eight/ate; cent/scent/sent</i>	
41. Correctly use commonly misused words. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; quiet/quit/quite</i>	
42. Interpret and use figurative language: simile, metaphor, alliteration, idioms, hyperbole, personification <i>Examples: it's raining like cats and dogs; as brave as a lion; you are my sunshine</i>	<i>DS1 - Accept and value how literature aids one to live harmoniously with others.</i>
43. Analyze meaningful parts of words and phrases in discussions and/or text.	

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44. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters</i>	<i>IS8 - Identify how literature develops the faculty of personal judgment.</i>
45. Identify morphemes as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. <i>Examples: -less, -ful, -est</i>	
46. Identify and apply knowledge of tense (-ed), plural (-s, -es), and superlative degree (-er, -est) to support comprehension of text. <i>Examples: shopped, wishes, friendliest</i>	
47. Identify new vocabulary and the use of word meanings in the text to establish real-life connections.	
48. Purposefully use new vocabulary in presentations and discussions.	<i>DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
Comprehension <i>is the cognitive process of understanding what has been read. Deriving meaning from the text is critical to comprehension. It is a product of word recognition and language comprehension.</i>	
49. Fluently read literary and informational texts for comprehension.	<i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
50. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, for information</i>	<i>IS1- Demonstrate how literature is used to develop a religious, moral, and social sense.</i>
51. Access background knowledge, make predictions, and draw conclusions.	
52. Identify and explain explicit and implicit meanings in a text to make inferences.	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>

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53. Determine author's purpose – to persuade, to inform, or to entertain.	<i>IS2 – Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
54. Identify and develop an understanding of cohesive devices, which are words or phrases used to connect ideas within a story. <i>Examples: pronouns referring to a previous noun the use of ellipsis; the use of transitional words or phrases</i>	
55. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	<i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
56. Identify and describe the main story elements in a literary text. a. Identify the narrator of the text as first person or third person and detail the difference including omniscient and limited narrations. b. Using text details, state an opinion of the author's use of the chosen narration. c. Explain how the narrator's viewpoint differs from a character's perspective. d. Describe in specific detail multiple characters' traits, feelings, and behaviors and the impact of these in a story; explain attitudes and influence of the characters. e. Compare and contrast the different character's perspectives of the same event or topic within a text. <i>Example: compare and contrast virtuous and unvirtuous characters</i> f. Describe the main idea and key details.	<i>IS6 – Identify examples of noble characteristics in stories of virtuous heroes and heroines.</i> <i>DS8 – Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.</i> <i>GS1 – Analyze literature that reflects the transmission of a Catholic culture and worldview.</i> <i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to</i>

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g. Explain the plot of a narrative, using textual evidence to list the major events in sequence. h. Describe the setting of a narrative, using textual evidence. i. Describe the problem and solution in the narrative. j. Identify the theme (meaning or moral) of narratives including myths, fables, parables, and folktales. k. Analyze common and differing themes in literary texts. l. Explain how illustrations enhance the meaning of the story.	<i>know and perfect both himself and the world.</i> <i>DS1 – Accept and value how literature aids one to live harmoniously with others.</i> <i>DS3 – Share how literature cultivates the aesthetic faculties within the human person.</i> <i>IS13 – Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.</i>
57. Identify the main elements of informational texts in both written and digital formats. a. Summarize the author’s perspective, the main idea, and the key details, citing evidence from the text. b. Identify and use various text features to locate facts and supporting details in both written and credible digital formats. c. Differentiate fact and opinion, using prior knowledge gathered from ethically-sourced research to evaluate opinions and to prove facts in texts. d. Locate and describe captions, bold print, subheadings, indexes, glossaries, illustrations, graphs, charts, and maps. e. Explain how specific features can clarify a text or enhance comprehension.	<i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>

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58. Compare and contrast important details presented by two texts on the same topic or theme using graphic organizers such as a Venn diagram. <i>Example: various accounts of the miracle of “Jesus Feeds the Five Thousand,” in all four gospels.</i> a. Compare and contrast different versions of the same story by different authors, from different cultures, or different viewpoints. b. Compare and contrast story elements of literary texts. <i>Examples: characters, settings, the plot, problem, solution</i>	<i>IS8 – Identify how literature develops the faculty of personal judgment.</i> <i>DS8 – Share how the beauty and cadence of poetry impact human sensibilities and form the soul.</i>
59. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	
60. Identify and describe rhyme schemes in poems and songs including free verse, rhymed verse, haiku, and limerick. a. Identify types of poems including free verse, rhymed verse, haiku, and limerick. <i>Examples: poems focusing on virtues</i> b. Describe how words supply rhythm and give meaning. <i>Examples: alliteration, repetition, cadence</i> c. Identify the literary devices used to convey meaning in poetry, prose, and drama. <i>Examples: personification, imagery, onomatopoeia, metaphor, simile, symbolism</i>	
61. Self-monitor comprehension of text by thinking aloud and pausing to ask: a. Does the story make sense? b. Do you understand what is happening? c. What is confusing? d. What is the main idea of the story?	

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e. Can you summarize what you just read? f. Will rereading change your understanding?	
Handwriting is the writing of letters, words, and sentences done with a pencil or pen. Research indicates that proper handwriting frees students to focus on expressing ideas and thoughts in writing and illustrating. Writing by hand enhances the ability to focus and stronger memory of letter recognition as opposed to non-motor writing practice on a device.	
62. Use legible handwriting. a. Write words and sentences using correctly-formed cursive letters with appropriate size and spacing.	<i>IS3 – Recognize Christian and Western symbols and symbolism.</i>
The Writing Process is engaging in the experience of recording ideas and thoughts on paper. Reading provides the writer with the language and ideas to structure and communicate to an audience. Reading and writing should be taught congruously to be effective. Connecting speech to print builds comprehension in literacy.	
63. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and general spelling rules to encode words accurately. a. Transcribe spoken words to demonstrate that print represents oral language.	
64. When writing, apply knowledge of the rules of standard English grammar, punctuation, capitalization, correct spelling, and sentence formation appropriate for grade level. a. Define sentences as a communication of an idea that starts with a capital letter and ends with the correct punctuation. b. Capitalize the pronoun “I” and other proper nouns such as names, places and geographic features, days, months, holidays, titles, and letter greetings.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i> <i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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c. Use simple abbreviations for days of the week, months of the year, titles, units of metric and customary measurements, street names, and state names. d. Identify and correctly use end punctuation. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory and command sentences</i> e. Correctly place commas to separate parts of dates, items in a series, introductory elements from the rest of the sentence, tag questions, and direct addresses. f. Use quotation marks to identify dialogue.	
65. Correctly use the parts of speech. a. Know and use singular and plural nouns including possessives. b. Know and use correct personal pronouns singular, plural, possessive, and reflexive. <i>Examples: he, they, yours, myself</i> c. Use correct active and helping verbs in agreement with the subject. d. Use correct modal auxiliary verbs (a verb used with another verb to indicate possibility, intention, or necessity) to convey various conditions. <i>Examples: We must try new foods. You can be an excellent student.</i> e. Know and use comparative and superlative adjectives to describe the quality, quantity, or state of being of a noun. <i>Examples: happy/happier/happiest; sweet/sweeter/sweetest</i> f. Know and use adverbs to describe a verb and often end in -ly.	

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g. Know and correctly use articles. <i>Examples: a or an</i> h. Know and correctly use prepositional phrases to describe where, when, or how. <i>Examples: before school; under the table, across the room</i> i. Use correct and exact verb tenses to convey various times, sequences, states of being, and conditions. j. Recognize and correct inappropriate shifts in verb tense and subject-verb agreement.	
66. Compose simple, compound, and complex sentences in logical order to express a complete thought. a. Avoid fragments and run-on sentences. b. Know and correctly use conjunctions to form cohesive sentences. <i>Examples: and, but, because</i>	WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
67. Compose a well-organized paragraph with a topic sentence, supporting details, and a concluding sentence.	DS5- Share how literature ignites the creative imagination in healthy ways.
68. Actively participate in teacher-led shared and independent writing experiences. a. Participate in writing experiences to create messages, lists, and labels in varied subject areas. <i>Examples: list the names of the apostles, write a prayer</i> b. Participate in writing a friendly letter using correct structure, punctuation, return, and mailing address.	

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Narrative Writing

69. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
70. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of events; provide closure.	IS12 - Use imagination to create dialogue between the readers and the characters in a story.
71. Use narrative techniques - dialogue, description, reflection, chronological order, figurative language, and action - to develop the plot and characters.	
72. Use precise language to provide details and sensory language to convey vivid images of characters, settings, and plots.	
73. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	WS3 - Use grammar as a means of signifying concepts and the relationship to reason.
74. Write the final draft in legible handwriting or by using digital media; add illustrations to enhance and expand the story.	DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
75. Publish the final work using print or digital formats.	
76. Share the final work with an audience showing personal pride in this accomplishment.	

Persuasive Writing

77. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
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78. Effectively use rhetorical strategies of persuasion to support claims in an analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	
79. Identify strong and weak evidence to support a claim, choosing the best supporting evidence for a text.	<i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
80. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
81. Provide a concluding statement to support the final analysis.	
82. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	
83. Write the final draft in legible handwriting or by using digital media; add illustrations as needed to enhance and expand the story.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
84. Publish the final work using print or digital formats.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
85. Share the final work with an audience showing personal pride in this accomplishment.	
Descriptive Writing	
86. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>

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87. Create a descriptive essay using an engaging thesis statement, topic-specific vocabulary, and vivid imagery.	
88. Employ sensory language, using adjectives and adverbs, to encourage the audience to visualize the text.	<i>DS5 – Share how literature ignites the creative imagination in healthy ways.</i>
89. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
90. Write a conclusion to summarize the essay.	
91. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
92. Write the final draft in legible handwriting or by using digital media; add illustrations as needed to enhance and expand the story.	<i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
93. Publish the final work using print or digital formats.	
94. Share the final work with an audience showing personal pride in this accomplishment.	

Expository Writing

95. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
96. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	

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97. Access background knowledge and properly research the topic to provide accurate information to the audience.	
98. Use a logical format and detail pertinent facts in the text.	<i>IS7 - Identify the causes underlying why people do the things they do.</i>
99. Compare and contrast the topic to encourage the audience to draw conclusions.	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
100. Write a conclusion to summarize the essay.	
101. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	
102. Write the final draft in legible handwriting or by using digital media; add graphics or illustrations to enhance and expand the story.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
103. Publish the final work using print or digital formats.	
104. Share the final work with an audience showing personal pride in this accomplishment.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>

Grade Five Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

LITERACY FOUNDATIONS

Oral Language and Expression *are speaking and listening skills which are the initial components of phonological and phonemic awareness.*

Cardinal Newman Standards:
Catholic Curricular Standards and Dispositions in English/Language Arts K-6

1. Politely and respectfully listen and speak in topic and text discussions with peers and adults in small and large groups.

WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.

