

June 2010

Catholic Schools Office  
Diocese of Tucson

READING – LANGUAGE ARTS CURRICULUM  
GRADE Pre-K-8

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The Diocese of Tucson  
Language Arts Curriculum  
Grades Pre- K – 8  
Based on AZ Standards

The revised Language Arts Curriculum combines all aspects of Language Arts: reading, writing, speaking and listening. Included are references to the Catholic Social Teachings and suggested educator resources.

The Committee believes this revised Language Arts Curriculum when used on a daily basis will guide students to acquire the necessary skills to be literate and fluent life long readers, writers, listeners and speakers, in short, life long learners.

It is through the successful implementation of these skills that students will become effective communicators and increase their opportunities in life.

The standards are divided by grade levels (K-8) and by AZ States Standards that include numbered performance objectives under each specific skill to be learned.

The revision committee encourages teachers to recognize that one way students enrich their own lives and become contributing citizens is to master language arts. This along with the Catholic Social Teachings will create literate, life long Catholic citizens.

### **Vision Statement**

The Language Arts Curriculum Committee's primary goal is to develop effective communicators who will be literate, fluent, life-long readers, writers, listeners, and speakers grounded in awareness of Catholic Social Teaching.

### **Essential Elements of Language Arts Curriculum for All Grade Levels**

#### **Reading**

1. Instruction will focus on exploration of meaning through integration of a variety of media and literature-based reading.
2. Instruction will heighten student sensitivity, deepen critical thought, expand self-awareness, and promote application of Catholic Social Teaching.
3. Instruction will promote reading fluency through in class oral reading and silent reading.
4. Instruction will consist of age appropriate vocabulary enrichment, phonics, grammar, spelling, decoding, and reading comprehension in meaningful context.

5. Reading, language, and thinking skills instruction will enhance students' abilities as accurate math problem solvers, scientific investigators and content area readers and writers.

### **Writing**

1. Students will use the writing process to communicate their thoughts, ideas and feelings, as well as to organize and expand upon content gained through reading, listening, and other experiences.
2. Students will incorporate their knowledge and develop strategies to become proficient writers in a variety of genres, incorporating multi-media technologies and the six traits of writing.

### **Speaking and Listening**

1. Students will effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

### **Viewing and Presenting**

1. Students will use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

### **Conclusion**

Instruction will utilize a broad range of assessment methods to ensure that each student is developing according to his/her ability. Parents will be encouraged to take part in their children's language arts education through appropriate homework and active involvement in the school.

# Diocese of Tucson Preschool Reading and Writing Curriculum

## Language & Literacy Curriculum

### Standard 1: Listening and Understanding

### Preschool

Date		Objective: Student will	Activity/Assessment/Experiment
	P.1.1	Comprehends finger-plays, rhymes, chants poems, conversations, and stories	Child joins in song and rhymes during circle time
	P.1.2	Follows one step directions	Child places toy truck on shelf when teacher asks, "Please put the truck on the shelf."
	P.1.3	Follows two step directions	Child wipes his/her nose and puts tissue in the trash when teacher asks, "Please wipe your nose with a tissue and throw in trash."
	P.1.4	Follows a series of unrelated sequence of actions	Teacher asks, "Please put your mail by your lunch box, wash your hands, and sit down for lunch."

### Standard 2: Speaking and Communicating

### Preschool

Date		Objective: Student will	Activity/Assessment/Experiment
	P.2.1	Communicates needs, wants, and thoughts, through non-verbal gestures, actions, and expressions	Child leads the teacher to the sandbox to show him/her a spider
	P.2.2	Recites finger play, rhymes, songs, or short poems	Child joins in the singing of, "The Wheels on the Bus."
	P.2.3	Makes relevant responses to questions and comments from family, friends, and teachers	Child can following discussion and change topic.
	P.2.4	Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures	When talking about tee ball, child tells or shows his/her friends how to swing the bat. Another child asks, "Did you hit the ball?"
	P.2.5	Initiates conversation	Child approaches friends and asks, "What are you building?" or "Can I play with you?"
	P.2.6	Uses appropriate tone and inflection to express ideas, feelings, and needs	Child comforts a friend who is crying and quietly says, "It's going to be OK."
	P.2.7	Sustains or expands conversations	When a friend is talking about a trip to the zoo, another child adds, "I have been to the zoo too." or "Did you see the tigers?"
	P.2.8	Recognizes when the listener does not understand and uses techniques to clarify the message	When child realizes he/she has been misunderstood, he/she uses a gesture and/or a different word to clarify the intended message

**Standard 3: Print Awareness****Preschool**

Date		Objective: Student will	Activity/Assessment/Experiment
	P.3.1	Distinguishes between print and pictures	Child points to words under a picture and says, "What does this say?" Child recognizes letter under a picture and responds "I have that letter in my name."
	P.3.2	Identifies signs, symbols, and labels in the environment	Child points to the restroom sign and says, "That means boys bathroom."
	P.3.3	Recognizes that letters are grouped to form words	Child points to the label on a milk carton and says, "That says milk."
	P.3.4	Know that each spoken word can be written and read	Child pretends to read a book to a friend.
	P.3.5	Recognizes own written name	Child can recognize name at the sign-in table or another setting.
	P.3.6	Begins to recognizes written names of friends and families	Child picks up a name card and says, "This is Jane." or "That says mom."
	P.3.7	Seeks information in printed materials	After a nature walk, child looks in a book about lizard and says, "This is like the lizard I found."

**Standard 4: Book Handling Skills****Preschool**

Date		Objective: Student will	Activity/Assessment/Experiment
	P.4.1	Holds a book in the correct manner	Child holds book right side up with front cover facing the reader, carefully turning the pages one page at a time.
	P.4.2	Identifies where in the book to begin reading	Child turns to the first page.
	P.4.3	Understands a book has a title	Child makes a book and says, "My book is called <i>My Mom</i> ."

**Standard 5: Sounds and Rhythms of Spoken Language****Preschool****Phonological Awareness**

Date		Objective: Student will	Activity/Assessment/Experiment
	P.5.1	Recognizes words that rhyme in familiar games, songs, and stories	Child points to pictures of the words that rhyme.
	P.5.2	Invents rhymes and repetitive phrases	Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
	P.5.3	Identifies syllables in words by snapping, clapping, or other rhythmic movement	Child claps each syllable of name (Ben-ja-min = clap, clap, clap)
	P.5.4	Recognizes when different words begin or end with the same sound	Child named Maria says, "My name starts like Monique's."

**Standard 6: Letter Knowledge****Preschool**

\*Please note that this standard should be demonstrated before entering Kindergarten.

Date		Objective: Student will	Activity/Assessment/Experiment
	P.6.1	Discriminates letters from other shapes and symbols	Child discriminates between numeral and letters in puzzles and games
	P.6.2	Identifies similarities and differences in letters	Child points to upper case 'U' and the lower case 'u' and says, "They look the same."
	P.6.3	Identifies letters in familiar words, including those in own name	Child recognizes letters in their first name.
	P.6.4	Recognizes and names at least ten (10) letter of the alphabet	Child correctly names at least 10 upper case letters.
	P.6.5	Makes some letter-sound matches	Child begins to recognize that letters have sounds.

**Standard 7: Vocabulary Development****Preschool**

Date		Objective: Student will	Activity/Assessment/Experiment
	P.7.1	Identifies familiar objects, people, and events	When shown a picture of truck child responds, "Truck."
	P.7.2	Describes familiar objects, people, events, and their attributes with general and specific words and phrases	Child communicates by using words.
	P.7.3	Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> <li>• Positional and directional words (e.g. in, on, out, under, off, beside, behind)</li> <li>• Temporal words (e.g. before/after)</li> <li>• Comparative words (e.g. faster/slower, heavier/lighter)</li> </ul>	When a teacher asks, "Where is the bowl?" child responds with "On the table." Child says, "After lunch I am going to Grandma's" When playing with friends child says, "My car when faster then yours."
	P.7.4	Uses multiple words sentences with grammatical complexity to describe ideas, feelings, activities, and experiences	Child says, "You build the bridge so I can push my car under it."
	P.7.5	Uses uncommon words in communication	Child says, "Your hat is magnificent!"

**Standard 8: Comprehending Stories****Preschool**

Date		Objective: Student will	Activity/Assessment/Experiment
	P.8.1	Takes an active role in reading activities	Child listens with interest to stories. Child chooses a book and asks teacher to read it.
	P.8.2	Asks and answers a variety of questions about stories told or read aloud	Child asks questions about a story when begin read by teacher.
	P.8.3	Relates stories to life experiences and feelings	After listening to a story about cats child responds, "I have a cat her name is Ginger."

	P.8.4	Makes predictions from what is seen in illustrations or heard from stories	After hearing a story, makes predictions to what will happen next.
	P.8.5	Makes connections between events in a story	After reading the story, <i>The Cat in the Hat</i> , child says, "That mom would be really mad if she knew what the cat did in the house."
	P.8.6	Retells a story in sequence with prompting or props	Child acts out a familiar story using felt pieces.

**Standard 9: Written Expression**

**Preschool**

Date	Objective: Student will	Activity/Assessment/Experiment
	P.9.1 Uses a variety of writing tools, materials, and surfaces to create drawing or symbols	Creates a journal. Draws a picture of lines and/or symbols then tells about what they have drawn.
	P.9.2 Dictates thoughts, ideas, and stories to adults	When child is asked about their work will explain what they have drawn or what they are thinking about their ideas.
	P.9.3 Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story	Child writes letter-like forms on a page and says, "This is a note for my mommy."
	P.9.4 Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrase or sentences by use of spacing or marks	Child writes own name from left to right on a paper.
	P.9.5 Uses inventive writing to form words to convey ideas or to tell a story	Child writes KP OT and says, "This says 'Keep out.'"

# Diocese of Tucson Kindergarten Reading and Writing Curriculum

## Strand 1: Reading Process (Kindergarten)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts	Performance Objectives	Catholic Social Teachings and Resources
<p>Demonstrate understanding of print concepts.</p>	<p>PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction.</p> <p>PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> <p>PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.</p> <p>PO 5. Distinguish between printed letters and words.</p> <p>PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>PO 7. Recognize the concept of words by</p>	<p>This web site offers a variety of ways for students to practice learning their own name and the names of their classmates. <a href="http://www.brighthouse.com/education/k-12/articles/4946.aspx">http://www.brighthouse.com/education/k-12/articles/4946.aspx</a>. Include in these activities – Jesus, Mary, Joseph, and God.</p> <p>Have students practice using a children’s Bible, current text or religious themed picture book.</p> <p>Have students practice using a children’s Bible, current text or religious themed picture book.</p> <p>Have students practice using a children’s Bible, current text or religious themed picture book.</p> <p><a href="http://www.internet4classrooms.com/kplus_phonics.htm">http://www.internet4classrooms.com/kplus_phonics.htm</a> - This web sites offers a variety of phonics interactive web sites. Incorporate your religious themed vocabulary into these exercises.</p>

	<p>segmenting spoken sentences into individual words.</p> <p>PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>	<p>Model writing on the SmartBoard/Whiteboard/Chalkboard writing each letter together to makes words to communicate an idea (sentences). Then have the students illustrated the sentence(s). Model this behavior writing about your religious theme/student learning expectations.</p>
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## Strand 1: Reading Process (Kindergarten)

Concept 2: Phonemic Awareness	Performance Objectives	Catholic Social Teachings and Resources
<p>Identify and manipulate the sounds of speech.</p>	<p>PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).</p> <p>PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)</p> <p>PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).</p> <p>PO 4. Blend two or three spoken syllables to say words.</p> <p>PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).</p> <p>PO 6. Blend spoken phonemes to form a single syllable word (e.g.,</p>	<p>Read the book, <u>Designed By God so I must be Special</u> by Character Builders for Kids. Have students identify rhyming words on each page.</p> <p>Formulate a short list of words from creation with the students to form a chart- then model with your students - blending the sounds. (sunrise, Jesus, garden, creature, beginning etc...)</p> <p>Read a picture book or given text (based on current religion theme or topic) to your students (with your class) - then pick out words of importance. Have the student identify beginning/ending sound of the word.</p>

	<p>/m.../a.../n...makes man).</p> <p>PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</p> <p>PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d.../o.../g/ while the student moves a block or tile for each phoneme).</p>	<p>Pick out words from God's story of Creation- God, dog, cat, frog to segment sounds.</p>
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## Strand 1: Reading Process (Kindergarten)

Concept 3: Phonics	Performance Objectives	Catholic Social Teachings and Resources
<p>Decode words, using knowledge of phonics, syllabication, and word parts.</p>	<p>PO 1. Identify letters of the alphabet (upper and lower case).</p> <p>PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p>	<p>Interactive web site to help students identify upper and lower caseletters_ <a href="http://www.literacycenter.net/lessonview_en.php">http://www.literacycenter.net/lessonview_en.php</a></p>

## Strand 1: Reading Process (Kindergarten)

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p>PO 1. Determine what words mean from how they are used in a sentence, heard or read.</p> <p>PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</p>	<p>Use Religious based vocabulary to infuse this objective.</p>

	PO 3. Describe familiar objects and events in both general and specific language.	Help students identify their blessings/gifts/talents etc.... have the students offer examples of how they need/use/enjoy these gifts or blessings.
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## Strand 1: Reading Process (Kindergarten)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	(Grades 1-12)	

## Strand 1: Reading Process (Kindergarten)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p>PO 1. Make predictions based on title, cover, illustrations, and text.</p> <p>PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.</p>	<p>Read the verse- 1 John 4:7 to the students. Have the students share what they think these words mean. How the students offer ways they make God's love visible. How do they show God they love of respect His goodness, blessings, and creation.</p> <p>Use a religious song with repetitive lyrics- ex.: Jesus Loves Me. What is this song trying to communicate to us. Listen and watch:  <a href="http://www.youtube.com/watch?v=XwmhGVVIQMg">http://www.youtube.com/watch?v=XwmhGVVIQMg</a></p>

## Strand 2: Comprehending Literary Text (Kindergarten)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the structures and elements of	PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	<a href="http://www.youtube.com/watch?v=LU3xatin1yY&amp;feature=related-">http://www.youtube.com/watch?v=LU3xatin1yY&amp;feature=related-</a>

literature.	<p>PO 2. Identify elements of a story, including characters, setting, and key events.</p> <p>PO 3. Retell or re-enact a story, placing the events in the correct sequence.</p> <p>PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.</p>	<p>Have students sing and perform hand movements for Jesus Loves Me.</p> <p>Read a passage from the Bible (Ex.: Adam and Eve - <u>Genesis 1:26</u>) Have students identify story elements. Use the story of Creation to practice sequencing events.</p> <p>Read a parable to the students.</p>
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## Strand 2: Comprehending Literary Text (Kindergarten)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature	(Grades 1-12)	

## Strand 3: Comprehending Informational Text (Kindergarten)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, and	PO 1. Identify the purpose for reading expository text.	

elements of expository text.	<p>PO 2. Restate facts from listening to expository text.</p> <p>PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p>	<p>Read the story about Jonah and the Whale. What were the facts/events of that passage? What was the purpose of this selection? (Jonah's story teaches us about obedience, willingness of spirit, gratitude, compassion and God's patience and mercy.)</p> <p>Read a picture book based on current religious theme or topic- ask questions about given text and/or pictures.</p>
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### Strand 3: Comprehending Informational Text (Kindergarten)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p> <p>PO 2. Identify signs, symbols, labels, and captions in the environment.</p>	Catholic Religious Symbols: <a href="http://hubpages.com/hub/catholic-symbols">http://hubpages.com/hub/catholic-symbols</a>

### Strand 3: Comprehending Informational Text (Kindergarten)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	(Grades 3-12)	

# Kindergarten Writing Standards

## Strand 1: Writing Process (Kindergarten)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	<p>PO 1. Generate ideas through class discussion.</p> <p>PO 2. Draw a picture about ideas generated through class discussion.</p>	<p>Brainstorm the word poor.</p> <p>Have students draw three pictures of how they can help the poor.</p>

## Strand 1: Writing Process (Kindergarten)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	<p>PO 1. Communicate by drawing, telling, or writing for a purpose.</p> <p>PO 2. Create a group draft, scripted by the teacher.</p>	<p>Write a short friendly letter to local charity collation thanking them for their service to the community. Create a class book with illustrations and a sentence the students generated about each picture)</p>

## Strand 1: Writing Process (Kindergarten)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	<p>PO 1. Reread original draft scripted by teacher or individual.</p> <p>PO 2. Add additional details with prompting.</p>	

## Strand 1: Writing Process (Kindergarten)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
Editing includes proofreading and correcting the draft for conventions.	PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	

## Strand 1: Writing Process (Kindergarten)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
Publishing includes formatting and presenting a final product for the intended audience.	PO 1. Share a finished piece of writing.	Send finished class book to the service organization chosen thanking them for their support of the poor in the local/global community.