2. Use standard English and high-quality speech.

3. Purposefully use grade-appropriate academic and domain-specific language in presentations and discussions.

IS2 – Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.

4. Present information orally using complex sentence structures, meaningful vocabulary, appropriate volume and rate, and clear pronunciation.

DS4 – Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.

5. Use oral language for various purposes: to inform, to entertain, to persuade, to clarify, and to respond.

IS5 – Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.

6. Be prepared for various discussions having studied assigned topics.

7. Pose and respond to specific questions to clarify or engage in deeper discussions.

IS12 – Use imagination to create dialogue between the readers and the characters in a story.

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8. Synthesize information from appropriate and varied print and digital sources to present ideas and viewpoints on a topic.	
9. Demonstrate oral literacy skills by participating in various language activities. <i>Examples: creating oral stories, presenting reports, participating in oral dramatic activities, reciting poems, reading aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services.</i>	<i>GS1 – Analyze literature that reflects the transmission of a Catholic culture and worldview.</i>
10. Use multimedia components and visual aids in oral presentations to enhance the understanding of the main ideas and themes.	
Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) into their sounds (phonemes) and in recognizing the patterns that make syllables and words. Fluent, accurate decoding is a hallmark of skilled reading. Word Analysis is the ability to identify words and comprehend their semantics (meanings) within the orthographic structure (“the code” by which the brain stores and retrieves words automatically, allowing the focus to shift to comprehension of content). Morphology is the study of the structure of words and how they are formed. Fluency is reading passages aloud with accuracy and automaticity. Fluency is strongly related to comprehension.	
11. Rapidly apply advanced knowledge of predictable and irregular phoneme–grapheme correspondences to multisyllabic words with accuracy and automaticity in both print and digital materials.	<i>WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.</i>
12. Decode and encode irregular and challenging patterns in multisyllabic words	<i>IS4 – Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.</i>

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13. Identify and apply knowledge of morphemes in complex words to increase fluency by recognizing the base word, Latin and Greek root words, prefixes, and suffixes in familiar and unfamiliar words.	
14. Read and reread grade-appropriate literary and informational texts accurately, automatically, and with meaningful expression at a rate that supports comprehension.	<i>IS11 -Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
15. Fluently read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	<i>IS5 - Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.</i>
16. Self-monitor and self-correct during reading of the text.	
Vocabulary is the knowledge and use of printed words as they relate to: *phonology (the organized system of speech sounds in language), *morphology (the study of the structure of words and how they are formed), *orthography (the set of conventions for writing a language including spelling, grammar, word boundaries, punctuation, and capitalization) *semantics (the meaning of a word, phrase, sentence, or text). Provide many opportunities for explicit instruction in word meanings and word-learning strategies, teacher-led and independent reading in and out of school as this builds meaningful vocabulary and strong comprehension.	
17. Accurately interpret and purposefully utilize new academic, content-specific vocabulary and connect with prior knowledge.	<i>WS1 - Use language as a bridge for communication with one's fellow man for the betterment of all involved.</i>
18. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to build understanding.	<i>DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>

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19. Search for context clues to determine meaning of unfamiliar words.	
20. Consult references, both print and digital, to determine or clarify precise pronunciation and/or meaning of words and phrases. <i>Examples: glossaries, dictionaries</i>	
21. Use digital media safely and ethically to research and gain information.	
22. Describe word relationships, nuances, and shades of word meaning.	
23. Use knowledge of antonyms, synonyms, and homographs to make connections and increase comprehension of the text.	WS3 - Use grammar as a means of signifying concepts and the relationship to reason.
24. Correctly apply knowledge of homophones to determine the use of the correct word. <i>Examples: their/they're/there; eight/ate; cent/scent/sent</i>	IS8 - Identify how literature develops the faculty of personal judgment.
25. Correctly use commonly misused words. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; quiet/quit/quite</i>	
26. Understand and use figurative language: simile, metaphor, alliteration, idioms, hyperbole, personification, imagery, onomatopoeia, parables, adages, and proverbs. <i>Examples: it's raining like cats and dogs; as soft as a pillow; I've been sitting in traffic for days; howling wind; that boy is crying wolf</i>	DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
27. Analyze meaningful parts of words and phrases in discussions and/or text. a. Identify possessives and plurals and use them as clues to the meaning of the text. <i>Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters</i> b. Use grade-appropriate Latin and Greek roots as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.	IS11 - Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.

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Comprehension <i>is the cognitive process of understanding what has been read. Deriving meaning from the text is critical to comprehension. It is a product of word recognition and language comprehension.</i>	
28. Fluently read literary and informational texts for comprehension.	<i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
29. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, for information</i>	<i>IS1- Demonstrate how literature is used to develop a religious, moral, and social sense.</i>
30. Access background knowledge, make predictions, draw conclusions, and identify cause and effect.	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
31. Identify and explain explicit and implicit meanings in a text to make inferences.	<i>IS2 - Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
32. Determine the author's purpose and use of character types and how these guide the plot of the story.	
33. Identify and develop an understanding of cohesive devices, which are words or phrases used to connect ideas within a story. <i>Examples: pronouns referring to a previous noun; the use of ellipsis; the use of transitional words or phrases</i>	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
34. Notice and describe how visual and multimedia elements contribute to the theme of the text.	

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35. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and through writing.	
36. Identify and describe the main story elements in a literary text. a. Identify the narrator of the text as first person or third person and detail the difference including omniscient and limited narrations. b. Using text details, state an opinion of the author's use of the chosen narration. c. Explain how the narrator's viewpoint differs from a character's perspective. d. Describe in specific detail multiple characters' traits, feelings, and behaviors and the impact of these in a story; explain attitudes and influence of the characters. e. Compare and contrast the character's perspectives, structure of events, ideas or topic within multiple texts. <i>Examples: compare and contrast virtuous and unvirtuous characters</i> f. Describe the main idea and key details. g. Summarize the plot of a narrative, using textual evidence to list the major events in sequence; explain how the plot unfolds and how characters react and respond to events in the story. h. Describe the setting of a narrative, supported by textual evidence. i. Describe the conflict, problem, and solution in the narrative. j. Identify the theme (meaning or moral) of narratives including myths, fables, parables, and folktales.	<i>DS8 - Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.</i> <i>IS6 - Identify examples of noble characteristics in stories of virtuous heroes and heroines.</i> <i>GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.</i> <i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i> <i>DS1 - Accept and value how literature aids one to live harmoniously with others.</i> <i>DS3 - Share how literature cultivates the aesthetic faculties within the human person.</i> <i>IS13 - Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.</i>

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k. Analyze common and differing themes in literary texts. l. Explain how illustrations enhance the meaning of the story.	<i>IS14 – Analyze the author’s reasoning and discover the author’s intent.</i>
37. Identify the explicit elements of informational texts in both written and ethically-sourced digital formats. a. Identify and use various text features to locate facts and supporting details in both written and digital formats. b. Differentiate fact and opinion, using prior knowledge gathered from ethically-sourced research to evaluate opinions and to prove facts in texts. c. Locate and describe captions, bold print, subheadings, indexes, glossaries, illustrations, graphs, charts, and maps. d. Explain how specific features can clarify a text or enhance comprehension.	<i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
38. Compare and contrast important details presented by two texts on the same topic or theme using graphic organizers such as a Venn diagram. <i>Example: Relate Mary’s sensitivity to the needs of others by reading the <u>Wedding Feast of Cana</u> and comparing our own call from God to ask Jesus for help and to serve others.</i> a. Compare and contrast different versions of the same story by different authors, from different cultures, or different viewpoints. b. Compare and contrast story elements of multiple literary texts. <i>Examples: characters, settings, the plot, problem, solution</i>	<i>IS8 – Identify how literature develops the faculty of personal judgment.</i>
39. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	
40. Identify and describe rhyme schemes in poems and songs including free verse, rhymed verse, haiku, and limerick. a. Identify types of poems including free verse, rhymed verse, haiku, and limerick.	<i>DS8 – Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.</i>

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<i>Examples: poems focusing on virtues</i> b. Describe how words supply rhythm and give meaning. <i>Examples: alliteration, repetition, cadence</i> c. Identify the literary devices used to convey meaning in poetry, prose, and drama. <i>Examples: personification, imagery, onomatopoeia, metaphor, simile, symbolism</i>	
41. Self-monitor comprehension of text by thinking aloud and pausing to ask: a. Does the story make sense? b. Do you understand what is happening? c. What is confusing? d. What is the main idea of the story? e. Can you summarize what you just read? f. Will rereading change your understanding?	
Handwriting is the writing of letters, words, and sentences done with a pencil or pen. <i>Research indicates that proper handwriting frees students to focus on expressing ideas and thoughts in writing and illustrating. Writing by hand enhances the ability to focus and stronger memory of letter recognition as opposed to non-motor writing practice on a device.</i>	
42. Use legible handwriting. a. Write words and sentences using correctly-formed cursive letters with appropriate size and spacing. b. Place text elements correctly on each page. <i>Examples: headings, titles, paragraph indentions</i>	<i>IS3 – Recognize Christian and Western symbols and symbolism.</i>

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The Writing Process <i>is engaging in the experience of recording ideas and thoughts on paper. Reading provides the writer with the language and ideas to structure and communicate to an audience. Reading and writing should be taught congruously to be effective. Connecting speech to print builds comprehension in literacy.</i>	
43. Apply advanced knowledge of phoneme–grapheme correspondences, multisyllabic word construction, syllable division principles, and general spelling rules to encode words accurately.	WS1 – Use language as a bridge for communication with one’s fellow man for the betterment of all involved.
44. When writing, apply knowledge of the rules of standard English grammar, punctuation, capitalization, correct spelling, and sentence formation. a. Define sentences as a communication of an idea that starts with a capital letter and ends with the correct punctuation. b. Capitalize the pronoun “I” and other proper nouns such as names, places and geographic features, days, months, holidays, titles, and letter greetings. c. Use simple abbreviations for days of the week, months of the year, titles, units of metric and customary measurements, street names, and state names. d. Identify and correctly use end punctuation. <i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory and command sentences (sometimes a period is used in command sentences)</i> e. Correctly place commas to separate parts of dates, items in a series, introductory elements from the rest of the sentence, tag questions, and direct addresses. f. Use quotation marks to identify dialogue.	WS3 – Use grammar as a means of signifying concepts and the relationship to reason. IS4 – Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.

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45. Correctly use the parts of speech.

- a. Know and use singular and plural nouns including possessives.
- b. Know and use correct personal pronouns singular, plural, possessive, and reflexive.
Examples: he, they, yours, myself
- c. Use correct active and helping verbs in agreement with the subject.
- d. Use correct modal auxiliary verbs (a verb used with another verb to indicate possibility, intention, or necessity) to convey various conditions.
*Examples: We **must** try new foods. You **can** be an excellent student.*
- e. Know and use comparative and superlative adjectives to describe the quality, quantity, or state of being of a noun.
Examples: happy/happier/happiest; sweet/sweeter/sweetest
- f. Know and use adverbs to describe a verb and often end in -ly.
- g. Know and correctly use articles.
Examples: a or an
- h. Know and correctly use prepositional phrases to describe where, when, or how.
Examples: before school; under the table, across the room
- i. Use correct and exact verb tenses to convey various times, sequences, states of being, and conditions.
- j. Recognize and correct inappropriate shifts in verb tense and subject-verb agreement.

WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.

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46. Compose simple, compound, and complex sentences in logical order to express a complete thought. a. Avoid fragments and run-on sentences. b. Know and correctly use conjunctions to form cohesive sentences. <i>Examples: and, but, because</i>	
47. Compose a well-organized paragraph with a topic sentence, supporting details, and a concluding sentence.	
48. Actively participate in teacher-led shared and independent writing experiences. a. Participate in writing experiences to create messages, lists, and labels in varied subject areas. <i>Examples: list the theological and cardinal virtues, write a prayer</i> b. Participate in writing a friendly letter using correct structure, punctuation, return and mailing address.	<i>DS2 – Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.</i>
Narrative Writing	
49. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
50. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of events; provide a closing statement.	
51. Use narrative techniques – dialogue, description, reflection, chronological order, figurative language, and action – to develop the plot and characters.	<i>IS12 – Use imagination to create dialogue between the readers and the characters in a story.</i>
52. Use precise language to provide details and sensory language to convey vivid images of the literary elements of the characters, setting, and plot.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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53. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	
54. Write the final draft in legible handwriting or by using digital media; add illustrations to enhance and expand the story.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
55. Publish the final work using print or digital formats.	
56. Share the final work with an audience showing personal pride in this accomplishment.	
<i>Persuasive Writing</i>	
57. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
58. Effectively use rhetorical strategies of persuasion to support claims in an analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	
59. Identify strong and weak evidence to support a claim, choosing the best supporting evidence for a text.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
60. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	
61. Provide a concluding statement to support the final analysis.	
62. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	

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63. Write the final draft in legible handwriting or by using digital media; add graphics or illustrations as needed to enhance and expand the story.	WS3 - Use grammar as a means of signifying concepts and the relationship to reason.
64. Publish the final work using print or digital formats.	
65. Share the final work with an audience showing personal pride in this accomplishment.	DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
Descriptive Writing	
66. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	DS5 - Share how literature ignites the creative imagination in healthy ways.
67. Create a descriptive essay using an engaging thesis statement, topic-specific vocabulary, and vivid imagery.	WS1 - Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.
68. Employ sensory language, using adjectives and adverbs, to encourage the audience to visualize the text.	
69. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	WS3 - Use grammar as a means of signifying concepts and the relationship to reason.
70. Write a conclusion to summarize the essay.	
71. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	
72. Write the final draft in legible handwriting or by using digital media; add illustrations as needed to enhance and expand the story.	DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
73. Publish the final work using print or digital formats.	

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74. Share the final work with an audience showing personal pride in this accomplishment.	
<i>Expository Writing</i>	
75. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>IS7 – Identify the causes underlying why people do the things they do.</i>
76. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	<i>IS14 – Analyze the author's reasoning and discover the author's intent.</i>
77. Access background knowledge and properly research the topic to provide accurate information to the audience.	
78. Use a logical format and detail pertinent facts in the text.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
79. Compare and contrast the topic to encourage the audience to draw conclusions.	
80. Write a conclusion to summarize the essay.	
81. Enlist peers and teachers to proofread and edit the narrative; and make appropriate revisions.	
82. Write the final draft in legible handwriting or by using digital media; add graphics or illustrations to enhance and expand the story.	
83. Publish the final work using print or digital formats.	
84. Share the final work with an audience showing personal pride in this accomplishment.	<i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>

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Digital Literacy <i>is the ability to find, evaluate, and communicate information using credible digital media platforms.</i>	
85. Utilize technology to research, analyze, produce, publish, or update independent or shared speaking and writing experiences.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
86. Use credible digital media safely, ethically, and strategically in written and oral presentations to enhance discoveries and evidence.	
87. Create digital presentations appropriate in content, purpose for the assignment, and the audience.	

Grade Six Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

Critical Literacy is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.

Cardinal Newman Standards:
*Catholic Curricular Standards and Dispositions in
English/Language Arts 7-12*

1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of literary and informational texts of all genres.

IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.

DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

2. Process and utilize information for spiritual, academic, and personal purposes.

DS1 - Share how literature fosters both prudence and sound judgement in the human person.

3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

4. Comprehend and appropriately respond to emails, memos, business letters, and notices.

5. Access background knowledge and known and new domain-specific vocabulary to connect text and precise understanding.

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6. Gain an understanding of language structures - written syntax, sentence organization, and text structure to improve comprehension.	<i>IS5 - Describe how poets and writers use language to convey truths that are universal and transcendent.</i>
7. Analyze the impact of context and organizational structures on the theme, main idea, key details, and tone of the text as a whole.	<i>GS4 - Share how literature can contribute to strengthening one's moral character.</i>
8. Explain the author's rhetorical choices of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>DS4 - Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
9. Describe how the author's use of character types, setting, plot, conflict, theme, dialogue, and viewpoint contribute to the meaning and purpose of literary and informational texts including prose and poetry.	<i>IS2 - Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
10. Interpret the content and structures of informational texts to make implicit inferences, to draw conclusions and to identify problems and solutions, cause and effect, claims and evidence.	<i>DS6 - Display a sense of the "good" by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</i>
11. Describe the use of literary devices including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism. Tell how these support interpretations of the text.	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
12. Analyze how an author's cultural perspective influences style, language, and themes drawing on expansive reading of literature.	<i>IS6 - Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>

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13. Compare and contrast various accounts of a text told in print or digital format (including tables, graphs, flow charts, timelines) to determine which details are emphasized in each account. <i>Examples: characters' perspectives, structure of events, overall theme</i>	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
Oral Language Literacy <i>is the system in which we use spoken words to express knowledge, ideas, and feelings. Developing the skills and knowledge to speak and listen is correlated to reading comprehension and written expression.</i>	
14. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when speaking formally and informally.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
15. Politely and respectfully listen and speak in topic and text discussions with peers and adults in small and large groups.	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
16. Prepare for discussions, by reading and researching material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, informed exchange of ideas.	<i>IS8 - Explain how literature assists in transcending the limited horizon of human reality.</i>
17. Present information orally using complex sentence structures, meaningful vocabulary, appropriate volume and rate, and clear pronunciation.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason</i>
18. Visualize and purposefully frame thoughts to connect ideas, to compare and contrast, to reason, and to verbalize in small and large groups.	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>

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19. Participate in collaborative discussions for various purposes – to inform, to entertain, to persuade – responding and contributing respectfully.	<i>IS10 – Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
20. Synthesize information from appropriate and varied print and digital sources to present ideas and viewpoints on a topic.	
21. Demonstrate oral literacy skills by participating in various language activities. <i>Examples: present reports, participate in oral dramatic activities, recite poems, read aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services.</i>	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
22. Respond thoughtfully to varied perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views, making new connections in light of the evidence and reasoning presented.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
Language Literacy is the written representation of a language and the ensuing ability to both understand and use written words in order to communicate.	
23. Demonstrate command of the conventions of Standard English grammar and use high-quality English when writing and speaking formally and informally.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
24. Write routinely over brief and extended time frames, employing research, reflection, and revision for a range of tasks, purposes, and audiences.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>

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25. Produce clear and coherent writing, maintaining a formal tone, in which the development, organization, and style are appropriate to task, purpose, and audience.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
26. Develop and strengthen writing by proofreading, editing, and revising.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
<i>Narrative Writing</i>	
27. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
28. Engage the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 – Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
29. Use narrative techniques – figurative language, creative settings, unique chronology, "cliffhangers," viewpoints, dialogue, – to develop the characters and the plot.	<i>DS2 – Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.</i>

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30. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	<i>DS4 - Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
31. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Persuasive Writing</i>	
32. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
33. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
34. Identify strong and weak evidence to support a claim, choosing the best support evidence for a text.	
35. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
36. Provide a concluding statement to support final analysis.	
37. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>

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<i>Descriptive Writing</i>	
38. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
39. Create a descriptive essay using an engaging thesis statement, topic specific vocabulary, and vivid imagery.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"- as artist, poet, and creator- and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
40. Employ sensory language, using adjectives and adverbs, to encourage readers to visualize the text.	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
41. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	
42. Write a conclusion to summarize the essay.	
43. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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Expository Writing	
44. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
45. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	
46. Access background knowledge and properly research the topic to provide accurate information to the audience.	<i>GS2 - Analyze works of fiction and non-fiction to uncover authentic Truth.</i>
47. Use logical format and detail pertinent facts in the text.	
48. Compare and contrast the topic to encourage the audience to draw conclusions.	<i>IS-14 - Analyze the author's reasoning and discover the author's intent.</i>
49. Write a conclusion to summarize the essay.	
50. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
51. Utilize technology to research, analyze, produce, publish, and update independent or shared speaking and writing experiences.	

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52. Use credible digital media safely, ethically, and strategically in written and oral presentations to enhance understanding of discoveries and evidence.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
53. Create and edit digital products appropriate in subject and purpose for the assignment and the audience.	
Research Literacy <i>is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.</i>	
54. Engage in inquiry through the research process to locate, acquire, and present credible information in multiple modes.	
55. Responsibly follow ethical guidelines in the use of digital sources to investigate self-generated questions or to solve a problem.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
56. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
57. Selectively incorporate researched information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	<i>GS4 - Share how literature can contribute to strengthening one's moral character.</i>

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58. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: When speaking to defend or explain a multimedia presentation on Salvation History in the Old Testament, use pertinent resources, such as Sacred Scripture, to support the topic.</i>	<i>GS1 - Analyze literature that reflects the transmission of Catholic culture and worldview.</i>
59. Understand a works cited entry; recognize the parts of a work cited entry; properly use citations; avoid plagiarism.	
Language Conventions Literacy <i>is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.</i>	
60. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing or speaking formally and informally.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
61. Use a consistent style of writing throughout text.	
62. Create a topic sentence that signifies the main idea of the text.	
63. Write a concise thesis statement.	
64. Avoid sentence fragments and run-on sentences in texts.	
65. Use conjunctive adverbs for transition words or phrases within essays.	
66. Avoid repetitive words and phrases.	

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67. Apply rules of singular, plural, and compound nouns in writing.	
68. Apply rules of pronoun agreement; subjective, objective, and possessive pronouns; relative pronouns in writing. <i>Example: who or whom</i>	
69. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.	
70. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.	
71. Form verb tense appropriately.	
72. Use parallel structure to improve readability and clarity.	
73. 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.	
74. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
75. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
76. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	
77. Use a colon to introduce a list or quotation.	
78. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	

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79. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
80. Follow rules of capitalization in text.	
81. Spell correctly.	
82. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	
83. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	
84. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>IS3 - Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
85. Use literary devices in writing to enhance originality, aid in visualization, and engage the reader. <i>Examples: simile, metaphor, onomatopoeia, tone, imagery, irony, symbolism, hyperbole, personification, euphemism, oxymoron, paradox.</i>	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings</i>

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Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.	
86. Identify and categorize words having shared Greek or Latin roots using print and digital resources for reference.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
87. Identify the meaning of Greek and Latin roots and the words containing the roots.	
88. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.	<i>IS10 – Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
89. Identify and use word pattern changes due to prefixes and suffixes.	
90. Choose words precisely ensuring that the connotation and denotation best match the sentence.	<i>IS6 – Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>
91. Use context clues to determine meanings of unfamiliar spoken or written words.	
92. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	
93. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, to determine or clarify its precise meaning, its part of speech, or its etymology.	
94. Replace redundantly used words by referencing a thesaurus.	
95. Determine the meaning of a word using synonyms and antonyms in context.	
96. Correctly use homophones.	

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97. Acquire and utilize academic and domain-specific vocabulary essential for reading, writing, speaking, and listening at an appropriate grade level.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
98. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 - Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>

Grade Seven Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

Critical Literacy is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.

Cardinal Newman Standards:
*Catholic Curricular Standards and Dispositions in
English/Language Arts 7-12*

1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of literary and informational texts of all genres.

IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.

DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

2. Process and utilize information for spiritual, academic, and personal purposes.

DS1 - Share how literature fosters both prudence and sound judgement in the human person.

3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

4. Comprehend and appropriately respond to emails, memos, business letters, and notices.

5. Access background knowledge and known and new domain-specific vocabulary to connect text and precise understanding.

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6. Gain an understanding of language structures - written syntax, sentence organization, and text structure to improve comprehension.	<i>IS5 - Describe how poets and writers use language to convey truths that are universal and transcendent.</i>
7. Analyze the impact of context and organizational structures on the theme, main idea, key details, and tone of the text as a whole.	<i>GS4 - Share how literature can contribute to strengthening one's moral character.</i>
8. Analyze the author's rhetorical choices of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>DS4 - Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
9. Describe how the author's use of character types, setting, plot, conflict, theme, dialogue, and viewpoint contribute to the meaning and purpose of literary and informational texts including prose and poetry.	<i>IS2 - Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
10. Interpret the content and structures of informational texts to make implicit inferences, to draw conclusions and to identify problems and solutions, cause and effect, claims and evidence.	<i>DS6 - Display a sense of the "good" by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</i>
11. Describe the use of literary devices including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism. Tell how these support interpretations of the text.	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
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17. Present information orally using complex sentence structures, meaningful vocabulary, appropriate volume and rate, and clear pronunciation.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason</i>
18. Visualize and purposefully frame thoughts to connect ideas, to compare and contrast, to reason, and to verbalize in small and large groups.	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>

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Seventh Grade Diocese of Birmingham ELA Standards 2024

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28. Engage the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 – Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
29. Use narrative techniques – figurative language, creative settings, unique chronology, "cliffhangers," viewpoints, dialogue, – to develop the characters and the plot.	<i>DS2 – Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.</i>

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30. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	
31. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
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32. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
33. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
34. Identify strong and weak evidence to support a claim, choosing the best support evidence for a text.	
35. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
36. Provide a concluding statement to support final analysis.	
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40. Employ sensory language, using adjectives and adverbs, to encourage readers to visualize the text.	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
41. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	
42. Write a conclusion to summarize the essay.	
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Seventh Grade Diocese of Birmingham ELA Standards 2024

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49. Write a conclusion to summarize the essay.	
50. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
51. Utilize technology to research, analyze, produce, publish, and update independent or shared speaking and writing experiences.	

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52. Use credible digital media safely, ethically, and strategically in written and oral presentations to enhance understanding of discoveries and evidence.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
53. Create and edit digital products appropriate in subject and purpose for the assignment and the audience.	
Research Literacy <i>is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.</i>	
54. Engage in inquiry through the research process to locate, acquire, and present credible information in multiple modes.	
55. Responsibly follow ethical guidelines in the use of digital sources to investigate self-generated questions or to solve a problem.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
56. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>GS4 - Share how literature can contribute to strengthening one's moral character.</i>
57. Selectively incorporate researched information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	

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58. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: When speaking to defend or explain a multimedia presentation on Salvation History in the Old Testament, use pertinent resources, such as Sacred Scripture, to support the topic.</i>	<i>GS1 - Analyze literature that reflects the transmission of Catholic culture and worldview.</i>
59. Understand a works cited entry; recognize the parts of a work cited entry; properly use citations; avoid plagiarism.	
Language Conventions Literacy <i>is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.</i>	
60. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing or speaking formally and informally.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
61. Use a consistent style of writing throughout text.	
62. Create a topic sentence that signifies the main idea of the text.	
63. Write a concise thesis statement.	
64. Use simple, compound, complex, and compound-complex sentences and questions in compositions.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
65. Avoid sentence fragments and run-on sentences in texts.	

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66. Use conjunctive adverbs for transition words or phrases within essays.	
67. Avoid repetitive words and phrases.	
68. Apply rules of singular, plural, and compound nouns in writing.	
69. Apply rules of pronoun agreement; subjective, objective, and possessive pronouns; relative pronouns in writing. <i>Example: who or whom</i>	
70. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.	
71. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.	
72. Form verb tense appropriately.	
73. Use parallel structure to improve readability and clarity.	
74. 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.	
75. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
76. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
77. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	

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78. Use a colon to introduce a list or quotation.	
79. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	
80. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
81. Correctly use quotation marks to identify dialogue.	
82. Follow rules of capitalization in text.	
83. Spell correctly.	
84. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
85. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	
86. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>IS3 - Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
87. Use literary devices in writing to enhance originality, aid in visualization, and engage the reader. <i>Examples: simile, metaphor, onomatopoeia, tone, imagery, irony, symbolism, hyperbole, personification, euphemism, oxymoron, paradox.</i>	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings</i>

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Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.	
88. Identify and categorize words having shared Greek or Latin roots using print and digital resources for reference.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
89. Identify the meaning of Greek and Latin roots and the words containing the roots.	
90. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.	<i>IS10 – Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
91. Identify and use word pattern changes due to prefixes and suffixes.	
92. Choose words precisely ensuring that the connotation and denotation best match the sentence.	<i>IS5 – Describe how poets and writers use language to convey truths that are universal and transcendent.</i>
93. Use context clues to determine meanings of unfamiliar spoken or written words.	
94. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	
95. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, to determine or clarify its precise meaning, its part of speech, or its etymology.	
96. Replace redundantly used words by referencing a thesaurus.	
97. Determine the meaning of a word using synonyms and antonyms in context.	
98. Correctly use homophones.	

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99. Acquire and utilize academic and domain-specific vocabulary essential for reading, writing, speaking, and listening at an appropriate grade level.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
100. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 - Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>

Grade Eight Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

Critical Literacy is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.

Cardinal Newman Standards:
*Catholic Curricular Standards and Dispositions in
English/Language Arts 7-12*

1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of literary and informational texts of all genres.

IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.

DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

2. Process and utilize information for spiritual, academic, and personal purposes.

DS1 - Share how literature fosters both prudence and sound judgement in the human person.

3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.

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4. Comprehend and appropriately respond to emails, memos, business letters, and notices.	
5. Access background knowledge and known and new domain-specific vocabulary to connect text and precise understanding.	
6. Gain an understanding of language structures - written syntax, sentence organization, and text structure to improve comprehension.	<i>IS5 - Describe how poets and writers use language to convey truths that are universal and transcendent.</i>
7. Based on context and organizational structures of texts, determine complex inferences, conflicts and solutions, cause and effect, comparisons and contrasts, and substantiated and unsubstantiated claims and evidence.	<i>GS4 - Share how literature can contribute to strengthening one's moral character. DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
8. Analyze the author's rhetorical choices of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>DS4 - Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
9. Analyze how the author's use of key literary elements including character types, setting, plot, dialogue, conflict, theme, and viewpoint contribute to the meaning and purpose of literary and informational texts including prose and poetry.	<i>IS2 - Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>

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10. Describe and critique the use of literary devices including simile, metaphor, personification, allusion, onomatopoeia, hyperbole, tone, imagery, irony, symbolism. Tell how these support interpretations of the text.	<i>DS6 – Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</i>
11. Compare and contrast various texts produced from many historical and cultural perspectives.	<i>IS6 – Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>
Oral Language Literacy is the system in which we use spoken words to express knowledge, ideas, and feelings. Developing the skills and knowledge to speak and listen is correlated to reading comprehension and written expression.	
12. Demonstrate command of the conventions of Standard English grammar and use high-quality English when speaking formally and informally to facilitate effective communication.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
13. Politely and respectfully participate in collaborative discussions for various purposes with peers and adults in small and large groups.	<i>IS10 – Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
14. Present information orally using precise and concise language, complex sentence structures, meaningful vocabulary, appropriate volume and rate, and clear pronunciation.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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15. Listen and evaluate presentations by examining the speaker's rhetorical strategies regarding viewpoint, purpose, comparisons, analogies, allusions, and figurative, connotative, and denotative meanings.	
16. Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately. <i>Examples: active/passive voice, diction, syntax</i>	
17. Evaluate a speaker's rhetorical and organizational choices in order to determine viewpoint, purpose, and effectiveness.	
18. Visualize and purposefully frame thoughts to connect ideas, to compare and contrast, to reason, and to verbalize in small and large groups.	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
19. Prepare for discussions by researching material under study; explicitly draw on that preparation by referring to claims, findings, reasoning, relevance, and evidence from informational texts and other research on the topic to stimulate thoughtful, collaborative discussions.	<i>IS8 - Explain how literature assists in transcending the limited horizon of human reality.</i>
20. Synthesize information from appropriate and varied print and digital sources to present ideas and viewpoints on a topic.	
21. Demonstrate oral literacy skills by participating in various language activities. <i>Examples: present reports, participate in oral dramatic activities, recite poems, read aloud at religious occurrences such as Mass, Stations of the Cross, Rosary, and prayer services.</i>	<i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
22. Clearly articulate positions in collaborative discussions and presentations on all forms of informational texts and literature, including prose and poetry, with specific attention to the purpose and the audience.	<i>IS15 - Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.</i>

Eighth Grade Diocese of Birmingham ELA Standards 2024

Language Literacy <i>is the written representation of a language and the ensuing ability to both understand and use written words in order to communicate.</i>	
23. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
24. Identify and properly use gerunds, participles, infinitives, and clauses in writing.	
25. Analyze the effects of active and passive voice and shifts in verb tense and correctly use in writing; recognize and correct inappropriate shifts in verb tense.	
26. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
27. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.	
28. Write routinely over brief and extended time frames, employing research, reflection, and revision for a range of tasks, purposes, and audiences.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
29. Produce clear and coherent writing, maintaining a formal tone, in which the development, organization, and style are appropriate to task, purpose, and audience.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
30. Develop and strengthen writing by proofreading, editing, and revising.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>

Eighth Grade Diocese of Birmingham ELA Standards 2024

<i>Narrative Writing</i>	
31. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
32. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 – Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
33. Use narrative techniques – figurative language, creative settings, unique chronology, "cliffhangers," viewpoints, dialogue, – to develop the characters and the plot.	<i>DS2 – Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.</i>
34. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	
35. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>

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<i>Persuasive Writing</i>	
36. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
37. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
38. Identify strong and weak evidence to support a claim, choosing the best support evidence for a text.	
39. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
40. Provide a concluding statement to support final analysis.	
41. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Descriptive Writing</i>	
42. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>

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43. Create a descriptive essay using an engaging thesis statement, topic specific vocabulary, and vivid imagery.	<i>IS15 - Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"- as artist, poet, and creator- and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
44. Employ sensory language, using adjectives and adverbs, to encourage the audience to visualize the text.	<i>WS1 - Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
45. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	
46. Write a conclusion to summarize the essay.	
47. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Expository Writing</i>	
48. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
49. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	

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50. Access background knowledge, use precise vocabulary, and properly research the topic to examine and convey complex information and processes in an expository text.	
51. Use logical format and detail pertinent facts in the text.	
52. Compare and contrast the topic to encourage the audience to draw conclusions.	<i>IS-14 - Analyze the author's reasoning and discover the author's intent.</i>
53. Write a conclusion to summarize the essay.	
54. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
55. Utilize technology to research, analyze, produce, publish, and update independent or shared speaking and writing experiences.	
56. Use credible digital media safely, ethically, and strategically in written and oral presentations to enhance understanding of discoveries and evidence.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
57. Create and edit digital products appropriate in subject and purpose for the assignment and the audience.	