## Strand 2: Writing Elements (Kindergarten)

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	<p>PO 1. Use pictures that convey meaning.</p> <p>PO 2. Use pictures with imitative text, letters, or recognizable words to convey meaning.</p> <p>PO 3. Use labels, captions, or picture descriptors to expand meaning.</p>	<p><a href="http://www.akidsheart.com/bible/bible.htm">http://www.akidsheart.com/bible/bible.htm</a></p>

## Strand 2: Writing Elements (Kindergarten)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	<p>PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).</p> <p>PO 2. Consistently write left to right and top to bottom.</p> <p>PO 3. Space appropriately between words with some degree of accuracy.</p>	

## Strand 2: Writing Elements (Kindergarten)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	<p>PO 1. Create pictures or text with distinctive personal style and originality.</p>	

## Strand 2: Writing Elements (Kindergarten)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	<p>PO 1. Select labels, captions, or descriptors to enhance pictures.</p> <p>PO 2. Use words, labels, or short phrases that clearly go with picture text.</p>	When student write sentence(s)- work on using concise verbs.

## Strand 2: Writing Elements (Kindergarten)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	PO 1. Attempt simple sentences (some may be fragments).	

## Strand 2: Writing Elements (Kindergarten)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	<p>PO 1. Write the 26 letters of the alphabet in:</p> <ul style="list-style-type: none"> <li>a. lower case</li> <li>b. upper case</li> </ul> <p>PO 2. Distinguish between upper and lower case letters.</p> <p>PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.</p> <p>PO 4. Use spaces between words.</p> <p>PO 5. Write left to right and top to bottom.</p> <p>PO 6. Use punctuation in writing, although may be inconsistent or experimental.</p> <p>PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts. – I like to draw knights.)</p> <p>PO 8. Use resources (e.g., environmental print, word walls) to spell correctly.</p> <p>PO 9. Write own name on personal work.</p>	Have students practice letter writing on papers with religious picture theme or verse. Then after they practice- they can draw a picture relating to theme.

## Strand 3: Writing Applications (Kindergarten)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	<p>PO 1. Create narratives by drawing, dictating, and/or emergent writing.</p> <p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p>	<p><a href="http://www.akidsheart.com/bible/bible.htm">http://www.akidsheart.com/bible/bible.htm</a>- this site offers a variety of religious information suitable for kinders. Any of these activities can be linked to foster and enhance writing.</p> <p>Take a familiar song and have the students work in small groups to change the words to match your religious theme/topic.</p>

## Strand 3: Writing Applications (Kindergarten)

Concept 2: Expository	Performance Objectives	Catholic Social Teachings and Resources
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	

## Strand 3: Writing Applications (Kindergarten)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
Functional writing provides specific directions or information related to real-world tasks. This includes letters,	<p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p> <p>(See R00-S3C2; M00-S2C1)</p>	Write a thank you note to the priest(s) for their service and dedication to the church.

memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	PO 2. Participate in writing communications, with teacher as scribe, including: <ul style="list-style-type: none"> <li>a. friendly letters</li> <li>b. thank-you notes</li> </ul>	
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### Strand 3: Writing Applications (Kindergarten)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.	(Grades 3-HS)	

### Strand 3: Writing Applications (Kindergarten)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	<p>PO 1. Participate in a group discussion, based on a literature selection, that identifies the:</p> <ul style="list-style-type: none"> <li>a. character(s)</li> <li>b. setting</li> <li>c. sequence of events</li> </ul> <p>(See R00-S2C1)</p> <p>PO 2. Participate in a group discussion in response to a given piece of literature that connects:</p> <ul style="list-style-type: none"> <li>a. text to self (personal connection)</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts)</li> </ul> <p>(See R00-S2C1)</p>	

## Strand 3: Writing Applications (Kindergarten)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>PO 1. Participate in a creating a simple class report where the teacher is the scribe.</p>	<p>For a December project- have the students work together with older students to create a picture book illustrating the birth of Jesus.</p>

# Diocese of Tucson Grade 1 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 1)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts	Performance Objectives	Catholic Social Teachings and Resources
Demonstrate understanding of print concepts	<p>PO 1. Alphabetize a series of words to the first letter.</p> <p>PO 2. Distinguish between uppercase and lowercase letters.</p> <p>PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p> <p>PO 4. Identify the title, author, and table of contents of a book</p>	Using the bible, model for the students the title, authors, and table of contents.

## Strand 1: Reading Process (Grade 1)

Concept 2: Phonemic Awareness	Performance Objectives	Catholic Social Teachings and Resources
Identify and manipulate the sounds of speech.	<p>PO 1. Generate a series of rhyming words, including consonant blends.</p> <p>PO 2. Orally segment a multi-syllable word into its syllables.</p> <p>PO3. Recognize the new spoken word when</p>	Use religion vocab. related to Religion theme: creation, epiphany, Christmas, apostle names, blessed, kindness, etc

	<p>a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>).</p> <p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.</p> <p>PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p>	<p>Write a passage from the bible on the board from your current unit of study, have the students come up and identify given letter, blends, and/or digraphs. You can highlight sight words too.</p>
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## Strand 1: Reading Process (Grade 1)

Concept 3: Phonics	Performance Objectives	Catholic Social Teachings and Resources
<p>Decode words, using knowledge of phonics, syllabication, and word parts.</p>	<p>PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none"> <li>• Single letters (consonants and vowels),</li> </ul>	<p>Write a passage from the bible on the board from your current unit of study, have the students come up and identify given letter, blends, and/or digraphs. You can highlight sight words too.</p>

	<ul style="list-style-type: none"> <li>• Consonant blends (e.g., bl, st, tr),</li> <li>• Consonant digraphs (e.g., th, sh, ck), and</li> </ul> <p>Vowel digraphs and diphthongs (e.g., ea, ie, ee).</p> <p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate).</p> <p>PO 5. Recognize high frequency words and irregular sight words.</p> <p>PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>	
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## Strand 1: Reading Process (Grade 1)

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p> <p>PO 2. Classify common words into conceptual categories (e.g., animals, foods, toys).</p> <p>PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).</p>	<p>Use a passage from the bible, have the students highlight verbs. Then have students identify base word. After, have students add and read additional endings (love, loves, loved, loving, etc...)</p>

	PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).	
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## Strand 1: Reading Process (Grade 1)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	<p>PO 1. Consistently read grade-level text with at least 90 percent accuracy.</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech.</p>	Students read grade-level Religion texts, read aloud given material (religion workbook, prayers, passages from children bibles etc...)

## Strand 1: Reading Process (Grade 1)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p>PO 1. Predict what might happen next in a reading selection.</p> <p>PO2. Relate information and events in a reading selection to life experiences and life experiences to the text.</p>	Using a problem story picture book (Jonah, Adam and Eve etc...) – spotlight how a character acted/did not act in an Active Christian and/or responsible citizen.

## Strand 2: Comprehending Literary Text (Grade 1)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the structures and elements of literature.	<p>PO 1. Identify the plot of a literary selection, heard or read.</p> <p>PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.</p> <p>PO 3. Sequence a series of events in a literary selection, heard or read.</p> <p>PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.</p> <p>PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</p>	<p>Read from the bible in the Book of Genesis The Creation Story. The students will then make a poster of the seven days of creation (or make a Power Point). Students could also play a Pictionary. Write the names of people, objects, and places from the story on 3x5 cards. Have one student at a time pick a card. The student will try and draw the word on the chalkboard while other students guess what it is. You can divide the class into teams if you'd like, or award tokens to the first student to guess. Or do the drawing yourself and have the student guess.</p> <p>Read the passage of Adam and Eve: Genesis 1:26. Have the students use a graphic organizer to demonstrate understanding of events: <a href="http://www.readingrockets.org/strategies/story_map">http://www.readingrockets.org/strategies/story_map</a>. On the back of the graphic organizer. Bring story map to reading workshop for group discussion- discuss what is the meaning of the story. What are we to learn from this passage from the Bible.</p>

## Strand 2: Comprehending Literary Text (Grade 1)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature	PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Read the book, <u>The Colors of Us</u> by Karen Katz. Students will then create a self-portrait of themselves using oil pastels. Students will then write: My Skin is the color of _____. Students can help each other decide on their skin color. (Notice no one is white like paper). Students will after present their portrait to the class. Work can later be displayed on a bulletin board or be laminated and made into a class scrapbook (which they can then add other unique qualities about themselves).

## Strand 3: Comprehending Informational Text (Grade 1)

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	<p>PO 1. Identify the topic of expository text, heard or read.</p> <p>PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p>PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.</p>	<p>Read the bible story : The Blind Man  <a href="http://www.ainglkiss.com/stories/bl.htm">http://www.ainglkiss.com/stories/bl.htm</a>            Have the students answer the PO 2 questions.</p> <p>Use the bible as a means to meet the objective.</p>

## Strand 3: Comprehending Informational Text (Grade 1)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Follow a set of written multi-step directions with picture cues to assist.</p> <p>PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.</p> <p>PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).</p>	<p>Have the students create a chart illustrating the steps Jesus took in making Creation.</p> <p>Look at the symbols in the church. (Cross, Tabernacle, WWJD). Identify and define.</p>

## Strand 3: Comprehending Informational Text (Grade 1)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	<i>(Grades 3-12)</i>	Have the students write/draw a picture enticing students to bring in canned food for the poor.

## Grade 1 Writing Standards

### Strand 1: Writing Process (Grade 1)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes	<p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, <b>webbing</b>, drawing, writer's notebook, group discussion).</p> <p>PO 2. Draw a picture or storyboard about ideas generated.</p> <p>PO 3. Organize ideas using simple <b>webs</b>, maps, or lists.</p> <p>PO 4. Discuss the purpose for a writing piece.</p>	<p>Brainstorm three ways you can respect God's creation: Try this graphic organizer.  <a href="http://www.edhelperclipart.com/clipart/teachers/org-clouddrops.pdf">http://www.edhelperclipart.com/clipart/teachers/org-clouddrops.pdf</a></p> <p>Graphic organizers:  <a href="http://www.teachervision.fen.com/graphic-organizers/printable/6293.html">http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</a></p> <p>Read a parable from the bible. Discuss with students what is the moral/message we are to learn:</p>

	PO 5. Discuss who the intended audience of a writing piece will be.	<a href="http://www.biblemeanings.info/Parables_Jesus.html">http://www.biblemeanings.info/Parables_Jesus.html</a> Write a short card to kindergarten for an upcoming holiday. Have the students be mindful of their language and vocabulary so appropriate for kinder.
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## Strand 1: Writing Process (Grade 1)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	PO 1. Write a draft (e.g., story, caption, letter, observations, and message).	Have the students draft a letter to the food bank thanking them for providing this service to the community using the friendly letter format on the computer (adult can help): <a href="http://www.readwritethink.org/files/resources/interactives/letter_generator/">http://www.readwritethink.org/files/resources/interactives/letter_generator/</a> or model and generate class letter.

## Strand 1: Writing Process (Grade 1)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	PO 1. Reread original draft for clarity.  <i>PO 2. Add additional details with prompting.</i>	

## Strand 1: Writing Process (Grade 1)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
Editing includes proofreading and correcting the draft for conventions.	<i>PO 1. Review the draft for errors in conventions, with prompting.</i> (See Strand 2)	

## Strand 2: Writing Components (Grade 1)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
<i>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i>	<p>PO 1. Write <b>stand-alone text</b> that expresses a clear message.</p> <p>PO 2. Incorporate details in pictures and text.</p>	<p>Students will create a poster "Respect Life". Students will illustrate ways to be friendly or kind to our friends and family.</p> <p>Journal entry for the day about how they play fair. Students will write simple sentence then illustrate a picture.</p>

## Strand 2: Writing Components (Grade 1)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
<i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	<p>PO 1. Demonstrate sequencing or patterning in written text or storyboards.</p> <p>PO 2. Show a sense of beginning (e.g., <i>This is a story of..., One day..., My favorite food...</i>).</p> <p>PO 3. Write multiple sentences in an order that supports a main idea or story.</p>	<p>Student will create individual books about the ten commandments. Students will write commandment and illustrate a picture for each.</p> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p>

## Strand 2: Writing Components (Grade 1)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
<i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.	Make a poster advertising “Donate food for St. Vincent de Paul”

## Strand 2: Writing Components (Grade 1)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
<i>Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	<p>PO 1. Select words that convey a clear, general meaning.</p> <p>PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.</p> <p>PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</p>	<p>Students write using inventive spelling.</p> <p>Give the sentence starter: “I care for the Earth when I ____”.</p>

## Strand 2: Writing Components (Grade 1)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
<i>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</i>	PO 1. Write <b>simple sentences</b> .	Have students generate a sentence sharing how they let God’s light shine in the world.

## Strand 2: Writing Components (Grade 1)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p>PO 1. Incorporate conventions into own text, including:</p> <ol style="list-style-type: none"> <li>a. spacing between words</li> <li>b. spacing between lines</li> <li>c. consistent left-right and up-down orientation</li> <li>d. placement of title</li> </ol> <p>PO 2. Use capital letters correctly for:</p> <ol style="list-style-type: none"> <li>a. the pronoun I</li> <li>b. the beginning of a sentence</li> <li>c. names</li> </ol> <p>PO 3. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> <li>a. periods</li> <li>b. question marks</li> <li>c. exclamation points</li> </ol> <p>PO 4. Spell <b>high frequency words</b> correctly.</p> <p>PO 5. Use common spelling patterns (i.e., <b>onset</b> and <b>rimes</b>, <b>word families</b>, and simple <b>CVC words</b>) to spell words correctly.</p> <p>PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.</p> <p><i>PO 7. Use resources (e.g., <b>environmental print</b>, <b>word walls</b>, <b>dictionaries</b>) to spell correctly.</i></p> <p>PO 8. Use subject /verb agreement in simple sentences.</p>	<p><a href="http://www.superteacherworksheets.com/phonics.html">http://www.superteacherworksheets.com/phonics.html</a></p> <p>Use classroom word wall. On the word wall have God, Jesus, Mary, Joseph, Pope, priest etc..... Have religious posters up in the classroom or outside the classroom door.</p>

	<p>PO 9. Use the following parts of speech correctly in <b>simple sentences</b>:</p> <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> </ul> <p><i>PO 10. Write own name on personal work</i></p>	<p>Nouns: <a href="http://www.superteacherworksheets.com/nouns.html">http://www.superteacherworksheets.com/nouns.html</a></p> <p>Verbs: <a href="http://www.superteacherworksheets.com/actionverbs.html">http://www.superteacherworksheets.com/actionverbs.html</a></p>
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## Strand 3: Writing Applications (Grade 1)

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
<p><i>Expressive writing includes <b>personal narratives</b>, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i></p>	<p>PO 1. Write a <b>narrative</b> that includes:</p> <ul style="list-style-type: none"> <li>a. a main idea based on real or imagined events</li> <li>b. character(s)</li> <li>c. a sequence of events</li> </ul> <p><i>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</i></p>	<p>Writing prompts: <a href="http://www.superteacherworksheets.com/writingideas.html">http://www.superteacherworksheets.com/writingideas.html</a></p>

## Strand 3: Writing Applications (Grade 1)

Concept 2: Expository	Performance Objectives	Catholic Social Teachings and Resources
<p>Expository writing includes non-fiction writing that describes,</p>	<p>PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing</p>	<p>Graphic Organizers: <a href="http://www.superteacherworksheets.com/graphic-">http://www.superteacherworksheets.com/graphic-</a></p>

explains, informs, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.	and/or writing.  PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M01-S2C1)	organizers.html
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### Strand 3: Writing Applications (Grade 1)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
Functional writing includes letters, memos, schedules, directories, signs, manuals, forms, and recipes. This writing provides specific directions or information related to real-world tasks.	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R01-S3C2; M01-S2C1)  <i>PO 2. Participate in writing communications, with teacher as scribe, including</i> a. <i>friendly letters</i> <i>thank-you notes</i>	