Eighth Grade Diocese of Birmingham ELA Standards 2024

Research Literacy <i>is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.</i>	
58. Engage in inquiry through the research process to locate, acquire, and present credible information in multiple modes.	
59. Responsibly follow ethical guidelines in the use of digital sources to investigate self-generated questions, to solve a problem, or defend a position.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
60. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
61. Selectively incorporate researched information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	
62. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: When speaking to defend or explain a multimedia presentation on the Gospel accounts of the life of Jesus, use pertinent resources, such as Sacred Scripture, to support the topic.</i>	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
63. Understand a works cited entry; recognize the parts of a work cited entry; properly use citations; avoid plagiarism.	

Eighth Grade Diocese of Birmingham ELA Standards 2024

Language Conventions Literacy <i>is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.</i>	
64. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing or speaking formally and informally.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
65. Use a consistent style of writing throughout text.	
66. Create a topic sentence that signifies the main idea of the text.	
67. Write a concise thesis statement.	
68. Use simple, compound, complex, and compound-complex sentences and questions in compositions.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
69. Avoid sentence fragments and run-on sentences in texts.	
70. Use conjunctive adverbs for transition words or phrases within essays.	
71. Avoid repetitive and redundant words and phrases.	
72. Apply rules of singular, plural, and compound nouns in writing.	
73. Apply rules of pronoun agreement; subjective, objective, and possessive pronouns; relative pronouns in writing. <i>Example: who or whom</i>	
74. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.	

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75. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.	
76. Form verb tense appropriately.	
77. Use parallel structure to improve readability and clarity.	
78. 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.	
79. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
80. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
81. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	
82. Use a colon to introduce a list or quotation.	
83. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	
84. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
85. Correctly use quotation marks to identify dialogue.	
86. Follow rules of capitalization in text.	
87. Spell correctly.	

Eighth Grade Diocese of Birmingham ELA Standards 2024

88. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
89. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	
90. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>IS3 – Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
91. Use literary devices in writing to enhance originality, aid in visualization, and engage the audience. <i>Examples: simile, metaphor, onomatopoeia, imagery, tone, symbolism, irony, hyperbole, personification, euphemism, oxymoron, paradox.</i>	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings</i>
Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.	
92. Identify and categorize words having shared Greek or Latin roots using print and digital resources for reference.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
93. Identify the meaning of Greek and Latin roots and the words containing the roots.	
94. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.	

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95. Identify and use word pattern changes due to prefixes and suffixes.	
96. Choose words precisely ensuring that the connotation and denotation best match the sentence.	
97. Use context clues to determine meanings of unfamiliar spoken or written words.	
98. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	
99. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, to determine or clarify its precise meaning, its part of speech, or its etymology.	<i>IS10 - Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
100. Replace redundantly used words by referencing a thesaurus.	
101. Determine the meaning of a word using synonyms and antonyms in context.	
102. Correctly use homophones.	
103. Acquire and utilize academic and domain-specific vocabulary essential for reading, writing, speaking, and listening at an appropriate grade level.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
104. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 - Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, & artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>

Grade Nine Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

Critical Literacy is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.

Cardinal Newman Standards:
*Catholic Curricular Standards and Dispositions in
English/Language Arts 7-12*

1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of literary and informational texts of all genres.

IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.

DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

2. Process and utilize information for spiritual, academic, and personal purposes.

3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

DS1 - Share how literature fosters both prudence and sound judgement in the human person.

4. Comprehend and appropriately respond to emails, memos, business letters, and notices.

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5. Increase understanding of language structures – written syntax, sentence organization, and text structure to improve comprehension.	<i>IS5 – Describe how poets and writers use language to convey truths that are universal and transcendent.</i>
6. Based on context and organizational structures of texts, determine complex inferences, conflicts and solutions, cause and effect, comparisons and contrasts, and substantiated and unsubstantiated claims and evidence.	<i>GS4 – Share how literature can contribute to strengthening one's moral character.</i> <i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
7. Analyze the author's rhetorical choices of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i>
8. Analyze how the author's use of key literary elements including character types, setting, plot, dialogue, conflict, theme, and viewpoint contribute to the meaning and purpose of literary and informational texts including prose and poetry.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i>
9. Interpret how an author's grammar and rhetorical style impact the meaning and purpose of poetry, prose, historical, business, and informational documents.	<i>IS2 – Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
10. Analyze how complex characters evolve over the course of a text and advance the plot or develop the theme.	<i>DS6 – Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</i>

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11. Identify both explicit and implicit information to draw logical inferences from the text.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
12. Analyze how an author’s cultural perspective influences style, language, and themes drawing on expansive reading of literature.	<i>IS6 – Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>
13. Synthesize information from graphic texts (tables, charts, graphs, maps, blueprints, digital dashboards, flow charts, timelines) to draw conclusions and defend claims.	<i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
Oral Language Literacy <i>is the system in which we use spoken words to express knowledge, ideas, and feelings. Developing the skills and knowledge to speak and listen is correlated to reading comprehension and written expression.</i>	
14. Demonstrate command of the conventions of Standard English grammar and use high-quality English when speaking formally and informally.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
15. Politely and respectfully participate in collaborative discussions for various purposes with peers and adults in small and large groups.	<i>IS10 – Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
16. Present information orally using precise and concise language, complex sentence structures, meaningful vocabulary, appropriate volume and rate, and clear pronunciation.	

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17. Visualize and purposefully frame thoughts to connect ideas, to compare and contrast, to reason, and to verbalize in small and large groups.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
18. Prepare for discussions, by reading and researching material under study; explicitly drawing on that preparation by referring to evidence from texts and other credible research on the topic to stimulate a thoughtful, informed exchange of ideas.	
19. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
20. Respond thoughtfully to varied perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views, making new connections in light of the evidence and reasoning presented.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
Language Literacy <i>is the written representation of a language and the ensuing ability to both understand and use written words in order to communicate.</i>	
21. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
22. Write routinely over brief and extended time frames, employing research, reflection, and revision for a range of tasks, purposes, and audiences.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>

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23. Produce clear and coherent writing, maintaining a formal tone, in which the development, organization, and style are appropriate to task, purpose, and audience.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
24. Develop and strengthen writing by proofreading, editing, and revising.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
<i>Narrative Writing</i>	
25. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
26. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 – Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
27. Use narrative techniques – figurative language, creative settings, unique chronology, "cliffhangers," viewpoints, dialogue, – to develop the characters and the plot.	<i>DS2 – Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.</i>

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28. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	
29. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Persuasive Writing</i>	
30. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
31. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
32. Identify strong and weak evidence to support a claim, choosing the best support evidence for a text.	
33. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
34. Provide a concluding statement to support final analysis.	
35. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>

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<i>Descriptive Writing</i>	
36. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
37. Create a descriptive essay using an engaging thesis statement, topic specific vocabulary, and vivid imagery.	<i>IS15 - Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"- as artist, poet, and creator- and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
38. Employ sensory language, using adjectives and adverbs, to encourage audience to visualize the text.	<i>WS1 - Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
39. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	
40. Write a conclusion to summarize the essay.	
41. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Expository Writing</i>	
42. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>

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43. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	
44. Access background knowledge and properly research the topic to provide accurate information to audience.	
45. Use logical format and detail pertinent facts in the text.	
46. Compare and contrast the topic to encourage the audience to draw conclusions.	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
47. Write a conclusion to summarize the essay.	
48. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
49. Utilize digital media responsibly, ethically, and strategically to analyze, produce, publish, and update written and oral presentations.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
50. Create and edit credible digital products appropriate in subject and purpose for the assignment and the audience.	

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Research Literacy <i>is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.</i>	
51. Conduct both brief and sustained research projects to address a self-generated question or solve a problem; appropriately narrow or expand the inquiry; synthesize multiple sources, and demonstrate understanding.	<i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
52. Gather pertinent data from various credible print and digital sources; efficiently utilize advanced search techniques when relevant; selectively incorporate information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	
53. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: when speaking to defend or explain a multimedia presentation on applying the Good News in daily life, use pertinent resources, such as Sacred Scripture, to support the topic</i>	<i>IS14 – Analyze the author's reasoning and discover the author's intent.</i>
54. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
55. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.	
56. Understand a works cited entry; recognize the parts of a work cited entry; properly use citations; avoid plagiarism.	

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Language Conventions Literacy <i>is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.</i>	
57. Demonstrate command of the conventions of Standard English grammar and high-quality speech when writing or speaking.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
58. Use a consistent style of writing throughout text.	
59. Create a topic sentence that signifies the main idea of the text.	
60. Write a concise thesis statement.	
61. Avoid sentence fragments and run-on sentences in texts.	
62. Use conjunctive adverbs for transition words or phrases within essays.	
63. Avoid repetitive and redundant words and phrases.	
64. Apply rules of singular, plural, and compound nouns in writing.	
65. Apply rules of pronoun agreement, singular and plural pronouns, and relative pronouns in writing. <i>Examples: who and whom</i>	
66. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.	
67. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.	
68. Form verb tense appropriately.	