### Strand 3: Writing Applications (Grade 1)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.	(Grades 3-HS)	

## Strand 3: Writing Applications (Grade 1)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>PO 1. Write a response to a literature selection identifies the:</p> <ul style="list-style-type: none"> <li>a. <i>character(s)</i></li> <li>b. <b>setting</b></li> <li>c. <i>sequence of events</i></li> <li>d. main idea</li> </ul> <p>(See R01-S2C1)</p> <p>PO 2. Participate in a group response to a given piece of literature that connects:</p> <ul style="list-style-type: none"> <li>a. text to self (personal connection)</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts)</li> </ul> <p>(See R01-S2C1)</p>	<p>Story mapping:  <a href="http://www.superteacherworksheets.com/graphic-organizers/story.pdf">http://www.superteacherworksheets.com/graphic-organizers/story.pdf</a></p>

## Strand 3: Writing Applications (Grade 1)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>PO 1. Write a simple report with a title and three facts, using informational sources.</p>	<p><a href="http://www.superteacherworksheets.com/reading.html">http://www.superteacherworksheets.com/reading.html</a></p>

# Diocese of Tucson Grade 2 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 2)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts	Performance Objectives	Catholic Social Teachings and Resources
Demonstrate understanding of print concepts.	<p>PO 1. Alphabetize a series of words to the second letter.</p> <p>PO2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).</p>	<p>Using the Religion book have groups/partners find words beginning with a given letter, and alphabetize them.</p> <p>Students copy and edit sentences relating to Creation, respect for others, etc. using the format of “Daily Oral Language”.</p>

## Strand 1: Reading Process (Grade 2)

Concept 2: Phonemic Awareness	Performance Objectives	Catholic Social Teachings and Resources
Identify and manipulate the sounds of speech.	<p>PO 1. Orally segment a multi-syllable word into its syllables.</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulative to mark each phoneme (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p>	<p>Use words relating to the Religion theme: (i.e. absolution reconciliation, penance, etc</p> <p>Blend words relating to Religion topics: parish, church, liturgy, Father, Advent, Easter, Resurrection, etc.</p> <p>Segment words relating to the Religion topic: Heaven, Gospel, worship, parish, Bible, sorrow, etc.</p>

# Strand 1: Reading Process (Grade 2)

Concept 3: Phonics	Performance Objectives	Catholic Social Teachings and Resources
<p>Decode words, using knowledge of phonics, syllabication, and word parts.</p>	<p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).</p> <p>PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p>PO 6. Recognize high frequency words and irregular sight words</p> <p>PO 7. Read common contractions fluently (e.g., haven't, it's, aren't).</p> <p>PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>PO 9. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Students will read aloud fluently from their Religion Book, books about Saints or other religious reading material.</p> <p>Students use their Religion Book or other spiritual reading material to find and group two and three syllable words.</p> <p>Students go on a “Noun Hunt” using their Religion Book or other spiritual reading material. Then as a class, produce word lists of regular and irregular plurals.</p> <p>Students will read aloud fluently from their Religion Book, books about the Saints or other reading material.</p> <p>Develop flash cards with the word on one side and its abbreviations on the other Side. Include words such as Father, Sister, Monsignor, saint, etc.</p> <p>Students will read from their Religion Book, books about Saints or other religious reading material to practice and master sight words.</p> <p>Challenge students to write sentences on a topic such as Reconciliation, using contractions. Then share their work. Point out digraphs and r-controlled vowels in words such as church, shepherd, pastor, forgiveness,</p> <p>Students unscramble sentences to help study a Religion lesson. (Act of Contrition, etc.)</p>

## Strand 1: Reading Process (Grade 2)

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p>PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>	<p>Make a 3-column chart: prefix, base word, meaning I include words such as unconditional, prepare, return, reconciliation, etc. Add words from the Religion lessons to a 3-column chart: base word, suffix, and their meaning.</p> <p>Add a suffix column to the above chart. Add words throughout the Year. See above chart ideas.</p> <p>Develop flash cards with the word on one side and its abbreviations on the other side. Include words such as Father, Sister, Monsignor, Saint, etc. Sort in various ways. Add contraction flash cards to the above abbreviation card collection. Challenge students to use the contraction in a sentence about our faith. Use a folded piece of paper to draw and analyze word structure and the meaning of words such as Christmas, Thanksgiving.</p>

## Strand 1: Reading Process (Grade 2)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	<p>PO 1. Consistently read grade level text with at least 90 percent accuracy.</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.</p>	<p>Students read grade-level Religion texts utilizing strategies such as reading partners, choral reading, etc.</p> <p>Students read aloud Religion texts, prayers, articles, stories about the saints, Bible Story Plays, etc.</p> <p>Students read religion texts, prayers, articles, stories about the saints, etc. aloud to a partner, small group or class.</p>

## Strand 1: Reading Process (Grade 2)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p>PO 1. Predict what might happen next in a reading selection.</p> <p>PO2. Compare a prediction about an action or event to what actually occurred within a text.</p> <p>PO 3. Ask relevant questions in order to comprehend text.</p> <p>PO 4. Relate information and events in a reading selection to life experiences and life experiences to the text.</p>	<p>Use guided reading to discuss and predict the situation/information in a story. Discuss how Jesus would have been involved.</p> <p>Focus on how a character acted/did not act in a Christian way at various times in a story.</p> <p>Discuss a story in relation to the students' life and extend the discussion to the story's relationship with Jesus' life.</p>

## Strand 2: Comprehending Literary Text (Grade 2)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objectives	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	<p>PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.</p> <p>PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.</p> <p>PO 3. Sequence a series of events in a literary selection.</p> <p>PO 4. Identify cause and effect of specific events in a literary selection /events in text.</p> <p>PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.</p> <p>PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p> <p>PO 7. Identify differences between fiction and nonfiction.</p>	<p>Use Bible stories to discuss characters, plot, etc.</p> <p>Relate and discuss the characters in a Bible Story or story about a saint to characters in other stories or to the students.</p> <p>Type out sentences about the topic in Religion. Cut them apart and have students put them in order.</p> <p>Discuss cause and effect with relationship to sin/loving others.</p> <p>Use Liturgical Music to choose words and phrases that create a graphic visual experience.</p> <p>Use Liturgical Music selections.</p> <p>Have students tell stories about themselves. The other students will guess if it is fiction or nonfiction.</p>

## Strand 2: Comprehending Literary Text (Grade 2)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Use Bible stories and relate the characters and conflicts to those of today's students.

## Strand 3: Comprehending Informational Text (Grade 2)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	<p><i>PO 1. Identify the main idea in expository text.</i></p> <p>PO 2. Locate facts in response to questions about expository text.</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. <u>(Connected to Research Strand in Writing)</u></p>	<p>Read Parable stories from the Bible and discuss the main idea Jesus was sharing.</p> <p>Using stories from the student's reader, find facts to prove Christian behavior.</p> <p>Practice using the Bible: Old and New Testaments, the Gospels, chapter and verse.</p>

	PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text. <u>(Connected to Research Strand in Writing)</u>	
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### Strand 3: Comprehending Informational Text (Grade 2)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Follow a set of written multi-step directions.</p> <p>PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.</p> <p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>	<p>Write directions on the board for page, chapter and activities for Religion as well as other subjects.</p> <p>When completing independent assignment (see above) or oral directions, have students “check off” each step completed or orally say “check”.</p>

### Strand 3: Comprehending Informational Text (Grade 2)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.	Grades 3-12	

# Grade 2 Writing Standards

## Strand 1: Writing Process (Grade 2)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
<p>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</p>	<p>PO 1. Generate ideas through prewriting activities (e.g., brainstorming, <b>webbing</b>, drawing, writer’s notebook, group discussion).</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.</p>	<p>Include stories in the Bible when discussing the writer’s purpose.</p> <p>Discuss the intended audience when discussing stories in the Bible. Be sure to include us!</p>

## Strand 1: Writing Process (Grade 2)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	<p>PO 1. Reread original draft for clarity.</p> <p>PO 2. Add additional relevant details for audience understanding.</p> <p>PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or <b>rubric</b>. (See Strand 2)</p>	<p>Reread draft of Saint Report, or other writing for self editing of clarity of the message.</p> <p>Reread draft of Saint Report, or other writing for self editing details. Make changes as needed.</p> <p>Share draft of Saint Report, or other writing, with a partner. Have partner or group (see above) give suggestions on improving the report.</p>

## Strand 1: Writing Process (Grade 2)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
Editing includes proofreading and correcting the draft for conventions.	PO 1. Review the draft for errors in conventions.	Make changes as suggested. (see above)

## Strand 1: Writing Process (Grade 2)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
Publishing involves formatting and presenting a final product for the intended audience.	<p>PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.</p> <p>PO 2. Write legibly.</p>	<p>Publish on special paper, or make into a book. Include one or more illustrations.</p> <p>Practice printing or cursive by copying meaningful verses from the Bible.</p>

## Strand 2: Writing Components (Grade 2)

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	PO 1. Write <b>stand-alone text</b> that expresses a clear message.  PO 2. Incorporate relevant details that give the text interest.	Write a story about how to love and serve God and others.  Include relevant details in the above story.

## Strand 2: Writing Components (Grade 2)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	<p>PO 1. Organize content in a selected format (e.g., friendly letter, <b>narrative</b>, expository text). (See Strand 3)</p> <p>PO 2. Use beginning and concluding statements (other than simply “The 7End”) in text.</p> <p>PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.</p> <p>PO 4. Use <b>transitional words</b> and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</p> <p>PO 5. Write multiple sentences that support a topic.</p>	<p>Students write a letter to their parents thanking them for all they do.</p> <p>Orally share possible openings and sentences for a writing assignment. Students use the ideas to write one of their own stories.</p> <p>Role model writing a story showing order. Then encourage students to write using the words, first, second, then, finally, etc.</p> <p>Orally (then written) sentences focusing on Christian behavior and life. (I prayed with my family, <i>and then</i> I went to bed.)</p>

## Strand 2: Writing Components (Grade 2)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	<p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Write text that is expressive, individualistic, engaging, and lively.</p>	<p>The teacher reads a story and changes the colorful words to dull words. The class makes a list of dull words. (good, fine, nice, etc.) They should not use in their writing.</p> <p>Have students write a story about the first Christmas, one of Jesus' miracles or the life of a saint.</p>

## Strand 2: Writing Components (Grade 2)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	<p>PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.</p> <p>PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.</p> <p>PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.</p>	<p>Students brainstorm a list of useful words for a writing assignment, which will encourage students to use words that paint a clear picture of what they want to say.</p> <p>Encourage students to "talk with their pencil". They can later edit their work.</p>

## Strand 2: Writing Components (Grade 2)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	<p>PO 1. Write <b>simple sentences</b>.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Use a variety of sentence beginnings and lengths.</p>	<p>Discuss the Subject (naming /noun) part of a sentence and the Predicate (action/verb) part of a sentence. Have students read their own writing to a partner and to the class.</p> <p>Read the opening sentence of several stories and discuss their purpose and quality.</p>

## Strand 2: Writing Components (Grade 2)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	<p>PO 1. Use capital letters for:</p> <ol style="list-style-type: none"> <li>the pronoun I</li> <li>the beginning of a sentence</li> <li><b>proper nouns</b> (i.e., names, days, months)</li> </ol> <p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> <li>periods</li> <li>question marks</li> <li>exclamation points</li> </ol> <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> <li>items in a series</li> <li>greetings and closings of letters</li> <li>dates</li> </ol>	<p>Daily Oral Language type activities. Students edit their own writing by themselves, with a partner as well as with an adult.</p> <p>Play games by orally saying a sentence. The other team needs to tell what type of punctuation belongs at the end. Use DOL and editing activities.</p> <p>Daily Oral Language type activities with a focus on commas. Also draw attention to commas when reading.</p>

	<p>PO 4. Use a colon to punctuate time.</p> <p>PO 5. Use apostrophes to correctly punctuate contractions.</p> <p>PO 6. Spell <b>high frequency words</b> correctly.</p> <p>PO 7. Use common spelling patterns, including:</p> <ul style="list-style-type: none"> <li>a. <b>word families</b></li> <li>b. simple <b>CVC words</b></li> <li>c. <b>regular plurals</b></li> <li>d. simple <b>prefixes</b></li> <li>e. simple <b>suffixes</b></li> </ul> <p>PO 8. Use <b>phonetic spelling</b> and <b>syllabication</b> to create readable text.</p> <p>PO 9. Use resources (e.g., <b>environmental print, word walls</b>, dictionaries) to spell correctly.</p> <p>PO 10. Use the following parts of speech correctly in <b>simple sentences</b>:</p> <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> <li>c. personal pronouns</li> <li>d. adjectives</li> </ul> <p>PO 11. Use subject/verb agreement in simple sentences.</p> <p>PO 12. Write own name on personal work.</p>	<p>Use a beginning dictionary of basic words that can have words added when needed. Spelling tests on high frequency words.</p> <p>Follow lessons and activities in a spelling series.</p> <p>Students should “talk with their pencil” and write daily.</p> <p>Supplement Grammar lessons and student writing with the Grammar House Rock DVD.</p> <p>Students should write their first and last name on their work. As they learn cursive they should write their name in cursive.</p>
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## Strand 3: Writing Applications (Grade 2)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
Expressive writing includes <b>personal narratives</b> , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	<p>PO 1. Write a <b>narrative</b> that includes:</p> <ul style="list-style-type: none"> <li>a. a main idea based on real or imagined events</li> <li>b. character(s)</li> <li>c. a sequence of events</li> </ul> <p>PO 2. Write simple poetry, rhymes, or chants.</p>	Students work in groups and alone to write and share poems, etc. about Faith, Love, and other Christian behaviors, etc.

## Strand 3: Writing Applications (Grade 2)

Concept 2: Expository	Performance Objectives	Catholic Social Teachings and Resources
Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.	<p>PO 1. Write expository texts (e.g., labels, lists, observations, journals).</p> <p>PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M02-S2C1; R02-S3C1-04, R02-S3C1-05)</p>	Write about what you enjoyed in second grade and what you want to learn in third grade.

## Strand 3: Writing Applications (Grade 2)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R02-S3C2; M02-S2C1)</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> <li>a. <b>friendly letters</b></li> <li>b. thank-you notes</li> </ol>	<p>Students brainstorm rules early in the year. They choose a rule and write how it will help them show God’s love to others.</p> <p>Students make posters illustrating the Ten commandments. Students write letters to each other and thank you notes to parents, classroom helpers, field trip volunteers, etc.</p>

## Strand 3: Writing Applications (Grade 2)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>(Grades 3-HS)</p>	<p>Students write a persuasive paragraph about their favorite food. The class votes and chooses the “Favorite Food”. They can also vote on the “Best Persuasive Paragraph”.</p>

## Strand 3: Writing Applications (Grade 2)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>PO 1. Write a response to a literature selection identifies the:</p> <ul style="list-style-type: none"> <li>a. character(s)</li> <li>b. <b>setting</b></li> <li>c. sequence of events</li> <li>d. <b>main idea</b></li> <li>e. problem/solution</li> </ul> <p>(See R02-S2C1)</p> <p>PO 2. Write a response to a literature selection that connects:</p> <ul style="list-style-type: none"> <li>a. text to self (personal connection)</li> <li>b. text to world (social connection)</li> <li>c. text to text (compare within multiple texts)</li> </ul> <p>(See R02-S2C1)</p>	<p>Students report on a book they have enjoyed, sharing the following information: Who, When, Where, What (main idea), How (sequence) and Why (solution).</p> <p>Students use the information/lesson in a Religion Chapter or concept to write how that information relates to themselves.</p> <p>The same can be done with relationship to others in the world, or caring for god's creation.</p> <p>Students read a book and compare the information in it to God's purpose for us.</p>

## Strand 3: Writing Applications (Grade 2)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>PO 1. Locate and use informational sources to write a simple report that includes:</p> <ul style="list-style-type: none"> <li>a. a title</li> <li>b. a <b>main idea</b></li> <li>c. supporting details</li> </ul> <p>(See R02-S3C1-03, -04, -05)</p>	<p>Write a report about a saint for All Saints Day. Students can dress as the saint for their presentations.</p>

# Diocese of Tucson Grade 3 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 3)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts	Performance Objectives	Catholic Social Teachings and Resources
Demonstrate understanding of print concepts.	<p>PO 1. Alphabetize a series of words to the third letter.</p> <p>PO2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).</p>	<p>Using a grade-level Catholic dictionary, choose a list of “same letter” words that can give students practice in alphabetizing to the third letter.</p> <p>CST: Care for God’s Creation            Ref: catholicteacherresources.com (Discovery Ed)            Story: “When God Made the World”            Using the “power writing” technique, have students compose a rough draft to answer the question “Why should we take care of God’s world?” and then have them convert to paragraph form.</p>

## Strand 1: Reading Process (Grade 3)

Concept 2: Phonemic Awareness	Performance Objectives	Catholic Social Teachings and Resources
Identify and manipulate the sounds of speech.	(Grades K-2)	

# Strand 1: Reading Process (Grade 3)

Concept 3: Phonics	Performance Objectives	Catholic Social Teachings and Resources
<p>Decode words, using knowledge of phonics, syllabication, and word parts.</p>	<p>PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> <li>• that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable)</li> <li>• with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)</li> <li>• that require changing the final y to i (e.g., baby/babies)</li> <li>• that end in -tion, -sion, (e.g., election, vision)</li> <li>• with complex word families (e.g., ight, -ought); and</li> <li>• that include common prefixes, suffixes and root words.</li> </ul> <p>PO 4. Read common abbreviations (e.g., Wed., Sept.) fluently.</p> <p>PO 5. Recognize high frequency words and irregular sight words.</p> <p>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Using grade-level dictionaries, students locate 4 and/or 5 syllable words on a page and alternately pair/share pronunciations. Students may check the “special spelling” if the word is unfamiliar.</p> <p>Students make a list of 4 and /or 5 syllable words on a dictionary page (citing the page used in order to check/correct). Exchange with a partner for practice in dividing words into syllables.</p> <p>Students can underline/list examples in a reading passage.</p> <p>Using a list of abbreviations, make up a funny story full of as many abbreviations as possible (could be a contest). Exchange and read with a partner to check for understanding.</p> <p>Make phrase/sentence cards for irregular sight words: Ex. - read: I read the book yesterday. I can’t read without glasses.</p> <p>Choose a sequence and have students underline/list examples in a reading passage. Ex. – adj/noun: happy children; verb/adverb: walked slowly.</p>

## Strand 1: Reading Process (Grade 3)

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p>PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.</p> <p>PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p> <p>PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</p> <p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p>	<p>Make a 3-column chart: prefix, base word, meaning</p> <p>Make a 3-column chart: base word, suffix, meaning</p> <p>Practice: months of year, customary &amp; metric measures, etc.</p> <p>Chart examples/meanings</p> <p>Compound word cards or riddle cards</p> <p>Discovery-United Streaming video: "Your Word Bank" (4:54); Students pair share examples; whole class list/discussion</p> <p>Use a "word map" graphic organizer to analyze word structure/meaning</p>

## Strand 1: Reading Process (Grade 3)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	<p>PO 1. Consistently read grade -level text with at least 90 percent accuracy.</p> <p>PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p>	<p>Daily reading practice of grade-level texts utilizing strategies such as reading partners, choral reading, etc.</p> <p>Ref: <a href="http://www.cptryon.org/prayer/child/alpha.html">www.cptryon.org/prayer/child/alpha.html</a> Lesson: alphabet poem</p>

## Strand 1: Reading Process (Grade 3)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p>PO 1. Predict events and actions, based upon prior knowledge and text features.</p> <p>PO 2. Compare a prediction about an action or event to what actually occurred within a text.</p> <p>PO3. Ask relevant questions in order to comprehend text.</p> <p>PO 4. Answer clarifying questions in order to comprehend text.</p> <p>PO5. Extract information from graphic organizers (e.g., web, Venn diagrams, flow charts) to comprehend text.</p>	<p>EXAMPLE for Concept 6: CST: Community and Participation Ref: <a href="http://orb.crs.org">orb.crs.org</a> (Operation Rice Bowl) Lesson plan “Afghanistan” Predictions: Ask “What is school like for an Afghan child?”</p> <p>Read “Afghanistan” together and compare student predictions to what they learned in the story.</p> <p>Ask “Why is school important for children? Do you think education should be a child’s right? Why?”</p> <p>Teacher will summarize class discussion and clarify main ideas from text.</p> <p>Graphic organizers (work in pairs): students will s how ways in which the whole village helped to support the school</p>

	PO 6. Connect information and events in text to life experiences and to related text and sources.	Read related story “Bolivia” and discuss the ways in which these farmers helped their school community.
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## Strand 2: Comprehending Literary Text (Grade 3)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the structures and elements of literature.	<p>PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.</p> <p>PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.</p> <p>PO 3. Sequence a series of events in a literary selection.</p> <p>PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p>PO 5. Identify the speaker or narrator in a</p>	<p>Theme: Trust in God Lesson: Compare/Contrast Luke 8:22-25 “Calming of a Storm at Sea” and Matthew 14:22-33 “Christ Walking on the Water”</p> <p>Other Resources: <a href="http://gardenofpraise.com/childlit.htm">http://gardenofpraise.com/childlit.htm</a> (classic literature – online)</p> <p><a href="http://gardenofpraise.com/lesson.htm">http://gardenofpraise.com/lesson.htm</a> (literature-based reading lessons)</p> <p>Describe the traits/similarities of the disciples in the bible selections above (PO 1)</p> <p>Lesson: Sequence events from 1 Samuel 17 “David and Goliath” using graphic organizer</p> <p>Using Venn diagram or graphic organizer table, make relationship connections in the bible story “David and Goliath”</p> <p>Identify narrator in “Miss Rumphius” by Barbara Cooney</p>

	<p>literary selection.</p> <p>PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p><i>PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.</i></p>	<p>Discovery-United Streaming video “Hailstones and Halibut Bones” (16:00)</p> <p>Using examples from a variety of genres, discuss the structural elements of each category. Quiz students with a new set of genre selections to check for understanding</p> <p>Resource example:  <a href="http://gardenofpraise.com/patplays.htm">http://gardenofpraise.com/patplays.htm</a>          (patriotic plays)</p>
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## Strand 2: Comprehending Literary Text (Grade 3)

<p>Concept 2: Historical and Cultural Aspects of Literature</p>	<p>Performance Objectives</p>	<p>Catholic Social Teachings and Resources</p>
<p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	<p>PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</p>	<p>CST: Solidarity          Ref: orb.crs.org (Operation Rice Bowl)          Lessons: Compare/Contrast cultural aspects of Lesotho, Nicaragua, and Ethiopia.</p>

## Strand 3: Comprehending Informational Text (Grade 3)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	<p>PO 1. Identify the main idea and supporting details in expository text.</p> <p>PO 2. Locate facts in response to questions about expository text.</p> <p>PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>CST: Life and Dignity of the Human Person            Webquest /Powerpoint: “Ellis Island–An Opportunity for a Better Life”            Webquest will require students to work in groups of 4; create a ppt with cover pg, 4 individual pages of info, 2 or 3 illustrations, a map, and anything else that will enhance the ppt.</p> <p>Students will be given a list of questions to guide their research</p> <p>Ref: Discovery-United Streaming video: Reading - “Previewing Skills” (5:31)            Activity: These strategies will be reviewed with students</p> <p>Ref: Discovery-United Streaming video: Reading - “Previewing Skills” (5:31)            Students will be required to use 2 book sources and 2 internet sites.</p> <p>Use of graphic features will be required to enhance and better communicate information in the ppt.</p>

## Strand 3: Comprehending Informational Text (Grade 3)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Follow a set of written multi-step directions.</p> <p>PO 2. Provide multi-step directions.</p> <p>PO 3. Evaluate written directions for sequence and completeness.</p> <p>PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</p>	<p>In groups of 4, students will be given a set of game instructions to follow. Comprehension can be assessed through observation</p> <p>Using graph paper, partners will take turns exchanging written directions for drawing a “secret” shape</p> <p>Evaluate the success of the written directions (from PO 2) by observing if the shape has been drawn correctly.</p> <p>CST: Option for the Poor and Vulnerable Ref: <a href="http://communityfoodbank.com/programs-services/food-assistance-programs/food-boxes/">communityfoodbank.com/programs-services/food-assistance-programs/food-boxes/</a> Students will review contents of food boxes distributed to needy families and discuss the food value/distribution advantages of the selected items. Create listing of other possible items.</p>

## Strand 3: Comprehending Informational Text (Grade 3)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.	<p>PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).</p> <p>PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.</p>	<p>Lesson: Fact vs. Opinion in Advertisements In small groups, students will search through magazine ads utilizing a T-chart for separating facts from opinions.</p> <p>In small groups, students will cut out persuasive vocabulary in magazine ads and make a creative poster displaying the words.</p>

# Grade 3 Writing Standards

## Strand 1: Writing Process (Grade 3)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
<p>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</p>	<p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, <b>graphic organizer</b>, drawing, writer’s notebook, group discussion, printed material).</p> <p>PO 2. Determine the purpose (to entertain, to inform, to communicate, to persuade) writing</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>PO 4. Use organizational strategies (e.g., <b>graphic organizer</b>, <b>KWL chart</b>, log) to plan writing.</p> <p>PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.</p> <p>PO 6. Use <b>time-management strategies</b>, when appropriate, to produce a writing product within a set time period.</p>	<p>CST: Rights and Responsibilities            Research Report: Harriet Tubman and the Underground Railroad;            Ref: Discovery -United Streaming video: Discovering Language Arts: Grade 03-05: Writing - “Prewriting Skills” (4:52)            Ref:  <a href="http://gardenofpraise.com/ibdtub.htm">http://gardenofpraise.com/ibdtub.htm</a>            (bio facts/information)</p> <p>Biography to inform            Discovery-United Streaming video: Writing - “Write for your Audience” (4:14)</p> <p>Use a power writing format and/or any of a variety of graphic organizers            Ref:  <a href="http://www.eduplace.com/graphicorganizer/index.jsp">http://www.eduplace.com/graphicorganizer/index.jsp</a>.</p> <p>Maintain a folder of note taking/sources/illustrations            Ref:  <a href="http://biblelessons.org/slidetubman.html">http://biblelessons.org/slidetubman.html</a>            (slideshow of pictures)</p> <p>Write a schedule/calendar of upcoming time frames to be met</p>

## Strand 1: Writing Process (Grade 3)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	<p>PO 1. Use a <b>prewriting plan</b> to develop a draft with main idea(s) and supporting details.</p> <p>PO 2. Organize writing into a logical sequence that is clear to the audience.</p>	Ref: Discovery -United Streaming video: Writing – “Write and Revise: A Medieval Practice” (5:03)

## Strand 1: Writing Process (Grade 3)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	<p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</p> <p>PO 4. Use a combination of sentence structures (i.e., <b>simple, compound</b>) to improve sentence fluency in the draft.</p> <p>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</p> <p>PO 6. Apply appropriate tools or strategies</p>	<p>Ref: Discovery -United Streaming video: Writing – “Write and Revise: A Medieval Practice” (5:03)</p> <p>Ref: Discovery -United Streaming video: Writing – “Sentence Structure” (4:59)</p> <p>Encourage use of thesaurus/dictionary</p>

	(e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.  PO 7. Use resources and reference materials to select more precise vocabulary.	Check “text” of references to better communicate with appropriate terminology
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## Strand 1: Writing Process (Grade 3)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
Editing includes proofreading and correcting the draft for conventions.	<p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p> <p>PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions, although may be inconsistent or experimental.</p> <p>PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to edit the draft.</p>	<p>Ref: Discovery -United Streaming video: Writing – “Editing and Publishing” (4:29)</p> <p>Ref: <a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a> (dictionary and thesaurus)</p>

## Strand 1: Writing Process (Grade 3)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
<p>Publishing involves formatting and presenting a final product for the intended audience.</p>	<p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>PO 2. Share the writing with the intended audience.</p> <p>PO 3. Use margins and spacing to enhance the final product.</p> <p>PO 4. Write legibly.</p>	<p>Ref: Discovery -United Streaming video: Writing – “Editing and Publishing” (4:29)</p> <p>Ref: <a href="http://www.handwritingforkids.com/handwriting/top20.htm">www.handwritingforkids.com/handwriting/top20.htm</a>.</p>

## Strand 2: Writing Elements (Grade 3)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
<p>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>	<p>PO 1. Express ideas that are clear and directly related to the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Use relevant details to provide adequate support for the ideas.</p>	<p>CST: Care for God's Creation            Ref: <a href="http://www.epa.gov/recyclecity/school.htm">http://www.epa.gov/recyclecity/school.htm</a></p> <p>Activity: After reviewing website, Students will divide into small groups and create a 30 second commercial (written in text form) that will convince citizens that they need to "green up" their community. Students will offer ways to "Reduce, Reuse, and Recycle"</p> <p>Discovery-United Streaming video: Writing - "Write for your Audience" (4:14)            Ref:  <a href="http://www.eduplace.com/graphic_organizer/index.jsp">http://www.eduplace.com/graphic_organizer/index.jsp</a>.            Focus: Develop ideas through the use/aid of graphic organizers</p>

## Strand 2: Writing Elements (Grade 3)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	<p>PO 1. Organize content in a selected format. (e.g., <b>friendly letter</b>, <b>narrative</b>, expository text). ( Strand 3)</p> <p>PO 2. Create a beginning that captures the reader’s interest.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Use <b>transitional words</b> and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</p> <p>PO 5. Create an ending that provides a sense of <b>resolution</b> or closure.</p> <p>PO 6. Construct a paragraph that groups sentences around a topic.</p>	<p>CST: Call to Family, Community, and Participation            Ref: Discovery -United Streaming video: Writing – “A Closer Look at Personal Writing” (2:26)            Lesson: Personal Narrative –            Write about something that you did for someone else that made you feel good (ex. helped the poor, the sick, the elderly, the lonely)</p> <p>Ref: Discovery -United Streaming video: Writing – “Powerful Paragraphs” (5:27)</p> <p>Ref:  <a href="http://www.kimskorner4teacher.com/writing/sixtrait/organization/transitions.html">www.kimskorner4teacher.com/writing/sixtrait/organization/transitions.html</a>.</p> <p>Ref:  <a href="http://www.brainpopjr.com/readingandwriting/writing/writingaparagraph/grownups.weml">www.brainpopjr.com/readingandwriting/writing/writingaparagraph/grownups.weml</a></p>

## Strand 2: Writing Elements (Grade 3)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	<p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p>	<p>Activity: Students will create their own poetry in different formats: cinquains, haikus, limericks, etc.</p> <p>Activity: Students will create jump rope rhymes; tongue twisters, alliteration, etc.</p>

## Strand 2: Writing Elements (Grade 3)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	<p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</p> <p>PO 2. Use descriptive words and phrases that energize the writing.</p> <p>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</p> <p>PO 4. Use <b>literal</b> and <b>figurative language</b> in a variety of ways (e.g., imitating, creating new words, <b>rhyming</b>), although may be inconsistent or experimental.</p>	<p>CST: Caring for God's Creation Activity: Students will develop a billboard, sign, or slogan which will convey the importance of recycling in the community. Encourage use of thesaurus/dictionary</p> <p>Ref: <a href="http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sentencefluency.htm">http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sentencefluency.htm</a></p> <p>Ref: Discovery -United Streaming video: Writing Strategies: Descriptive Words – “All About Dogs” (3:52) Encourage use of thesaurus/dictionary</p> <p>Ref: Discovery -United Streaming video: Writing – Figurative Language: “Polar Penguins” (4:59)</p> <p>Activity: Students will be creative in working with different forms of language such as similes/metaphors, hyperbole, personification, idioms, etc.</p>

## Strand 2: Writing Elements (Grade 3)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	<p>PO 1. Write <b>simple and compound sentences</b>.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	<p>Ref: Discovery -United Streaming video: Writing – “Sentence Structure” (4:59)</p> <p>Lesson: Write a description (ex. a warm summer day by the beach) using sensory details.</p> <p>Sentences should demonstrate a sense of rhythm.</p>

## Strand 2: Writing Elements (Grade 3)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
	<p>PO 2. Punctuate endings of sentences using:</p> <ol style="list-style-type: none"> <li>periods</li> <li>question marks</li> <li>exclamation points</li> </ol> <p>PO 3. Use commas to punctuate:</p> <ol style="list-style-type: none"> <li>items in a series</li> <li>greetings and closings of letters</li> <li>dates</li> </ol> <p>PO 4. Use quotation marks to punctuate <b>dialogue</b>, although may be inconsistent or experimental.</p> <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> <li>contractions</li> <li>singular possessive</li> </ol> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:</p> <ol style="list-style-type: none"> <li><b>word families</b></li> <li><b>regular plurals</b></li> <li><b>r-controlled</b></li> <li><b>diphthong</b></li> <li><b>consonant digraphs</b></li> </ol>	<p>Ref: Discovery- United Streaming video: Rules of Punctuation “Period” (1:13) “Exclamation Point” (0:51) “Question Mark” (1:14)</p> <p>Ref: Discovery- United Streaming video: Rules of Punctuation “Comma” (2:08)</p> <p>Ref: <a href="http://www.bbc.co.uk/schools/ks1bitesize/literacy/(Punctuation)">http://www.bbc.co.uk/schools/ks1bitesize/literacy/(Punctuation)</a></p> <p>Ref: Discovery- United Streaming video: Rules of Punctuation “Quotation Marks” (1:25)</p> <p>Ref: Discovery- United Streaming video: Rules of Punctuation “Colon and semicolon” (1:30)</p> <p>Ref: Discovery- United Streaming video: Rules of Punctuation “Apostrophe” (1:20)</p> <p>Ref: <a href="http://www.phonicsontheweb.com/">www.phonicsontheweb.com/</a></p>