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69. Use parallel structure to improve readability and clarity.	
70. 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.	
71. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
72. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
73. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	
74. Use a colon to introduce a list or quotation.	
75. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	
76. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
77. Follow rules of capitalization in text.	
78. Spell correctly.	
79. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	
80. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	

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81. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>IS3 - Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
82. Use literary devices in writing to enhance originality, aid in visualization, and engage the audience. <i>Examples: simile, metaphor, onomatopoeia, imagery, tone, symbolism, irony, hyperbole, personification, euphemism, oxymoron, paradox.</i>	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings</i>
Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.	
83. Identify and categorize words having shared Greek or Latin roots using print and digital resources for reference.	<i>WS1 - Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
84. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.	
85. Identify the meaning of Greek and Latin roots and the words containing the roots.	<i>IS10 - Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
86. Identify and use word pattern changes due to prefixes and suffixes.	
87. Choose words precisely ensuring that the connotation and denotation best match the sentence.	
88. Use context clues to determine meanings of unfamiliar spoken or written words.	

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89. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	
90. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, to determine or clarify its precise meaning, its part of speech, or its etymology.	
91. Determine the meaning of a word using synonyms and antonyms in context.	
92. Correctly use homophones.	
93. Acquire and utilize academic and domain-specific vocabulary essential for reading, writing, speaking, and listening at an appropriate grade level.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
94. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 - Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>

Grade Ten Content Standards Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.	
Critical Literacy <i>is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.</i>	Cardinal Newman Standards: <i>Catholic Curricular Standards and Dispositions in English/Language Arts 7-12</i>
1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of stories, dramas, poems, biographies, expositives, etc.	<i>IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.</i> <i>DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.</i>
2. Process and utilize knowledge gained from texts for spiritual, academics, and personal purposes.	
3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.	<i>GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.</i> <i>DS1 - Share how literature fosters both prudence and sound judgement in the human person.</i>
4. Comprehend and appropriately respond to workplace emails, memos, business letters, and notices.	

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5. Refine understanding of language structures – written syntax, sentence organization, and text structure to improve comprehension.	<i>IS5 – Describe how poets and writers use language to convey truths that are universal and transcendent.</i>
6. Based on context and organizational structures of texts, determine complex inferences, conflicts and solutions, cause and effect, comparisons and contrasts, and substantiated and unsubstantiated claims and evidence.	<i>IS1 – Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.</i>
7. Analyze the author’s rhetorical choices of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>DS4 – Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
8. Interpret how an author’s syntax and rhetorical style impact the meaning and purpose of poetry, prose, historical, business, and informational documents.	<i>IS2 – Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
9. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<i>IDS6 – Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons b) their proper role in society as understood in their own culture or the world of the text c) the terms of contemporary culture d) the terms of Catholic tradition and moral norms. DS2 – Develop empathy, care, and compassion for a character’s crisis or choice in order to transcend oneself, build virtue, and better understand one’s own disposition and humanity.</i>

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10. Identify both explicit and implicit information to draw logical inferences from the text.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
11. Describe and critique the use of literary devices including simile, metaphor, personification, allusion, onomatopoeia, hyperbole, tone, imagery, irony, symbolism. Tell how these support interpretations of the text.	<i>IS11 – Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.</i>
12. Analyze how an author’s cultural perspective influences style, language, and themes based on expansive reading of literature.	<i>IS6 – Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>
13. Analyze how the author unfolds a sequential series of events, how these are introduced and developed, and the connections found between them.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
14. Synthesize information from graphic texts (tables, charts, graphs, maps, blueprints, digital dashboards, flow charts, timelines) to draw conclusions and defend claims.	<i>GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
Oral Language Literacy <i>is the system in which we use spoken words to express knowledge, ideas, and feelings. Developing the skills and knowledge to speak and listen is correlated to reading comprehension and written expression.</i>	
15. Demonstrate command of the conventions of Standard English grammar and high-quality speech when speaking both formally and informally.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>

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16. Participate in collaborative discussions involving multiple perspectives, responding and contributing respectfully.	
17. Visualize and frame thoughts into dialogue to connect ideas, to compare and contrast, to reason, and to conduct a meaningful conversation in both small and large groups.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
18. Prepare for discussions, by reading and researching material under study; explicitly drawing on that preparation by referring to evidence from texts and other credible research on the topic to stimulate a thoughtful, informed exchange of ideas.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i> <i>DS5 – Share how literature ignites the creative imagination by presenting in rich context the amazing lives and situations told by humanity’s best storytellers and most alive intellects.</i> <i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems.</i>
19. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	<i>GS4 – Share how literature can contribute to strengthening one’s moral character.</i>
20. Respond thoughtfully to varied perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views, making new connections in light of the evidence and reasoning presented.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
21. Deliver a speech, presentation, or read a passage to an audience for a specific purpose. <i>Examples: at a religious occurrence, in class, in a conference, at a retreat</i>	<i>WS4 – Demonstrate the use of rhetorical skills in the service and pursuit of truth.</i>

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Language Literacy <i>is the written representation of a language and the ensuing ability to both understand and use written words in order to communicate.</i>	
22. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing.	WS3 - <i>Use grammar as a means of signifying concepts and the relationship to reason.</i>
23. Write routinely over brief and extended time frames, employing research, reflection, and revision for a range of tasks, purposes, and audiences.	WS2 - <i>Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
24. Produce clear and coherent writing, maintaining a formal tone, in which the development, organization, and style are appropriate to task, purpose, and audience.	WS1 - <i>Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
25. Develop and strengthen writing by proofreading, editing, and revising.	WS4 - <i>Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
Narrative Writing	
26. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	WS2 - <i>Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>

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27. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 – Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
28. Use narrative techniques – figurative language, creative settings, unique chronology, "cliffhangers," viewpoints, dialogue, – to develop the characters and the plot.	
29. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	<i>DS5 – Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity's best storytellers and most alive intellects.</i>
30. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Persuasive Writing</i>	
31. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
32. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos – the appeal to credibility; pathos – the appeal to emotion; logos – the appeal to reason.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>

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33. Identify strong and weak evidence to support a claim, choosing the best support evidence for a text.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
34. Fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
35. Provide a concluding statement to support final analysis.	
36. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Descriptive Writing</i>	
37. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
38. Create a descriptive essay using an engaging thesis statement, topic specific vocabulary, and vivid imagery.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"- as artist, poet, and creator- and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
39. Employ sensory language, using adjectives and adverbs, to encourage the audience to visualize the text.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i>

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40. Use figurative language to enhance the text. <i>Examples: analogies, similes, and metaphors.</i>	<i>IS7 – Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.</i>
41. Write a conclusion to summarize the essay.	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
42. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Expository Writing</i>	
43. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
44. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	
45. Access background knowledge and properly research the topic to provide accurate information to the audience.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
46. Use logical format and detail pertinent facts in the text.	
47. Compare and contrast the topic to encourage the audience to draw conclusions.	<i>IS14 – Analyze the author's reasoning and discover the author's intent.</i>
48. Write a conclusion to summarize the essay.	

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49. Enlist peers and teachers to proofread and edit the expository writing; make appropriate revisions.	WS3 – Use grammar as a means of signifying concepts and the relationship to reason.
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
50. Utilize digital media responsibly, ethically, and strategically to analyze, produce, publish, and update written and oral presentations.	GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
51. Create and edit credible digital products appropriate in subject and purpose for the assignment and the audience.	
Research Literacy is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.	
52. Conduct both brief and sustained research projects to address a self-generated question or solve a problem; appropriately narrow or expand the inquiry; synthesize multiple sources, and demonstrate understanding.	GS3 – Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
53. Gather pertinent data from various credible print and digital sources; efficiently utilize advanced search techniques when relevant; selectively incorporate information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	

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54. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: when speaking to defend or explain a multimedia presentation on the history of the Catholic Church, use pertinent resources, such as the Catechism of the Catholic Church, to support the topic</i>	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
55. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
56. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.	
57. Understand a works cited entry; recognize the parts of a work cited entry; properly use citations; avoid plagiarism.	
Language Conventions Literacy <i>is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.</i>	
58. Demonstrate command of the conventions of Standard English grammar and high-quality speech when writing or speaking.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i> <i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason</i>
59. Use a consistent style of writing throughout text.	
60. Avoid sentence fragments and run-on sentences in texts.	

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61. Use conjunctive adverbs for transition words or phrases within essays.	
62. Use varied transitions to link sections, create cohesion, and clarify the relationships among complex concepts.	
63. Avoid repetitive and redundant words and phrases.	
64. Apply rules of singular, plural, and compound nouns in writing.	
65. Apply rules of pronoun agreement, singular and plural pronouns, and relative pronouns in writing. <i>Example: who or whom</i>	
66. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.	
67. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.	
68. Form verb tense appropriately.	
69. Use parallel structure to improve readability and clarity.	
70. 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.	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
71. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
72. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	
73. Use a colon to introduce a list or quotation.	

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74. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	
75. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
76. Follow rules of capitalization in text.	
77. Spell correctly.	
78. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	<i>IS3 - Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
79. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	
Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.	
80. Identify and categorize words having shared Greek or Latin roots using print and digital resources for reference.	<i>WS1 - Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
81. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.	

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82. Identify the meaning of Greek and Latin roots and the words containing the roots.	<i>IS10 - Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
83. Identify and use word pattern changes due to prefixes and suffixes.	
84. Choose words precisely ensuring that the connotation and denotation best match the sentence.	
85. Use context clues to determine meanings of unfamiliar spoken or written words.	
86. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	
87. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, to determine or clarify its precise meaning, its part of speech, or its etymology.	
88. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
89. Replace redundantly used words by referencing a thesaurus.	
90. Determine the meaning of a word using synonyms and antonyms in context; correctly use homophones.	
91. Acquire and utilize academic and domain-specific vocabulary essential for reading, writing, speaking, and listening at an appropriate grade level.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>

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92. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 - Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>
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Grade Eleven Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

Critical Literacy is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.

Cardinal Newman Standards:
Catholic Curricular Standards and Dispositions in English/Language Arts 7-12

1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of stories, dramas, poems, biographies, expositives, etc.

IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.

DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

2. Process and utilize knowledge gained from texts for spiritual, academics, and personal purposes.

3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

DS1 - Share how literature fosters both prudence and sound judgement in the human person.