	<p>f. <b>CVC words</b>  g. <b>CCVC words</b>  h. <b>CVCC words</b>  i. <b>Affixes</b></p> <p>PO 9. Spell simple <b>homonyms</b> correctly in context.</p> <p>PO 10. Use resources (e.g., dictionaries, <b>word walls</b>) to spell correctly.</p> <p>PO 11. Use the following parts of speech correctly in <b>simple sentences</b>:</p> <p>a. nouns  b. action verbs  c. personal pronouns  d. adjectives</p> <p>PO 12. Use subject/verb agreement in <b>simple sentences</b>.</p>	<p>Ref:  <a href="http://www.quia.com/mc/1055.html">tp://www.quia.com/mc/1055.html</a></p> <p>Ref:  <a href="http://www.brainpopjr.com/big_word_wall/readingandwriting/">http://www.brainpopjr.com/big_word_wall/readingandwriting/</a></p> <p>CST: Option for the Poor and Vulnerable  Ref: <a href="http://www.freerice.com">www.freerice.com</a>  (English grammar practice PLUS helping world hunger!)</p>
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### Strand 3: Writing Applications (Grade 3)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
Expressive writing includes <b>personal narratives</b> , stories, poetry, songs, and dramatic	PO 1. Write a <b>narrative</b> based on imagined or real events, observations, or memories that includes: a. characters	Example #1 CST: Life and Dignity of the Human Person  Ref: <a href="http://www.faithfulcitizenship">www.faithfulcitizenship</a>

<p>pieces. Writing may be based on real or imagined events.</p>	<p>b. <b>setting</b>  c. <b>plot</b>  d. sensory details  e. clear language  logical sequence of events</p> <p>PO 2: Write a variety of expressive forms (e.g. poetry, skit) that may employ:  Figurative language  Rhythm  Dialogue  Characterization  Plot</p>	<p>.org/docs/lesson_plans/elementary_a.pdf</p> <p>Lesson Plan D: Write a personal narrative about your belief in valuing every person as a child of God (all ethnic groups, people of color, homeless, elderly, prisoners, etc.)</p> <p>Example #2  Ref: <a href="http://thewritesource.com/writing_topics">thewritesource.com/writing_topics</a></p> <p>Example 3: Ref: <a href="http://thewritesource.com/Books/textbooks/write_source_3/#mm03">http://thewritesource.com/Books/textbooks/write_source_3/#mm03</a>.</p> <p>Lesson: Write a story/report</p> <p>Ref: <a href="http://www.gigglepoetry.com">http://www.gigglepoetry.com</a>.</p> <p>Activity: In pairs or small groups students will prepare and expressive form of poetry to perform for the class.</p> <p>Two choices: a poetry theatre poem (with 2 or 3 voices) or a giggle rap (performed in a sequence or in unison.)</p>
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## Strand 3: Writing Applications (Grade 3)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.	PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. (See R03-S3C3)	CST: Care for God’s Creation Ref: Discovery -United Streaming video: Writing Prompt: Grade 03-05 “Reduction of Cars on Streets”  Activity: Letter to Mayor for the purpose of persuading him/her into action  Additional persuasive writing example: <a href="http://thewritesource.com/studentmodels/wot-cloth.htm">http://thewritesource.com/studentmodels/wot-cloth.htm</a>

## Strand 3: Writing Applications (Grade 3)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R03-S2C1)  PO 3: Write a response to a literature selection that connects: -Text to self (personal connection) -Text to world (social connection) Text to text (compare within multiple texts) (See R03-S2C1)	CST: Solidarity Ref: <a href="http://webelieveweb.com/catechist.cfm">webelieveweb.com/catechist.cfm</a> (Sadlier Religion) “Letters from Africa” -Activity: Write a Reflection – Read the letters and respond to the obstacles/hardships of establishing a school in Tanzania, Africa  CAT: Rights and Responsibilities <a href="http://www.faithfulcitizenship.org/docs/lesson_plans/elementary_a.pdf">www.faithfulcitizenship.org/docs/lesson_plans/elementary_a.pdf</a> . -Lesson Plan A: Call to Faithful Citizenship Activity: Write a response to the lesson Jesus teaches in the Gospel of Mark regarding being a good disciple and being a good citizen

## Strand 3: Writing Applications (Grade 3)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials). (See R03-S3C1-03, -04, -05)</p> <p>PO 2. Organize notes in a meaningful sequence. (See R03-S3C1-03, -04, -05)</p> <p>PO 3. Write an informational report that includes <b>main idea(s)</b> and relevant details. (SR03-S3C1-03, -04, -05)</p>	<p>CST: (possible link to CST depending on choice of saint and their contribution)</p> <p>Activity: Students will research the life of a saint utilizing internet sources/books</p> <p>REFERENCES:  <a href="http://www.webelieveweb.com/saints_student.cfm?isarchive=1">http://www.webelieveweb.com/saints_student.cfm?isarchive=1</a>            (Sadlier –We Believe -The Lives of the Saints)  <a href="http://www.holyspiritinteractive.net/kids/saints/">http://www.holyspiritinteractive.net/kids/saints/</a>            (Holy Spirit Interactive Kids).  <a href="http://www.ainglkiss.com/saints/">http://www.ainglkiss.com/saints/</a>  <a href="http://www.catholic-forum.com/saints/patron02.htm">http://www.catholic-forum.com/saints/patron02.htm</a>  <a href="http://saints.sqpn.com/">http://saints.sqpn.com/</a>  <a href="http://www.catholic.org/saints/stindex.php">http://www.catholic.org/saints/stindex.php</a>  <a href="http://www.catholicchild.com/LIVES-OF-THE-SAINTS-BOXEDSET/productinfo/11905/">http://www.catholicchild.com/LIVES-OF-THE-SAINTS-BOXEDSET/productinfo/11905/</a>            (sets of saints books for classroom reference)</p> <p>Ref:  <a href="http://www.eduplace.com/graphicorganizer/index.jsp">http://www.eduplace.com/graphicorganizer/index.jsp</a>.</p> <p>Focus: Develop ideas through the use/aid of graphic organizers</p> <p>Refer to elements of WRITING PROCESS and WRITING ELEMENTS</p>

# Diocese of Tucson Grade 4 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 4)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
Acquire and use new vocabulary in relevant contexts.	<p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>PO 2. Use context to determine the relevant meaning of a word.</p> <p>PO 3. Determine the difference between figurative language and literal language.</p> <p>PO 4. Identify figurative language, including similes, personification, and idioms.</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p>	Students will learn relevant vocabulary to inform their Catholic life.

## Strand 1: Reading Process (Grade 4)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	

## Strand 1: Reading Process (Grade 4)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>PO 2. Confirm predictions about text for accuracy.</p> <p>PO 3. Generate clarifying questions in order to comprehend text.</p> <p>PO 4. Use graphic organizers in order to clarify the meaning of the text.</p> <p><i>PO 5. Connect information and events in text to life experiences and to related text and sources.</i></p> <p>PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	Students will learn to use strategies reading from a variety of texts include religious speeches, scripture and prayers.



## Strand 2: Comprehending Literary Text (Grade 4)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Locate specific information from functional text e.g., letters, memos, directories, menus, forms schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, f</p> <p>PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	Students may study recipes as an opportunity for service and math skills improvement in service to a local soup kitchen, practicing functional text reading and step-by-step reading of directions.

## Strand 2: Comprehending Literary Text (Grade 4)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	<p>PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.</p> <p>PO 2. Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</p>	

# Grade 4 Writing Standards

## Strand 1: Writing Process (Grade 4)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
<p>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</p>	<p>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, <b>graphic organizer</b>, drawing, writer’s notebook, group discussion, printed material).</p> <p>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.</p> <p>PO 3. Determine the intended audience of a writing piece.</p> <p>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</p> <p>PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.</p> <p>PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Students will write a narrative of their own faith life or prayer experience, using the steps of the writing process. Students will use the writing process for other assignments listed below in the writing applications section of the standards as well.</p>

## Strand 1: Writing Process (Grade 4)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	<p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p>PO 2. Organize writing into a logical sequence that is clear to the audience.</p>	Students will write a narrative of their own faith life or prayer experience, using the steps of the writing process. Students will use the writing process for other assignments listed below in the writing applications section of the standards as well.

## Strand 1: Writing Process (Grade 4)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	<p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p><i>PO 4. Use a combination of sentence structures (i.e., <b>simple, compound</b>) to improve sentence fluency in the draft.</i></p> <p>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</p> <p>PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p> <p>PO 7. Use resources and reference materials to select more precise vocabulary.</p>	Students will write a narrative of their own faith life or prayer experience, using the steps of the writing process. Students will use the writing process for other assignments listed below in the writing applications section of the standards as well.

## Strand 1: Writing Process (Grade 4)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
Editing includes proofreading and correcting the draft for conventions.	<p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</p> <p>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p> <p>PO 3. Apply proofreading marks to indicate errors in conventions.</p> <p>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p>	Students will write a narrative of their own faith life or prayer experience, using the steps of the writing process. Students will use the writing process for other assignments listed below in the writing applications section of the standards as well.

## Strand 1: Writing Process (Grade 4)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
Format and present a final product for the intended audience	<p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>PO 2. Share the writing with the intended audience.</p> <p>PO 3. Use margins and spacing to enhance the final product.</p> <p>PO 4. Write legibly.</p>	Students will write a narrative of their own faith life or prayer experience, using the steps of the writing process. Students will use the writing process for other assignments listed below in the writing applications section of the standards as well.

## Strand 2: Writing Elements (Grade 4)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
<p>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>	<p>PO 1. Express ideas that are clear and directly related to the topic.</p> <p>PO 2. Provide content and selected details that are well-suited to audience and purpose.</p> <p>PO 3. Use relevant details to provide adequate support for the ideas.</p>	<p>Students will discuss the origin of ideas, places writer's get ideas and ways to seek out the best ideas for oneself as a writer.</p> <p>Reading various texts, class discusses author's purpose and one's own when writing for various occasions and audiences.</p>

## Strand 2: Writing Elements (Grade 4)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	<p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry). (See Strand 3)</p> <p>PO 2. Create a beginning that captures the reader's interest.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Use a variety of transitional words that creates smooth connections between ideas.</p>	<p>Students will write a narrative of their own faith life or prayer experience, using the 6 traits training to organize, use interesting word choice, conventions and sentence fluency.</p>

	<p>PO 5. Create an ending that provides a sense of resolution or closure.</p> <p>PO 6. Construct a paragraph that groups sentences around a topic.</p>	
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## Strand 2: Writing Elements (Grade 4)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	<p>PO1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p>	<p>Students will write a narrative of their own faith life or prayer experience, using the 6 traits training to organize, use interesting word choice, conventions and sentence fluency.</p> <p>Students will study voice and the importance of using perspective and voice in one’s writing. Then, as a way to integrate in faith, the students may write:</p> <ul style="list-style-type: none"> <li>- Story piece from the perspective of Jesus during his suffering and death</li> <li>- Story from the perspective of a child who is either living in poverty in Tucson, a third world country or a place of war, taking CST into consideration.</li> </ul>

## Strand 2: Writing Elements (Grade 4)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
<p>Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	<p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</p> <p>PO 2. Use descriptive words and phrases that energize the writing.</p> <p>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</p> <p>PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.</p> <p>(See R04-S1C4-04, -05)</p>	<p>Students will write a narrative of their own faith life or prayer experience, using the 6 traits training to organize, use interesting word choice, conventions and sentence fluency.</p>

## Strand 2: Writing Elements (Grade 4)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p>PO 1. Write <b>simple and compound sentences</b>.</p> <p><b>PO 2. Write sentences that flow together and sound natural when read aloud.</b></p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>PO 4. Use effective and natural dialogue when appropriate.</p>	<p>Students may study sentence fluency in a variety of activities using prayers, speeches and religious songs as text.</p> <p>Students will write a narrative of their own faith life or prayer experience, using the 6 traits training to organize, use interesting word choice, conventions and sentence fluency.</p>

## Strand 2: Writing Elements (Grade 4)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
<p>Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p>PO 1. Use capital letters for:</p> <ul style="list-style-type: none"> <li>a. proper nouns ( i.e., names, days, months)</li> <li>b. titles</li> <li>c. names of place</li> <li>d. abbreviations</li> <li>e. literary titles (i.e., book, story, poem)</li> </ul> <p>PO 2. Punctuate endings of sentences using:</p> <ul style="list-style-type: none"> <li>a. periods</li> <li>b. question marks</li> <li>c. exclamation points</li> </ul> <p>PO 3. Use commas to punctuate:</p> <ul style="list-style-type: none"> <li>a. items in a series</li> <li>b. greetings and closings of letters</li> <li>c. dates</li> <li>d. introductory words</li> </ul> <p>PO 4. Use quotation marks to punctuate:</p> <ul style="list-style-type: none"> <li>a. dialogue (although may be inconsistent or experimental)</li> <li>b. titles</li> </ul> <p>PO 5. Use a colon to punctuate time.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> <li>a. contractions</li> <li>b. singular possessive</li> </ul> <p>PO 7. Spell high-frequency words</p>	<p>Students may study conventions, parts of speech and other word study activities using prayers as text.</p> <p>Students will write a narrative of their own faith life or prayer experience, using the 6 traits training to organize, use interesting word choice, conventions and sentence fluency.</p>

correctly.

PO 8. Use common spelling patterns/generalizations to spell words correctly, including:

- a. r-controlled
- b. diphthong
- c. vowel digraphs
- d. CVC words
- e. CCVC words
- f. CVCC words
- g. silent e
- h. irregular plurals
- i. affixes

PO 9. Spell simple homonyms correctly in context.

PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly.

PO 11. Use paragraph breaks to indicate an organizational structure.

PO 12. Use the following parts of speech correctly in simple sentences:

- a. nouns
- b. action verbs
- c. personal pronouns
- d. adjectives
- e. conjunctions

PO 13. Use subject/verb agreement in **simple** and **compound sentences**.

## Strand 3: Writing Applications (Grade 4)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events	<p>PO 1: Write a narrative based on imagined or real events, observations, or memories that include: language, logical sequence of events</p> <p>PO 2: Write in a variety of expressive forms (e.g. poetry, skit) that may employ: figurative language, rhythm, dialogue, characterization, plot and appropriate language.</p>	Students will write a personal narrative about a time in their life when Catholic identity influenced a personal choice that they made, fictional or nonfictional.

## Strand 3: Writing Applications (Grade 4)

Concept 2: Expository	Performance Objectives	Catholic Social Teachings and Resources
Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> <p>PO 2. Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> <li>a. a topic sentence</li> <li>b. supporting details</li> <li>c. relevant information</li> </ol> <p>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p>	Students will read about and summarize data about a challenge related to World Peace for the United States at this time American History.

## Strand 3: Writing Applications (Grade 4)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables). (See R04-S3C2; M04-S2C1)</p> <p>PO 2. Write communications, including:</p> <ol style="list-style-type: none"> <li>a. thank-you notes</li> <li>b. friendly letters</li> <li>c. formal letters</li> <li>d. messages</li> <li>e. invitations</li> </ol> <p>PO 3. Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> <li>a. an appropriate return address</li> <li>b. an appropriate recipient address</li> </ol>	<p>Students will write friendly letters inviting others to participate in a service project to help care for God’s creation in their school or local community.</p>

## Strand 3: Writing Applications (Grade 4)

Concept 4: Persuasive Texts	Performance Objectives	Catholic Social Teachings and Resources
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. (See R04-S3C3)</p>	<p>Students will write a persuasive friendly letter to a government leader <u>persuading</u> them to consider focusing more on either the preferential option for the poor or legislation to care for God’s creation.</p>

## Strand 3: Writing Applications (Grade 4)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R04-S2C1)</p> <p>PO 2. Write a book report or review that identifies the:</p> <ul style="list-style-type: none"> <li>a. main idea</li> <li>b. character(s)</li> <li>c. setting</li> <li>d. sequence of events</li> <li>e. conflict/resolution</li> </ul> <p>(See R04-S2C1)</p> <p>PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:</p> <ul style="list-style-type: none"> <li>a. evidence from the text</li> <li>b. personal experience</li> <li>c. comparison to other text/media</li> </ul> <p>(See R04-S2C1)</p>	<p>Students will analyze Catholic themes in C.S. Lewis's <i>The Chronicles of Narnia</i>, related to scripture and Catholic social teachings.</p> <p>Students will study the option for the poor and vulnerable in reference to the picture book version of the book <i>Three Cups of Tea</i>, the true story of Greg Mortenson's efforts to bring better educational options for women of Iraq and Afghanistan. Students will discuss the importance of the writer's opinions, perspective and faith views when reporting this incredible story.</p>

## Strand 3: Writing Applications (Grade 4)

Concept 6: Research Text	Performance Objectives	Catholic Social Teaching and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). (See R04-S3C1-04, -05, -06)</p> <p>PO 2. Organize notes in a meaningful sequence. (See R04-S3C1-04, -05, -06)</p> <p>PO 3. Write an informational report that includes main idea(s) and relevant details. (See R04-S3C1-04, -05, -06)</p>	<p>Students will research an issue of poverty, World peace or care for God’s creation in their community. Students will publish their research in a multi-paragraph essay.</p>

# Diocese of Tucson Grade 5 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 5)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p><i>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</i></p> <p><i>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</i></p> <p><i>PO 3. Determine the difference between figurative language and literal language.</i></p> <p><i>PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.</i></p> <p><i>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available).</i></p> <p><i>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</i></p>	<p><b>Care For God’s Creation -</b> Use the week’s spelling and vocabulary words to create a poem about caring for God’s creation. Incorporate figurative language such as imagery and similes in the poems to give the reader a vivid, detailed description.</p>

## Strand 1: Reading Process (Grade 5)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	<i>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</i>	<b>Option For The Poor and Vulnerable -</b> Students will get into groups and read together the Last Judgment and re-enact the scene in a skit.

## Strand 1: Reading Process (Grade 5)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i></p>	<b>Care For God's Creation -</b> Read the scripture about the story of creation from the book of Genesis. Students will work in pairs to answer the comprehension questions that follow and write a stoplight paragraph about the seven days.

## Strand 2: Comprehending Literary Text (Grade 5)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objectives	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	<p>PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p>PO 3. <i>Distinguish between major characters and minor characters.</i></p> <p>PO 4. Analyze how a character's traits influence that character's actions.</p> <p>PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>PO 6. Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.</p> <p>PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.</p> <p>PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).</p> <p>PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p>	<p><b>Care For God's Creation -</b></p> <p>Students will review a parable of his or her choice. After, he/she will create a plot line breaking down the major parts of the story and identify one possible theme or moral from the parable. Also, the students will create a character profile for the protagonist in the parable in which they analyze the personality of said character and identify the setting in which the story takes place. They will form groups based on their parables and create a poem of their choice for each parable to complete the exercise.</p>

## Strand 2: Comprehending Literary Text (Grade 5)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
<b>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</b>	PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	<b>Solidarity -</b> Students will research a Saint from a culture outside of their own and present three important contributions or facts about the Saint while discussing how his or her actions helped to promote peace and resolve conflict in our world.

## Strand 3: Comprehending Informational Text (Grade 5)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	<p>PO 1. <i>Identify the main idea and supporting details in expository text.</i></p> <p>PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.</p> <p>PO 3. <i>Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</i></p> <p>PO 4. <i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key</i></p>	<p><b>Call To Family, Community, and Participation –</b> Students will choose a current event article that deals with some aspect of a local community in Tucson or another regional area. They will break down the article by determining the writer's purpose and identify the main idea and supporting evidence present in the story. They will write a small stoplight paragraph explaining how the article relates to helping promote communal or familial growth.</p> <p>f</p>

	<p><i>words, topic sentences, concluding sentences) of expository text. (<u>Connected to Research Strand in Writing</u>)</i></p> <p>PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 6. <i>Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (<u>Connected to Research Strand in Writing</u>)</i></p> <p>PO 7. Identify cause and effect relationships (stated and implied).</p> <p>PO 8. <i>Draw valid conclusions based on information gathered from expository text.</i></p>	
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### Strand 3: Comprehending Informational Text (Grade 5)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p><i>PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</i></p> <p><i>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</i></p>	<p><b>Rights and Responsibilities -</b> Students will read one of Bishop Kicanas’s more recent addresses or letters to Tucson’s Catholic community about our responsibilities as Christians and summarize the main points and message.</p>

## Strand 3: Comprehending Informational Text (Grade 5)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	<p>PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.</p> <p>PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.</p> <p>PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.</p>	Students will hold a debate about different types of occupations and workers and why specific jobs and people deserve certain rights. They will challenge each other by communicating openly in a discussion forum to determine the best ways in which we can preserve the rights and dignity of these workers.

## Grade 5 Writing Standards

### Strand 1: Writing Process (Grade 5)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
Prewriting includes using strategies to	<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, <b>graphic organizers</b>,</i>	<b>Call To Family, Participation, and Community</b> - Students will brainstorm ideas for a paper on how to promote community within their families and their local Parish. Using a spider web

<p>generate, plan, and organize ideas for specific purposes.</p>	<p><i>drawing, writer's notebook, group discussion, printed material).</i></p> <p><i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i></p> <p><i>PO 3. Determine the intended audience of a writing piece.</i></p> <p><i>PO 4. Use organizational strategies (e.g., graphic organizer, <b>KWL chart</b>, log) to plan writing.</i></p> <p><i>PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.</i></p> <p><b>PO 6. Use time management strategies</b>, when appropriate, to produce a writing product within a set time period.</p>	<p>they will diagram their ideas to practice prewriting.</p>
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## Strand 1: Writing Process (Grade 5)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
<p>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</p>	<p>PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea(s)</b> and supporting details.</p>	<p><b>Call To Family, Participation, and Community</b> – Write rough draft of community paper.</p>
	<p>PO 2. Organize writing into a logical sequence that is clear to the audience.</p>	

## Strand 1: Writing Process (Grade 5)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
<p>Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)</p>	<p><i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</i></p> <p><i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</i></p> <p><i>PO 4. Use a combination of sentence structures (i.e., <b>simple, compound</b>) to improve in the draft.</i></p> <p><i>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</i></p> <p><i>PO 6. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to refine the draft.</i></p> <p><i>PO 7. Use resources and reference materials to select more precise vocabulary.</i></p>	<p><b>Call To Family, Participation, and Community</b> – Students will exchange their community papers and work to find areas of strength and improvement to help edit for the final copy.</p>

## Strand 1: Writing Process (Grade 5)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
<p>Editing includes proofreading and correcting the draft for conventions.</p>	<p><i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i></p> <p><i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p>	<p><b>Call To Family, Participation, and Community</b> – Students will exchange their community papers and work to find areas of strength and improvement to help edit for the final copy.</p>

	<p><i>PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.</i></p> <p><i>PO 4. Apply appropriate tools or strategies (e.g., <b>peer review</b>, checklists, <b>rubrics</b>) to edit the draft.</i></p>	
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## Strand 1: Writing Process (Grade 5)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
<p>Publishing includes formatting and presenting a final product for the intended audience.</p>	<p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>PO 2. Share the writing with the intended audience.</p> <p>PO 3. Use margins and spacing to enhance the final product.</p> <p><i>PO 4. Write legibly.</i></p>	<p><b>Call To Family, Participation, and Community</b> – Students will write the final draft.</p>

## Strand 2: Writing Elements (Grade 5)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
<p>Writing is clear and focused, holding the reader's attention throughout. Main ideas</p>	<p><i>PO 1. Express ideas that are clear and directly related to the topic.</i></p> <p><i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i></p>	<p><b>Rights and Responsibilities</b> – Students will work in groups to write a newsletter that informs the public about the rights of every citizen and person in the world. How can Catholics work to make sure these rights are fulfilled and available to each</p>

stand out and are developed by strong support and rich details. Purpose is accomplished.	<i>PO 3. Use relevant details to provide adequate support for the ideas.</i>	person or inhabitant of our world? The first section will work on identifying the content of the newsletter.
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## Strand 2: Writing Elements (Grade 5)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
<p><i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i></p>	<p><i>PO 1. Use a structure that fits the type of writing (e.g., letter format, <b>narrative</b>, lines of poetry).</i></p> <p><i>PO 2. Create a beginning that captures the reader's interest.</i></p> <p><i>PO 3. Place details appropriately to support the <b>main idea</b>.</i></p> <p><i>PO 4. Use a variety of words or phrases that creates smooth and effective transitions.</i></p> <p><i>PO 5. Create an ending that provides a sense of <b>resolution</b> or closure.</i></p> <p><i>PO 6. Construct a paragraph that groups sentences around a topic.</i></p>	<p><b>Rights and Responsibilities</b> – Students will work in groups to write a newsletter that informs the public about the rights of every citizen and person in the world. How can Catholics work to make sure these rights are fulfilled and available to each person or inhabitant of our world? The second section will be to organize the newsletter in the appropriate writing format and identify the beginning, middle, and end.</p>

## Strand 2: Writing Elements (Grade 5)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	<p><i>PO 1. Show awareness of the audience through word choice and style.</i></p> <p><i>PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and mode.</i></p> <p><i>PO 3. Use language appropriate for topic and purpose.</i></p>	<p><b>Rights and Responsibilities</b> – Students will work in groups to write a newsletter that informs the public about the rights of every citizen and person in the world. How can Catholics work to make sure these rights are fulfilled and available to each person or inhabitant of our world? The third section will be to work on developing the voice used in your letter. Remember that the purpose is to inform, so the writer must show flair and personality but also come across professionally when writing to inform.</p>

## Strand 2: Writing Elements (Grade 5)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	<p><i>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</i></p> <p><i>PO 2. Use descriptive words and phrases that energize the writing.</i></p> <p><i>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</i></p> <p><i>PO 4. Use literal and figurative language where appropriate to purpose.</i></p>	<p><b>Rights and Responsibilities</b> – Students will work in groups to write a newsletter that informs the public about the rights of every citizen and person in the world. How can Catholics work to make sure these rights are fulfilled and available to each person or inhabitant of our world? Groups will review the newsletter and identify vocabulary and come up with stronger diction to help add to the letter.</p>

## Strand 2: Writing Elements (Grade 5)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p>PO 1. Write simple and compound sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p> <p>PO 4. Use effective and natural dialogue when appropriate.</p>	<p>Rights and Responsibilities – Students will work in groups to write a newsletter that informs the public about the rights of every citizen and person in the world. How can Catholics work to make sure these rights are fulfilled and available to each person or inhabitant of our world? Students will review their newsletters and change up the flow of the sentences to make sure there is variety in their writing.</p>

## Strand 2: Writing Elements (Grade 5)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
<p>Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p><i>PO 1. Use capital letters correctly for:</i></p> <p>a. <b>proper nouns:</b></p> <ul style="list-style-type: none"> <li>• <i>place names</i></li> <li>• <i>holidays</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> </ul> <p>b. <i>literary titles (i.e., book, story, poem, play, song)</i></p> <p>c. <i>titles</i></p> <p>d. <i>abbreviations</i></p> <p>e. <i>words used (e.g., Mother, Uncle Jim)</i></p> <p><i>PO 2. Punctuate endings of</i></p>	<p><b>Rights and Responsibilities</b> – Students will work in groups to write a newsletter that informs the public about the rights of every citizen and person in the world. How can Catholics work to make sure these rights are fulfilled and available to each person or inhabitant of our world? The last section will be to review or edit each other’s newsletters to make sure they’re published without any conventional errors.</p>

*sentences using:*

- a. *periods*
- b. *question marks*
- c. *exclamation points*

*PO 3. Use commas to punctuate:*

- a. *items in a series*
- b. *greetings and closings of letters*
- c. *dates*
- d. *introductory words*
- e. **dialogue**
- f. **direct address**

*PO 4. Use quotation marks to punctuate:*

- a. simple **dialogue**
- b. *titles*

*PO 5. Use colons to punctuate:*

- a. *time*
- business letter salutations

*PO 6. Use apostrophes to punctuate:*

- a. *contractions*
- b. *singular possessive*

*PO 7. Spell **high frequency words** correctly.*

*PO 8. Use common spelling patterns/generalizations to spell words correctly, including:*

- a. **irregular plurals**
- b. **silent e**
- c. *i before e*
- d. *words ending in -y*

	<p>e. doubling final consonant</p> <p>PO 9. Spell <b>homonyms</b> correctly in context.</p> <p><i>PO 10. Use resources (e.g., dictionaries, <b>word walls</b>) to spell correctly.</i></p> <p><i>PO 11. Use paragraph breaks to indicate an organizational structure.</i></p> <p><i>PO 12. Use the following parts of speech correctly in <b>simple sentences</b>:</i></p> <ul style="list-style-type: none"> <li>a. <i>nouns</i></li> <li>b. <i>action verbs</i></li> <li>c. <i>personal pronouns</i></li> <li>d. <i>conjunctions</i></li> <li>e. <i>adverbs</i></li> </ul> <p><i>PO 13. Use subject/verb agreement in <b>simple and compound sentences</b>.</i></p>	
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### Strand 3: Writing Applications (Grade 5)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
Expressive writing includes <b>personal narratives</b> , stories, poetry, songs, and	<p><i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>characters</i></li> </ul>	<p><b>Care For God’s Creation</b> – Students will write limericks or cinquan poetry to show care for our Earth and all the creatures that inhabit it. The poems must incorporate at least three examples of figurative language.</p>

<p>dramatic pieces. Writing may be based on real or imagined events.</p>	<ul style="list-style-type: none"> <li>b. <b>setting</b></li> <li>c. <b>plot</b></li> <li>d. <i>sensory details</i></li> <li>e. <i>clear language</i></li> <li>f. <i>logical sequence of events</i></li> </ul> <p><i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</i></p> <ul style="list-style-type: none"> <li>a. <i>figurative language</i></li> <li>b. <i>rhythm</i></li> <li>c. <i>dialogue</i></li> <li>d. <i>characterization</i></li> <li>e. <i>a plot</i></li> <li>f. <i>appropriate format</i></li> </ul>	
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### Strand 3: Writing Applications (Grade 5)

Concept 2: Expository	Performance Objectives	Catholic Social Teachings and Resources
<p>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.</p>	<p>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> <p><i>PO 2. Write an expository paragraph that contains:</i></p> <ul style="list-style-type: none"> <li>a. <i>a topic sentence</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>relevant information</i></li> </ul> <p><i>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</i></p>	<p><b>Solidarity</b> – Students will research another culture or area from around the world and write an essay informing the reader about one specific part of that culture. Also, the second half of the essay will be to identify one way in which we can become more culturally responsible and promote a learning environment about other cultures around the world.</p>

## Strand 3: Writing Applications (Grade 5)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p><i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, <b>rubrics</b>, labels, graphs/tables).</i></p> <p><i>PO 2. Write communications, including:</i></p> <ul style="list-style-type: none"> <li>a. <i>thank-you notes</i></li> <li>b. <b>friendly letters</b></li> <li>c. <b>formal letters</b></li> <li>d. <i>messages</i></li> <li>e. <i>invitations</i></li> </ul> <p><i>PO 3. Address an envelope for correspondence that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>an appropriate return address</i></li> <li>b. <i>an appropriate recipient address</i></li> </ul>	<p><b>Option For The Poor and Vulnerable</b> – Students will create banners or signs to persuade others to give support to, donate, and spend community service time helping those that are living in poverty or are homeless in our local Tucson community.</p>

## Strand 3: Writing Applications (Grade 5)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p><i>PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader.</i></p>	<p><b>Option For The Poor and Vulnerable</b> – Students will create banners or signs to persuade others to give support to, donate, and spend community service time helping those that are living in poverty or are homeless in our local Tucson community.</p>

## Strand 3: Writing Applications (Grade 5)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p><i>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</i></p> <p><i>PO 2. Write a book report or review that identifies the:</i></p> <ol style="list-style-type: none"> <li>a. <b>main idea</b></li> <li>b. <i>character(s)</i></li> <li>c. <b>setting</b></li> <li>d. <i>sequence of events</i></li> <li>e. <i>conflict/resolution</i></li> </ol> <p><i>PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:</i></p> <ol style="list-style-type: none"> <li>a. <i>evidence from the text</i></li> <li>b. <i>personal experience</i></li> <li>c. <i>comparison to other text/media</i></li> </ol>	<p><b>Life and Dignity of the Human Person</b> – Students will break into their reading groups and complete a mini project in which they relate the main character (protagonist) in their circle novels to that of Jesus Christ. They will compare and contrast the two using a Venn Diagram, and create a paper and poster board showing ways in which they are similar and different explaining parts of their personality, such as how they handle conflict and discussing the major themes present in both lives.</p>