4. Comprehend and appropriately respond to workplace emails, memos, business letters, and notices.

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5. Based on context and organizational structures of texts, determine complex inferences, conflicts and solutions, cause and effect, comparisons and contrasts, and substantiated and unsubstantiated claims and evidence.	<i>IS1 – Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.</i>
6. Analyze the author’s rhetorical choices of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>IS13 – Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition which is not always explainable with technical linguistic analysis or scientific rationalism.</i>
7. Interpret how an author’s syntax and rhetorical style impact the meaning and purpose of poetry, prose, historical, business, and informational documents.	<i>IS2 – Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
8. Define, identify, and analyze an author’s use of poetic devices such as sonnet structure, blank verse (unrhymed iambic pentameter), personification, allusion, simile, and metaphor.	<i>IS5 – Describe how poets and writers use language to convey truths that are universal and transcendent.</i>

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9. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<i>DS6 – Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.</i> <i>DS2 – Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.</i>
10. Identify both explicit and implicit information to draw logical inferences from the text.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
11. Analyze how the author unfolds a sequential series of events, how these are introduced and developed, and the connections found between them.	<i>IS11 – Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.</i>
12. Describe and critique the use of literary devices including simile, metaphor, personification, allusion, onomatopoeia, hyperbole, tone, imagery, irony, symbolism. Tell how these support interpretations of the text. <i>Example: multiple meaning words or beautiful language meant to engage the audience as in Shakespeare's soliloquies</i>	<i>DS4 – Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>

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13. Analyze how an author's cultural perspective influences style, language, and themes based on expansive reading of literature.	<i>IS6 – Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>
14. Analyze how the author unfolds a sequential series of events, how these are introduced and developed, and the connections found between them.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
15. Evaluate multiple interpretations of a story, drama, or poem and determine how each version interprets the source text. <i>Example: examine a play by Shakespeare and one by an American writer</i>	<i>IS11 – Summarize how literature can reflect the historical and sociological culture of the time and period in which it was written and help us to better understand ourselves and other cultures and times.</i>
16. Compare and contrast perspectives in a variety of fiction, non-fictional, and multimodal texts from various viewpoints.	<i>IS10 – Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
17. Synthesize information from graphic texts (tables, charts, graphs, maps, blueprints, digital dashboards, flow charts, timelines) to draw conclusions and defend claims.	
Oral Language Literacy <i>is the system in which we use spoken words to express knowledge, ideas, and feelings. Developing the skills and knowledge to speak and listen is correlated to reading comprehension and written expression.</i>	
18. Demonstrate command of the conventions of Standard English grammar and high-quality speech when speaking both formally and informally.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
19. Participate in collaborative discussions involving multiple perspectives, responding and contributing respectfully.	

Eleventh Grade Diocese of Birmingham ELA Standards 2024

20. Visualize and frame thoughts into dialogue to connect ideas, to compare and contrast, to reason, and to conduct a meaningful conversation in both small and large groups.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
21. Prepare for discussions, by reading and researching material under study; explicitly draw on preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, informed exchange of ideas.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i> <i>DS5 – Share how literature ignites the creative imagination by presenting in rich context the amazing lives and situations told by humanity’s best storytellers and most alive intellects.</i> <i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems.</i>
22. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	<i>GS4 – Share how literature can contribute to strengthening one’s moral character.</i>
23. Respond thoughtfully to varied perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views, making new connections in light of the evidence and reasoning presented.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
24. Deliver a speech, presentation, or read a passage to an audience for a specific purpose. <i>Examples: at a religious occurrence, in class, in a conference, at a retreat</i>	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>

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Language Literacy <i>is the written representation of a language and the ensuing ability to both understand and use written words in order to communicate.</i>	
25. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing.	WS3 - Use grammar as a means of signifying concepts and the relationship to reason.
26. Write routinely over brief and extended time frames, employing research, reflection, and revision for a range of tasks, purposes, and audiences.	WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
27. Write explanations and expositions that examine and convey complex ideas or processes effectively using credible sources of information.	
28. Produce clear and coherent writing, maintaining a formal tone, in which the development, organization, and style are appropriate to task, purpose, and audience.	WS1 - Explain how language can be used as a bridge for communion with others for the betterment of all involved.
29. Collaborate on writing tasks in varied groups, sharing responsibilities for the final product, compromising to accomplish goals, and respecting individuals in the group.	
30. Develop and strengthen writing by proofreading, editing, and revising.	WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.
Narrative Writing	
31. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.

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32. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 – Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
33. Use narrative techniques – figurative language, creative settings, unique chronology, "cliffhangers," viewpoints, dialogue, – to develop the characters and the plot.	
34. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	<i>DS5 – Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity's best storytellers and most alive intellects.</i>
35. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Persuasive Writing</i>	
36. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>

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37. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
38. Identify strong and weak evidence to support a claim, choosing the best support evidence for a text.	<i>WS1- Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
39. Avoid double, illogical, and unclear comparisons.	
40. Provide a concluding statement to support final analysis.	
41. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Descriptive Writing</i>	
42. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
43. Create a descriptive essay using an engaging thesis statement, topic specific vocabulary, and vivid imagery.	<i>IS15 - Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"- as artist, poet, and creator- and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
44. Employ sensory language, using adjectives and adverbs, to encourage the audience to visualize the text.	<i>IS8 - Explain how literature assists in transcending the limited horizon of human reality.</i>

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45. Use figurative language to enhance the text. <i>Examples: analogies, similes, metaphors, personification, onomatopoeia, allusion</i>	<i>IS7 – Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.</i>
46. Write a conclusion to summarize the essay.	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
47. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Expository Writing</i>	
48. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>
49. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	
50. Access background knowledge and properly research the topic to provide accurate information to audience.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
51. Use logical format and detail pertinent facts in the text.	
52. Compare and contrast the topic to encourage the audience to draw conclusions.	
53. Write a conclusion to summarize the essay.	

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54. Enlist peers and teachers to proofread and edit the expository writing; make appropriate revisions.	WS3 – Use grammar as a means of signifying concepts and the relationship to reason.
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
55. Use digital media safely, ethically, and strategically in presentations to enhance understanding of discoveries and evidence.	
56. Utilize responsible and ethical research practices in the use of technology to produce, publish, and update independent or shared writing experiences.	WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.
57. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, purpose, and credibility of digital sources.	WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.
58. Follow instructions in technical materials to complete a specific task. <i>Example: read and follow instructions for formatting a document.</i>	
59. Use images, sound, animation, and other modes of expression to enhance digital and multimodal texts.	

Eleventh Grade Diocese of Birmingham ELA Standards 2024

Research Literacy <i>is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.</i>	
60. Conduct both brief and sustained research projects to address a self-generated question or solve a problem; appropriately narrow or expand the inquiry; synthesize multiple sources, and demonstrate understanding.	
61. Gather pertinent data from various credible print and digital sources; efficiently utilize advanced search techniques when relevant; selectively incorporate information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
62. Evaluate the credibility of research findings in terms of authority, relevance, accuracy, and purpose.	
63. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: when speaking to defend or explain a multimedia presentation on encountering Jesus Christ in the sacrament of Holy Eucharist, use pertinent resources, such as Sacred Scripture, to support the topic</i>	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
64. Gather credible evidence from literary or informational texts to support analysis, reflection, and research.	
65. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.	
66. Understand a works cited entry; recognize the parts of a work cited entry; properly use citations; avoid plagiarism.	

Eleventh Grade

Diocese of Birmingham ELA Standards 2024

Language Conventions Literacy *is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.*

67. Demonstrate command of the conventions of Standard English grammar and high-quality speech when writing or speaking.

WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.

68. Write a concise thesis statement.

69. Avoid sentence fragments and run-on sentences in texts.

70. Use conjunctive adverbs for transition words or phrases within essays.

71. Use varied transitions to link sections, create cohesion, and clarify the relationships among complex concepts.

72. Avoid repetitive and redundant words and phrases.

73. Apply rules of singular, plural, and compound nouns in writing.

74. Apply rules of pronoun agreement, singular and plural pronouns, and relative pronouns in writing.
Example: who or whom

75. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.

76. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.

77. Form verb tense appropriately.

Eleventh Grade Diocese of Birmingham ELA Standards 2024

78. Use parallel structure to improve readability and clarity.	
79. 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.	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
80. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
81. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	
82. Use a colon to introduce a list or quotation.	
83. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	
84. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
85. Follow rules of capitalization in text.	
86. Spell correctly.	
87. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	<i>IS3 - Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
88. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	

Eleventh Grade Diocese of Birmingham ELA Standards 2024

Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.

89. Identify and categorize words having shared Greek or Latin roots using print and digital resources for reference.

WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.

90. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.

91. Identify the meaning of Greek and Latin roots and the words containing the roots.

IS10 – Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.

92. Identify and use word pattern changes due to prefixes and suffixes.

93. Choose words precisely ensuring that the connotation and denotation best match the sentence.

94. Use context clues to determine meanings of unfamiliar spoken or written words.

95. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

96. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, to determine or clarify its precise meaning, its part of speech, or its etymology.

97. Replace redundantly used words by referencing a thesaurus.

98. Determine the meaning of a word using synonyms and antonyms in context; correctly use homophones.

Eleventh Grade Diocese of Birmingham ELA Standards 2024

99. Acquire and appropriately use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	<i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
100. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 – Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>

Grade Twelve Content Standards

Each content standard completes the phrase “Students will...” and is based on explicit, systematic, and sequential teacher instruction, modeling, and guidance.

Critical Literacy is the ability to use written information to navigate the world in which we live, to develop one's knowledge and potential, and to achieve one's goals in life spiritually, personally, and professionally.

Cardinal Newman Standards:
Catholic Curricular Standards and Dispositions in English/Language Arts 7-12

1. Proficiently read and comprehend both fiction and nonfiction literature to develop a literal and figurative understanding of stories, dramas, poems, biographies, expositives, etc.

IS9 - Evaluate complex literary selections for all that is implied in the concept of "person" as defined from a Catholic perspective.

DS3 - Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.

2. Process and utilize knowledge gained from texts for spiritual, academics, and personal purposes.

3. Analyze and evaluate texts from religion, history, science, and other academic disciplines to gain insight on domain-specific vocabulary, content, and structure of the text.

GS1 - Analyze literature that reflects the transmission of a Catholic culture and worldview.

DS1 - Share how literature fosters both prudence and sound judgement in the human person.

4. Comprehend and appropriately respond to workplace emails, memos, business letters, and notices.

5. Refine an understanding of syntax in the study of complex texts.

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6. Based on context and organizational structures of texts, determine complex inferences, conflicts and solutions, cause and effect, comparisons and contrasts, and substantiated and unsubstantiated claims and evidence.	<i>IS1 – Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.</i>
7. Analyze the author’s use of characterization, connotation, denotation, figurative language, literary elements, and viewpoint to convey meaning in a variety of genres.	<i>DS4 – Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.</i>
8. Interpret how an author’s syntax and rhetorical style impact the meaning and purpose of poetry, prose, historical, business, and informational documents.	<i>IS2 – Describe how the rich spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.</i>
9. Define, identify, and analyze an author’s use of poetic devices such as sonnet structure, blank verse (unrhymed iambic pentameter), personification, allusion, simile, and metaphor.	<i>IS5 – Describe how poets and writers use language to convey truths that are universal and transcendent.</i>

Twelfth Grade Diocese of Birmingham ELA Standards 2024

10. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<i>DS6 – Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons b) their proper role in society as understood in their own culture or the world of the text c) the terms of contemporary culture d) the terms of Catholic tradition and moral norms.</i> <i>DS2 – Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.</i>
11. Identify both explicit and implicit information to draw logical inferences from the text.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
12. Analyze how the author unfolds a sequential series of events, how these are introduced and developed, and the connections found between them.	<i>IS11 – Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.</i>
13. Describe and critique the use of literary devices including simile, metaphor, personification, allusion, onomatopoeia, hyperbole, tone, imagery, irony, symbolism. Tell how these support interpretations of the text. <i>Example: multiple meaning words or beautiful language meant to engage the audience as in Shakespeare's soliloquys</i>	<i>IS13 – Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition which is not always explainable with technical linguistic analysis or scientific rationalism.</i>

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14. Analyze how an author’s cultural perspective influences style, language, and themes, drawing on expansive reading of literature.	<i>IS6 – Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.</i>
15. Synthesize information from graphic texts (tables, charts, graphs, maps, blueprints, digital dashboards, flow charts, timelines) to draw conclusions and defend claims.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person</i>
16. Evaluate multiple interpretations of a story, drama, or poem and determine how each version interprets the source text. <i>Example: examine a play by Shakespeare and one by an American writer</i>	<i>IS11 – Summarize how literature can reflect the historical and sociological culture of the time and period in which it was written and help us to better understand ourselves and other cultures and times.</i>
17. Compare and contrast perspectives in a variety of fiction, non-fictional, and multimodal texts from various viewpoints.	<i>IS10 – Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
Oral Language Literacy <i>is the system in which we use spoken words to express knowledge, ideas, and feelings. Developing the skills and knowledge to speak and listen is correlated to reading comprehension and written expression.</i>	
18. Demonstrate command of the conventions of Standard English grammar and high-quality speech when speaking both formally and informally.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
19. Participate in collaborative discussions involving multiple perspectives, responding and contributing respectfully.	