## Strand 3: Writing Applications (Grade 5)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product</p>	<p><i>PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).</i></p> <p><i>PO 2. Organize notes in a meaningful sequence.</i></p> <p><i>PO 3. Write an informational report that includes <b>main ideas</b> and relevant details.</i></p>	

# Diocese of Tucson Grade 6 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 6)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p>PO 1. Determine the effect of affixes on root words.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p><i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i></p>	

## Strand 1: Reading Process (Grade 6)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	

## Strand 1: Reading Process (Grade 6)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p>PO 4. Use graphic organizers in order to clarify the meaning of the text.</p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, cause and effect relationships) of text to aid</p>	<p>Students will read Greg Motenson’s novel <i>Three Cups of Tea</i> and have students make connections to the life of the children in the novel. Students will discuss the theme of solidarity.</p>

	<p>comprehension.</p> <p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i></p>	
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## Strand 2: Comprehending Literary Text (Grade 6)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objective	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the structures and elements of literature.	<p>PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>PO 2. Identify the theme in works of prose, poetry, and drama.</p> <p>PO 3. Describe the motivations of major and minor characters.</p> <p><i>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</i></p> <p>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution</p> <p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p> <p>PO 7. Identify the characteristics and</p>	<p>Students will read Louis Sachar's novel <i>Holes</i> or Pam Muñoz Ryan's <i>Esperanza Rising</i> and discuss the theme of the dignity of work. Students will relate the theme to the Catholic Social Teaching on the dignity of work and the rights of workers.</p> <p>Students will read Lois Lowry's novel <i>Number the Stars</i> and learn about the historical context of World War II and the Holocaust and its influence on the plot of the novel. Students will identify how victims of the Holocaust were worthy of the option for the poor and the vulnerable.</p> <p><a href="http://www.teachervision.fen.com/reading/literature-guide/2538.html">http://www.teachervision.fen.com/reading/literature-guide/2538.html</a></p>

	<p>structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> <p><i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i></p>	<p>Students will read the poem “Two Women, “ written by an anonymous author. Students will discuss the life and dignity of the human person and how the poor woman in the poem is not being treated with dignity. Students will discuss the call to family, community, and participation, solidarity, and how the Chilean community is not living this out through class division and discrimination.</p> <p><a href="http://www.regrettoinform.org/education/html/writing02.html">http://www.regrettoinform.org/education/html/writing02.html</a></p>
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## Strand 2: Comprehending Literary Text (Grade 6)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	<p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	Students will read <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis and discuss the abuses to human dignity caused by discrimination. Students will discuss rights and responsibilities and how civil rights activists worked to promote rights for African Americans.

## Strand 3: Comprehending Informational Text (Grade 6)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of	PO 1. Restate the main idea (explicit or implicit) and supporting details in	

<p>the purpose, structures, and elements of expository text.</p>	<p>expository text.</p> <p>PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p> <p><i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p> <p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p> <p><i>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i></p> <p><i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p> <p>PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</p>	<p>Students will research a particular Catholic Social Teaching or a social justice issue such as fair trade, abortion, euthanasia, etc. using encyclopedias, periodicals, and websites. Students will create a presentation for the class. Use the following websites as guides for students:</p> <p><a href="http://www.osjspm.org/web_links.aspx">http://www.osjspm.org/web_links.aspx</a></p> <p><a href="http://www.usccb.org/">http://www.usccb.org/</a> (social justice tabs)</p>
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	<p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p> <p><i>PO 9. Draw valid conclusions about expository text, supported by text evidence.</i></p>	
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### Strand 3: Comprehending Informational Text (Grade 6)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</p> <p><i>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</i></p>	

### Strand 3: Comprehending Informational Text (Grade 6)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
Explain basic elements of argument in text and their relationship to the author's	PO 1. Determine the author's specific purpose for writing the persuasive text.	Students will read an op ed from a newspaper that addresses a social justice issue. Students will identify the author's

purpose and use of persuasive strategies.	<p>PO 2. Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object.</p> <p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>	purpose for writing the article, distinguish facts from opinions present in the article, and highlight persuasive strategies used.
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## Grade 6 Writing Standards

### Strand 1: Writing Process (Grade 6)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	<p><i>PO 1. Generate ideas through a variety of activities (e.g., <b>prior knowledge</b>, discussion with others, printed material, or other sources).</i></p> <p><i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i></p> <p><i>PO 3. Determine the intended audience of a writing piece.</i></p>	<ul style="list-style-type: none"> <li>- Web, diagram, KWL about prior knowledge of Catholic Social Teaching</li> <li>- Play a matching game: Students are given a description and must decide which Catholic Social Teaching is being described</li> <li>- Create posters (or other graphic organizers) about Catholic Social Teachings</li> <li>- Journal daily about seeing Catholic Social Teachings in action</li> </ul>

	<p>PO 4. Establish a central idea appropriate to the type of writing.</p> <p><i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram, web, story map, plot pyramid</b>) to plan writing.</i></p> <p><i>PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.</i></p> <p><i>PO 7. Use <b>time-management strategies</b>, when appropriate, to produce a writing product within a set time period.</i></p>	
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## Strand 1: Writing Process (Grade 6)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
<p>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</p>	<p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p><i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i></p>	

## Strand 1: Writing Process (Grade 6)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
<p>Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)</p>	<p><i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i></p> <p><i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i></p> <p><i>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</i></p> <p><i>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</i></p> <p><i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p> <p><i>PO 8. Use resources and reference materials to select more precise vocabulary.</i></p>	<p><i>- Research Catholic Social Teachings and use facts to enhance draft</i></p> <p><i>- Use sample writings about Catholic Social Teachings to revise drafts</i></p> <p><i>- Use a sample description of Catholic Social Teachings and highlight/ identify transitions that are used</i></p> <p><i>- sing a draft that describes a Catholic Social Teaching have students revise/ combine sentences</i></p>

## Strand 1: Writing Process (Grade 6)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
Editing includes proofreading and correcting the draft for conventions.	<p><i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i> (See Strand 2)</p> <p><i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p> <p><i>PO 3. Apply proofreading marks to indicate errors in conventions.</i></p> <p><i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i></p>	-Using a draft that describes a Catholic Social Teaching have students edit

## Strand 1: Writing Process (Grade 6)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
Publishing involves formatting and presenting a final product for the intended audience.	<p><i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i></p> <p><i>PO 2. Use margins and spacing to enhance the final product.</i></p> <p><i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i></p> <p><i>PO 4. Write legibly.</i></p>	<p>- Create various ways (skits, comics, charts, etc.) to convey definitions and examples of Catholic Social Teachings</p> <p>- Conduct polls and create visual representations of acquired results</p> <p>- Daily journal entries concerning Catholic Social Teachings</p>

## Strand 2: Writing Elements (Grade 6)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	<p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p><i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i></p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>PO 4. Include ideas and details that show original perspective.</p>	<p>- Provide students with a thesis regarding one of the Catholic Social Teachings and have them brainstorm support</p> <p>- Use support from above to create a complete paragraph</p>

## Strand 2: Writing Elements (Grade 6)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	<p><i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i> (See Strand 3)</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p><i>PO 3. Place details appropriately to support the main idea.</i></p>	<p>- Provide students with a thesis statement and support; ask students to rearrange support based on various organization</p>

	<p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</p> <p><i>PO 6. Create an ending that provides a sense of resolution or closure.</i></p>	<p><i>structures (chronological, cause/effect, etc.)</i></p> <p>- Read a passage or vignette about various Catholic Social Teachings and highlight transitions that are used</p>
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## Strand 2: Writing Elements (Grade 6)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	<p><i>PO 1. Show awareness of the audience through word choice and style.</i></p> <p><i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i></p> <p><i>PO 3. Use language appropriate for the topic and purpose.</i></p> <p>PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p>	<p>- write skits about Catholic Social Teachings that appeal peers using different words/ vocabulary</p> <p>- Re-write passages from different points of view</p>

## Strand 2: Writing Elements (Grade 6)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	<p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words and phrases that consistently support style and type of writing. (See R06-S2C1)</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>PO 4. Use literal and figurative language when appropriate to purpose. (See R06-S1C4-04)</p>	

## Strand 2: Writing Elements (Grade 6)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	<p>PO 1. Write simple and compound sentences.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths,</p>	<p>- give students a sample description of Catholic Social Teachings using simple sentences, have them revise into compound sentences</p> <p>- Write skits showcasing Catholic Social Teachings using dialogue</p>

	<p>and patterns to enhance the flow of the writing.</p> <p>PO 4. Use effective and natural dialogue when appropriate.</p>	
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## Strand 2: Writing Elements (Grade 6)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p>PO 1. Use capital letters correctly for:</p> <ol style="list-style-type: none"> <li>a. proper nouns <ul style="list-style-type: none"> <li>• holidays</li> <li>• product names</li> <li>• languages</li> <li>• historical events</li> <li>• organizations</li> <li>• academic courses (e.g., algebra/Algebra I)</li> <li>• place</li> <li>• regional names (e.g., West Coast)</li> </ul> </li> <li>b. words used as names (e.g., Grandpa, Aunt Lyn)</li> <li>c. literary titles (i.e., story, poem, play, song)</li> <li>d. titles</li> <li>e. abbreviations</li> </ol> <p>proper adjectives</p> <p>PO 2. Use commas to correctly punctuate:</p> <ol style="list-style-type: none"> <li>a. items in a series</li> <li>b. greetings and closings of letters</li> <li>c. introductory words</li> <li>d. direct address</li> <li>e. interrupters</li> </ol>	<p>- Give students descriptions of Catholic Social Teachings with grammar/ mechanics that need fixed and have students correct</p>

	<p>f. compound sentences</p> <p>PO 3. Use quotation marks to punctuate:</p> <ol style="list-style-type: none"> <li>a. dialogue</li> <li>b. titles of short works (e.g., chapter, story, article, song, poem)</li> <li>c. exact words from sources</li> </ol> <p>PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>PO 5. Use colons to punctuate business letter salutations.</p> <p>PO 6. Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> <li>a. contractions</li> <li>b. singular possessives</li> </ol> <p>PO 7. Spell high-frequency words correctly.</p> <p>PO 8. Use common spelling patterns/generalizations to spell words correctly.</p> <p>PO 9. Use homonyms correctly in context.</p> <p>PO 10. Use resources to spell correctly.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>PO. 12. Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> <li>a. nouns</li> <li>b. action/linking verbs</li> </ol>	<p>Use words related to Catholic Social Teachings as a spelling list</p>
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	<p>c. personal pronouns  d. adjectives  e. adverbs  f. conjunctions  g. prepositions  h. interjections</p> <p>PO 13. Use subject/verb agreement in simple and compound sentences.</p>	
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### Strand 3: Writing Applications (Grade 6)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>	<p>PO 1. Write a <b>narrative</b> that includes:</p> <ol style="list-style-type: none"> <li>a. an engaging <b>plot</b> based on imagined or real ideas, observations, or memories of an event or experience</li> <li>b. effectively developed characters</li> <li>c. a clearly described <b>setting</b></li> <li>d. <b>dialogue</b>, as appropriate</li> <li>e. <b>figurative language</b>, or descriptive words and phrases to enhance style and <b>tone</b></li> </ol> <p>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</p> <ol style="list-style-type: none"> <li>a. <b>figurative language</b></li> <li>b. <b>rhythm</b></li> <li>c. <b>dialogue</b></li> <li>d. <b>characterization</b></li> <li>e. <b>plot</b></li> <li>f. appropriate format</li> </ol>	<p>- Write a story (fable, fairy tale, etc.) showcasing various Catholic Social Teachings</p> <p>- Create characters the exemplify Catholic Social Teachings</p> <p>- Use figurative language to describe Catholic Social Teachings</p> <p>- Write a variety of poems based on Catholic Social Teachings</p>

## Strand 3: Writing Applications (Grade 6)

Concept 2: Expository	Performance Objectives	Catholic Social Teachings and Resources
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	<p><i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p> <p>PO 2. Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> <li>a. a topic sentence</li> <li>b. supporting details</li> <li>c. relevant information</li> </ol> <p>(See R06-S3C1-02)</p> <p>PO 3. Write a process essay that includes:</p> <ol style="list-style-type: none"> <li>a. a thesis statement</li> <li>b. supporting details</li> <li>c. introductory, body, and concluding paragraphs</li> </ol>	<p>- Videotape skits showcasing Catholic Social Teachings</p> <p>- Create a brochure detailing Catholic Social Teachings</p>

## Strand 3: Writing Applications (Grade 6)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for</p>	<p>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables). (See R06-S3C2; M06-S2C1)</p> <p>PO 2. Write a friendly letter that includes a:</p> <ol style="list-style-type: none"> <li>a. heading</li> <li>b. salutation</li> </ol>	<p>- Create a recipe for following Catholic Social Teachings</p> <p>- Write a letter sharing the Catholic Social Teachings</p>

<p>specific content areas.</p>	<ul style="list-style-type: none"> <li>c. body</li> <li>d. closing</li> <li>e. signature</li> </ul> <p>PO 3. Write a formal letter that follows a conventional business letter format.</p> <p>PO 4. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> <li>a. an appropriate return address</li> <li>b. an appropriate recipient address</li> </ul>	<p>- Write a letter and request information from various agencies related to Catholic Social Teachings</p>
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### Strand 3: Writing Applications (Grade 6)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ul style="list-style-type: none"> <li>a. establishes and develops a controlling idea</li> <li>b. supports arguments with detailed evidence</li> <li>c. includes persuasive techniques</li> <li>d. excludes irrelevant information</li> </ul> <p>(See R06-S3C3)</p>	

### Strand 3: Writing Applications (Grade 6)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer's reaction to a literary selection. The response includes the</p>	<p>PO 1. Write a response to literature that:</p> <ul style="list-style-type: none"> <li>a. presents several clear ideas</li> <li>b. supports inferences and conclusions with examples from</li> </ul>	<p>- Respond to literature based on Catholic Social Teachings</p>

<p>writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>the text, personal experience, references to other works, or reference to non-print media</p> <p>c. relates own ideas to supporting details in a clear and logical manner</p> <p>(See R06-S2C1)</p>	
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### Strand 3: Writing Applications (Grade 6)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> <li>a. paraphrasing to convey ideas and details from the source</li> <li>b. main idea(s) and relevant details</li> </ul> <p>(See R06-S3C1-05, -06, -07)</p> <p>PO 2. Write an informational report that includes:</p> <ul style="list-style-type: none"> <li>a. a focused topic</li> <li>b. appropriate facts and relevant details</li> <li>c. a logical sequence</li> <li>d. a concluding statement</li> <li>e. a list of sources used</li> </ul> <p>(See R06-S3C1-05, -06, -07)</p>	<ul style="list-style-type: none"> <li>- Take notes after researching Catholic Social Teachings and various agencies that support it</li> <li>- Write a report based on facts about Catholic Social Teachings</li> </ul>

# Diocese of Tucson Grade 7 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 7)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p> <p><i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i></p> <p><i>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i></p> <p><i>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</i></p> <p><i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i></p>	

## Strand 1: Reading Process (Grade 7)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	

## Strand 1: Reading Process (Grade 7)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.</i></p> <p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</i></p>	<p>Read “Being New is Tough” in Chicken Soup for the Teenage Soul and ask the following question:</p> <ol style="list-style-type: none"> <li>1. How did the speaker feel at the beginning of her essay?</li> <li>2. Describe some of her characteristics and how she described herself.</li> <li>3. Why did she say she “was in for a shock?”</li> <li>4. Describe how the students “looked” in the new school.</li> <li>5. How did that make her feel?</li> <li>6. What are some of her “hopes and dreams” regarding her situation.</li> </ol> <p>**Use these questions to discuss the life and dignity of the human person.</p>

# Strand 2: Comprehending Literary Text (Grade 7)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objective	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	<p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>PO 2. Recognize multiple themes in works of prose, poetry, and drama.</p> <p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator’s description, and other characters.</p> <p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p> <p><i>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</i></p> <p><i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.</i></p> <p><i>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.</i></p> <p><i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i></p>	<p>Read “I’m Nobody!” by Emily Dickinson and discuss the figurative language used. Incorporate discussion of the option for the poor and the vulnerable.</p>

## Strand 2: Comprehending Literary Text (Grade 7)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	<p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. <i>Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</i></p>	<p>Read the short story “Antaeus” by Borden Deal and discuss the themes of the life and dignity of the human person, the dignity of work, solidarity, and care for God’s creation. Use the following questions for discussion:</p> <ol style="list-style-type: none"> <li>1. Describe how T.J. differs from the rest of the boys in the story.</li> <li>2. What made the rest of the group “warm” up to him after a while?</li> <li>3. What are his endearing “virtues”?</li> </ol>

## Strand 3: Comprehending Informational Text (Grade 7)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	<p>PO 1. <i>Restate the main idea (explicit or implicit) and supporting details in expository text.</i></p> <p>PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p> <p>PO 3. <i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p>	<p>Read “King Arthur, The Sword in the Stone” and discuss the option for the poor and vulnerable, the life and dignity of the human person, the dignity of work, and care for God’s creation. Use the following discussion questions:</p> <ol style="list-style-type: none"> <li>1. Summarize the main ideas of the story.</li> <li>2. Write down the events in chronological order that led to the climax of the story.</li> </ol>

PO 4. *Identify the author's stated or implied purpose(s) for writing expository text.*

PO 5. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)*

PO 6. *Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*

PO 7. Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)

PO 8. *Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)*

PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and

3. What may you consider “facts” or “opinions” from the events?
4. What might be some of the author’s reasons for his “biases” in the story?