Twelfth Grade Diocese of Birmingham ELA Standards 2024

20. Visualize and frame thoughts into words to connect ideas, to compare and contrast, to reason, and to verbalize in both small and large groups.	<i>DS1 – Share how literature fosters both prudence and sound judgement in the human person.</i>
21. Prepare for discussions, by reading and researching material under study; explicitly draw on preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, informed exchange of ideas.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i> <i>DS5 – Share how literature ignites the creative imagination by presenting in rich context the amazing lives and situations told by humanity’s best storytellers and most alive intellects.</i> <i>DS7 – Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems.</i>
22. Analyze information from graphic texts to draw conclusions and defend claims. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, maps, etc.</i>	<i>IS10 – Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
23. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	<i>GS4 – Share how literature can contribute to strengthening one’s moral character.</i>
24. Respond thoughtfully to varied perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views, making new connections in light of the evidence and reasoning presented.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.</i>

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25. Deliver a speech, presentation, or read a passage to an audience for a specific purpose. <i>Examples: at a religious occurrence, in class, in a conference, at a retreat</i>	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
Language Literacy <i>is the written representation of a language and the ensuing ability to both understand and use written words in order to communicate.</i>	
26. Demonstrate command of the conventions of Standard English grammar and use high-quality speech when writing.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
27. Write routinely over brief and extended time frames, employing research, reflection, and revision for a range of tasks, purposes, and audiences.	<i>WS2 – Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
28. Write explanations and expositions that examine and convey complex ideas or processes effectively using credible sources of information.	
29. Produce clear and coherent writing, maintaining a formal tone, in which the development, organization, and style are appropriate to task, purpose, and audience.	<i>WS1 – Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
30. Collaborate on writing tasks in varied groups, sharing responsibilities for the final product, compromising to accomplish goals, and respecting individuals in the group.	
31. Develop and strengthen writing by proofreading, editing, and revising.	<i>WS4 – Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>

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<i>Narrative Writing</i>	
32. Follow the writing process to plan and organize a narrative. Use outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
33. Engage and orient the reader by presenting a situation, problem, or observation; establish one or more viewpoints; introduce a narrator and characters; create a smooth progression of experiences and events.	<i>IS4 - Explain from a Catholic perspective how literature addresses critical questions related to man. Examples: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?</i>
34. Use narrative techniques - figurative language, creative settings, unique chronology, "cliffhangers," flashbacks, foreshadowing, viewpoints, dialogue - to develop the characters and plot.	
35. Use precise language to provide details and sensory language to convey vivid images of characters, setting, and the events of the story.	<i>DS5 - Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity's best storytellers and most alive intellects.</i>
36. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>

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Persuasive Writing

37. Follow the writing process to plan and organize persuasive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.

WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.

38. Effectively use rhetorical strategies of persuasion to support claims in analysis of topics: ethos - the appeal to credibility; pathos - the appeal to emotion; logos - the appeal to reason.

WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.

39. Identify strong and weak evidence to support a claim; fairly evaluate counterclaims; address apparent fallacies and erroneous claims; choose the analysis that logically connects the evidence to the claim.

40. Avoid double, illogical, and unclear comparisons.

41. Provide a concluding statement to support final analysis.

WS1- Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.

42. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.

WS3 - Use grammar as a means of signifying concepts and the relationship to reason.

Descriptive Writing

43. Follow the writing process to plan and organize descriptive writing using outlines, graphic organizers, and/or anchor charts to assist in the task.

WS2 - Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.

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44. Create a descriptive essay using an engaging thesis statement, topic specific vocabulary, and vivid imagery.	<i>IS15 – Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as "maker"- as artist, poet, and creator- and how the use of language to create is reflective of our being made in the image and likeness of God.</i>
45. Employ sensory language, using adjectives and adverbs, to encourage the audience to visualize the text.	<i>IS8 – Explain how literature assists in transcending the limited horizon of human reality.</i>
46. Use figurative language to enhance the text. <i>Examples: analogies, similes, metaphors, personification, onomatopoeia, allusion</i>	<i>IS7 – Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.</i>
47. Write a conclusion to summarize the essay.	<i>WS1 – Explain how language can be used as a bridge for communication with one's fellow man for the betterment of all involved.</i>
48. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 – Use grammar as a means of signifying concepts and the relationship to reason.</i>
<i>Expository Writing</i>	
49. Follow the writing process to plan and organize expository writing using outlines, graphic organizers, and/or anchor charts to assist in the task.	<i>WS2 – Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.</i>

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50. Create an unbiased composition to explain a chosen topic using an objective, often scientific, approach.	
51. Access background knowledge and properly research the topic to provide accurate information to audience.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
52. Use logical format and detail pertinent facts in the text.	
53. Compare and contrast the topic to encourage the audience to draw conclusions.	
54. Write a logical conclusion to summarize the essay.	
55. Enlist peers and teachers to proofread and edit the narrative; make appropriate revisions.	<i>WS3 - Use grammar as a means of signifying concepts and the relationship to reason.</i>
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.	
56. Use digital media safely, ethically, and strategically in presentations to enhance understanding of discoveries and evidence.	
57. Utilize responsible and ethical research practices in the use of technology to produce, publish, and update independent or shared writing experiences.	<i>WS1 - Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
58. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, purpose, and credibility of digital sources.	<i>WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.</i>
59. Follow instructions in technical materials to complete a specific task. <i>Example: read and follow instructions for formatting a document.</i>	

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60. Use images, sound, animation, and other modes of expression to enhance digital and multimodal texts.	
Research Literacy <i>is engaging in inquiry through the research process to locate, acquire, refine, and present relevant and credible information in multiple modes.</i>	
61. Conduct both brief and sustained research projects to address a self-generated question or solve a problem; appropriately narrow or expand the inquiry; synthesize multiple sources, and demonstrate understanding.	<i>GS3 - Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.</i>
62. Gather pertinent data from various credible print and digital sources; efficiently utilize advanced search techniques when relevant; selectively incorporate information into the text to maintain the flow of ideas, avoid plagiarism, and adhere to a standardized citation format.	
63. Gather credible evidence from literary or informational texts to support analysis, reflection, and research.	
64. Present ethically-acquired information, research findings, and evidence clearly, concisely, and logically. Tailor the organization, development, substance, and style appropriately to the audience and the purpose. <i>Example: when speaking to defend or explain a multimedia presentation on social justice in theology class, use pertinent resources, such as the Catechism of the Catholic Church, to support the topic</i>	<i>IS14 - Analyze the author's reasoning and discover the author's intent.</i>
65. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.	
66. Understand the parts of a works cited entry; properly use citations; avoid plagiarism.	

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Language Conventions Literacy *is the use of correct grammar, punctuation, spelling, vocabulary, and syntax in accordance with the accepted norms and rules of the English language in writing and speaking.*

67. Demonstrate command of the conventions of Standard English grammar and high-quality speech when writing or speaking.

WS4 - Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.

68. Write a concise thesis statement.

69. Avoid sentence fragments and run-on sentences in texts.

70. Use conjunctive adverbs for transition words or phrases within essays.

71. Use varied transitions to link sections, create cohesion, and clarify the relationships among complex concepts.

72. Avoid repetitive and redundant words and phrases.

73. Apply rules of pronoun agreement, singular and plural pronouns, and relative pronouns in writing.

Example: who or whom

74. Use comparative and superlative adjectives and adverbs to enhance presentation in writing.

75. Apply rules of subject-verb agreement with indefinite pronoun-verb agreement and verb agreement with compound subjects.

76. Form verb tense appropriately.

77. Use parallel structure to improve readability and clarity.

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78. 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.	WS3 – Use grammar as a means of signifying concepts and the relationship to reason.
79. Use commas correctly with direct addresses, introductory words, interjections, interrupters, antithetical phrases, and non-essential appositives.	
80. Use a semicolon and a conjunctive adverb if needed to link two or more closely related independent clauses.	
81. Use a colon to introduce a list or quotation.	
82. Use dashes, hyphens, parentheses, and ellipses only as appropriately needed.	
83. Use apostrophes to create the possessive form of a noun, to show omission of letters in contractions, and to indicate plurals of letters, numbers, and symbols.	
84. Follow rules of capitalization in text.	
85. Spell correctly.	
86. Consistently employ formal language in order to comprehend, interpret, and respond appropriately.	IS3 – Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
87. Integrate information from sources by quoting, paraphrasing, or summarizing; cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	

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88. Use literary devices in writing to enhance originality, aid in visualization, and engage the audience. <i>Examples: hyperbole, personification, euphemism, oxymoron, paradox.</i>	<i>WS2 - Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.</i>
Vocabulary Acquisition is the process of learning new words and their meaning which is critical in language and literacy development.	
89. Identify and categorize words having shared Greek or Latin roots.	<i>WS1 - Explain how language can be used as a bridge for communion with others for the betterment of all involved.</i>
90. Use Greek or Latin roots as clues to the meaning of words; use words as clues to the meanings of Greek and Latin roots.	
91. Identify the meaning of Greek and Latin roots and the words containing the roots.	<i>IS10 - Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.</i>
92. Identify and use word pattern changes due to prefixes and suffixes.	
93. Choose words precisely ensuring that the connotation and denotation best match the sentence.	
94. Use context clues to determine meanings of unfamiliar spoken or written words.	
95. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	

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96. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or to clarify its precise meaning, its part of speech, or its etymology.	<i>IS3 - Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.</i>
97. Demonstrate an understanding of figurative language, word meanings, and nuances of words in written and oral expression.	
98. Replace redundantly used words by referencing a thesaurus.	
99. Determine the meaning of a word using synonyms and antonyms in context; correctly use homophones.	
100. Acquire and appropriately use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	<i>DS7 - Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.</i>
101. Demonstrate independence in the selection of vocabulary word or phrase important to written or spoken expression.	<i>IS13 - Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, & artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.</i>