	<p>contrast, cause and effect relationships, logical order) of expository text to aid comprehension.</p> <p>PO 10. Make relevant inferences about expository text, supported by text evidence.</p> <p>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p> <p>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>	
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### Strand 3: Comprehending Informational Text (Grade 7)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	<p><i>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</i></p> <p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.</p> <p><i>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions</i></p>	

## Strand 3: Comprehending Informational Text (Grade 7)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
<p>Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p>	<p><i>PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p> <p><i>PO 2. Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object.</i></p> <p><i>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i></p>	<p>Read the short story “Elizabeth I” and discuss the life and dignity of the human person, the call to family, community, and participation, the dignity of work, solidarity, and care for God’s creation.</p>



## Strand 1: Writing Process (Grade 7)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	<p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p><i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i></p>	Make outlines to have information in a sequential order. To help make the writing process easier/

## Strand 1: Writing Process (Grade 7)

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	<p><i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i></p> <p><i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i></p> <p><i>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</i></p>	<p><i>Have students trade work and revise writings to make sure it flows in sequential order and practice solidarity with in the classroom community. To help each other becomes better writers with better understanding of work as a class community.</i></p> <p><i>Teach students how to edit papers. Using. Editing marks.</i></p>

	<p><i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i></p> <p><i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p> <p><i>PO 8. Use resources and reference materials to select more precise vocabulary.</i></p>	<p><i>Use the Thesaurus to find alternate words to use in writhing;</i></p>
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## Strand 1: Writing Process (Grade 7)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
<p>Editing includes proofreading and correcting the draft for conventions.</p>	<p><i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i> (See Strand 2)</p> <p><i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p> <p><i>PO 3. Apply proofreading marks to indicate errors in conventions.</i></p> <p><i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i></p>	<p><i>Use editing strategies to help edit writings. Making sure we use our call to community to help our fellow students participate fully in the project that is being written.</i></p>

## Strand 1: Writing Process (Grade 7)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
Publishing involves formatting and presenting a final product for the intended audience.	<p><i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, and multimedia) appropriate to audience and purpose.</i></p> <p><i>PO 2. Use margins and spacing to enhance the final product.</i></p> <p><i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i></p> <p><i>PO 4. Write legibly.</i></p>	<p><i>Have students working on various projects using material from, The Seven Major Themes of Catholic Social teachings.</i></p> <p><i>Practice writing manuscript in the Writing our Catholic Faith. In order to practice writing legibly.</i></p>

## Strand 2: Writing Elements (Grade 7)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details.	<p><i>PO 1. Use clear, focused ideas and details to support the topic.</i></p> <p><i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i></p> <p><i>PO 3. Develop a sufficient</i></p>	<p><i>Write reports, essays-choosing topics that continually teaches the seven major themes of catholic social teachings. Through various activities.</i></p>

Purpose is accomplished.	<i>explanation or exploration of the topic.</i> <i>PO 4. Include ideas and details that show original perspective.</i>	
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## Strand 2: Writing Elements (Grade 7)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	<p><i>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, and essay). (See Strand 3)</i></p> <p><i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i></p> <p><i>PO 3. Place details appropriately to support the main idea.</i></p> <p><i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i></p> <p><i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i></p> <p><i>PO 6. Create an ending that provides a sense of resolution or closure.</i></p>	<p><i>Writing and formatting – letters, essays, plays, and writings that reflect the needs and wants of the community to help us remember the lessons we learn in a catholic school and community.</i></p> <p><i>Writing the Beatitudes and studying them to memory or quizzes</i></p>

## Strand 2: Writing Elements (Grade 7)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	<p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> <p><i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i></p> <p><i>PO 3. Use language appropriate for the topic and purpose.</i></p> <p><i>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</i></p>	<p>Catholic Terminology – Writing presentations, plays, essays, poems, and using Catholic vocabulary taken from our Religion books or the bible.</p> <p>Present written material to a school or catholic community that incorporate the seven catholic social teachings</p>

## Strand 2: Writing Elements (Grade 7)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose	<p><i>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</i></p> <p><i>PO 2. Use words that consistently support style and type of writing.</i> (See R07-S2C1)</p> <p><i>PO 3. Use vocabulary that is original, varied, and natural.</i></p>	<p><i>Make word lists of describing catholic social teaching words that will help students with the word meanings for the seven major themes of Catholic Social Teachings.</i></p> <p><i>To write prayers and different genres containing words of the Catholic Social teachings.</i></p>

	<p>PO 4. Use literal and figurative language when appropriate to purpose. <i>(See R07-S1C4-04)</i></p>	
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## Strand 2: Writing Elements (Grade 7)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p><i>PO 1. Write simple, compound, and complex sentences.</i></p> <p>PO 2. Create sentences that flow together and sound natural when read aloud.</p> <p><i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i></p> <p>PO 4. Use effective and natural dialogue when appropriate.</p>	<p><i>To be able to write all the Holy Days of Obligation and to write stories pertaining to those days.</i></p>

## Strand 2: Writing Elements (Grade 7)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p><i>PO 1. Use capital letters correctly for:</i></p> <ol style="list-style-type: none"> <li>a. <i>proper nouns</i> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>product names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>place</i></li> <li>• <i>regional names (e.g., West Coast)</i></li> </ul> </li> <li>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></li> <li>c. <i>literary titles (i.e., book, story, poem, play, song)</i></li> <li>d. <i>titles</i></li> <li>e. <i>abbreviations</i></li> </ol> <p><i>proper adjectives</i></p> <p><i>PO 2. Use commas to correctly punctuate:</i></p> <ol style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words and clauses</i></li> <li>d. <i>direct address</i></li> <li>e. <i>interrupters</i></li> <li>f. <i>compound sentences</i></li> <li>g. <i>appositives</i></li> <li>h.</li> </ol> <p><i>PO 3. Use quotation marks to punctuate:</i></p> <ol style="list-style-type: none"> <li>a. <i>dialogue</i></li> <li>b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i></li> <li>c. <i>exact words from sources</i></li> <li>d.</li> </ol>	

*PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).*

*PO 5. Use colons to punctuate business letter salutations.*

*PO 6. Use apostrophes to punctuate:*

- a. contractions*
- b. singular possessives*
- c. plural possessives*

*PO 7. Spell high-frequency words correctly.*

*PO 8. Use common spelling patterns/generalizations to spell words correctly.*

*PO 9. Use homonyms correctly in context.*

*PO 10. Use resources to spell correctly.*

*PO 11. Use paragraph breaks to indicate an organizational structure.*

*PO 12. Use the following parts of speech correctly in simple sentences:*

- a. nouns*
- b. action/linking verbs*
- c. personal pronouns*
- d. adjectives*
- e. adverbs*
- f. conjunctions*
- g. prepositions*
- h. interjections*
- i.*

*PO 13. Use subject/verb agreement in simple, compound, and complex sentences.*

## Strand 3: Writing Applications (Grade 7)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>	<p><i>PO 1. Write a narrative that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i></li> <li>b. <i>effectively developed characters</i></li> <li>c. <i>a clearly described setting</i></li> <li>d. <i>dialogue, as appropriate</i></li> <li>e. <i>figurative language, or descriptive words and phrases to enhance style and tone</i></li> </ul> <p><i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</i></p> <ul style="list-style-type: none"> <li>a. <i>figurative language</i></li> <li>b. <i>rhythm</i></li> <li>c. <i>dialogue</i></li> <li>d. <i>characterization</i></li> <li>e. <i>plot</i></li> <li>f. <i>appropriate format</i></li> </ul>	

## Strand 3: Writing Applications (Grade 7)

<i>Concept 2: Expository</i>	Performance Objectives	Catholic Social Teachings and Resources
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	<p><i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p> <p><i>PO 2. Write a summary based on the information gathered that include(s):</i></p> <ul style="list-style-type: none"> <li>a. <i>a topic sentence</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>relevant information</i></li> </ul> <p>(See R07-S3C1-02)</p> <p><i>PO 3. Write a process essay that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>a thesis statement</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>introductory, body, and concluding paragraphs</i></li> </ul>	

## Strand 3: Writing Applications (Grade 7)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters,</p>	<p><i>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i></p> <p>(See R07-S3C2; M07-S2C1)</p>	

<p>memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p><i>PO 2. Write a friendly letter that includes a:</i></p> <ol style="list-style-type: none"> <li>a. <i>heading</i></li> <li>b. <i>salutation</i></li> <li>c. <i>body</i></li> <li>d. <i>closing</i></li> <li>e. <i>signature</i></li> </ol> <p><i>PO 3. Write a formal letter that follows a conventional business letter format.</i></p> <p><i>PO 4. Address an envelope for correspondence that includes:</i></p> <ol style="list-style-type: none"> <li>a. <i>an appropriate return address</i></li> <li>b. <i>an appropriate recipient address</i></li> </ol>	
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### Strand 3: Writing Applications (Grade 7)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p><i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i></p> <ol style="list-style-type: none"> <li>a. <i>establishes and develops a controlling idea</i></li> <li>b. <i>supports arguments with detailed evidence</i></li> <li>c. <i>includes persuasive techniques</i></li> <li>d. <i>excludes irrelevant information</i></li> <li>e. <i>attributes sources of information when appropriate</i></li> </ol> <p>(See R07-S3C3)</p>	

## Strand 3: Writing Applications (Grade 7)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p><i>PO 1. Write a response to literature that:</i></p> <ul style="list-style-type: none"> <li>a. <i>presents several clear ideas</i></li> <li>b. <i>supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i></li> <li>c. <i>relates own ideas to supporting details in a clear and logical manner</i></li> </ul> <p>(See R07-S2C1)</p>	

## Strand 3: Writing Applications (Grade 7)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes,</p>	<p><i>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>paraphrasing to convey ideas and details from the source</i></li> <li>b. <i>main idea(s) and relevant details</i></li> </ul>	

<p>summarizes, and synthesizes the information into a finished product.</p>	<p>(See R07-S3C1-05, -06, -07, -08)</p> <p><i>PO 2. Write an informational report that includes:</i></p> <ul style="list-style-type: none"><li>a. <i>a focused topic</i></li><li>b. <i>appropriate facts and relevant details</i></li><li>c. <i>a logical sequence</i></li><li>d. <i>a concluding statement</i></li><li>e. <i>a list of sources used</i></li></ul> <p>(See R07-S3C1-05, -06, -07, -08)</p>	
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# Diocese of Tucson Grade 8 Reading and Writing Curriculum

## Strand 1: Reading Process (Grade 8)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Performance Objectives	Catholic Social Teachings and Resources
<p>Acquire and use new vocabulary in relevant contexts.</p>	<p><i>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</i></p> <p><i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i></p> <p><i>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i></p> <p><i>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</i></p> <p><i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i></p>	<p><i>PO 4</i></p> <p><b>Solidarity</b></p> <p><i>Students read Joyce Rupp poem “It is Possible” and discuss the meaning of the figurative language and how the poet envisions solidarity with all people.</i></p> <p><b>Resource:</b> <a href="http://joycerupp.com/CosmicDance.htm#possible">http://joycerupp.com/CosmicDance.htm#possible</a></p>

## Strand 1: Reading Process (Grade 8)

Concept 5: Fluency	Performance Objectives	Catholic Social Teachings and Resources
Read fluently.	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	

## Strand 1: Reading Process (Grade 8)

Concept 6: Comprehension Strategies	Performance Objectives	Catholic Social Teachings and Resources
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</i></p> <p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</i></p>	<p><i>PO 4 and 5</i></p> <p><b>Option for the Poor and Vulnerable</b>  <i>Poverty USA Student Action Project</i>  <i>Students distinguish between “needs” and “wants” before reading “Budgeting for Poverty”</i>  <i>Students read the article “Who are the poor? Advocates use many means to put a face on poverty” from Catholic New Service and complete graphic organizer distinguishing between meeting immediate needs through direct service and working for social change</i>  <b>Resources:</b> <a href="http://www.povertyusa.org">www.povertyusa.org</a>  <a href="http://www.usccb.org/cchd/twofeet.shtml">http://www.usccb.org/cchd/twofeet.shtml</a> - graphic organizer  <a href="http://www.catholicnews.com/data/stories/cns/0900896.htm">http://www.catholicnews.com/data/stories/cns/0900896.htm</a>  <a href="http://www.usccb.org/cchd/youth.shtml">http://www.usccb.org/cchd/youth.shtml</a> -for entire project K-8</p> <p><b>Dignity of Work and the Rights of Workers</b>  <i>Students apply notes taken from student handbook and lecture on the demographics of the poor and the causes of poverty to a case study on the Faces of Poverty.</i>  <b>Resources:</b>  <a href="http://www.crs.org">www.crs.org</a>  <a href="http://www.usccb.org/CCHD">USCCB.org/CCHD</a>  <i>The Middle Schoolers Handbook from St. Mary’s Press</i></p>

## Strand 2: Comprehending Literary Text (Grade 8)

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	Performance Objective	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	<p><i>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</i></p> <p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p><i>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i></p> <p><i>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</i></p> <p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p><i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</i></p> <p>PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p>	

## Strand 2: Comprehending Literary Text (Grade 8)

Concept 2: Historical and Cultural Aspects of Literature	Performance Objectives	Catholic Social Teachings and Resources
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	<p>PO 1. <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p> <p>PO 2. <i>Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</i></p>	

## Strand 3: Comprehending Informational Text (Grade 8)

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text	Performance Objectives	Catholic Social Teachings and Resources
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	<p>PO 1. <i>Restate the main idea (explicit or implicit) and supporting details in expository text.</i></p> <p>PO 2. <i>Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</i></p> <p>PO 3. <i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p> <p>PO 4. <i>Identify the author's stated or implied purpose(s) for writing</i></p>	

*expository text.*

*PO 5 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)*

*PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)*

*PO 7. Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)*

*PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)*

*PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.*

*PO 5*

### ***Life and Dignity of the Human Person***

*Students will use organizational headings in “What Every Catholic Should Know About the Death Penalty” to identify scripture, Catholic teaching, facts, and ideas for action regarding the death penalty.*

#### ***Resources:***

*<http://www.usccb.org/deathpenalty/pdf/DeathPenaltyCampaignHandout.pdf>*

*<http://www.catholicismobilizing.org/>*

*PO 6*

### ***The Dignity of Work and the Rights of Workers***

*Students will research a coffee cooperative member from Café Justo and identify how they have been impacted by the sale of “just coffee” to the residents of the Tucson Diocese.*

***Resources:*** *[www.justcoffee.org](http://www.justcoffee.org)*

	<p><i>PO 10. Make relevant inferences about expository text, supported by text evidence.</i></p> <p><i>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</i></p> <p><i>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</i></p>	
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### Strand 3: Comprehending Informational Text (Grade 8)

Concept 2: Functional Text	Performance Objectives	Catholic Social Teachings and Resources
<p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	<p><i>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</i></p> <p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p> <p><i>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions.</i></p> <p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p>	

## Strand 3: Comprehending Informational Text (Grade 8)

Concept 3: Persuasive Text	Performance Objectives	Catholic Social Teachings and Resources
<p>Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	<p><i>PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p> <p>PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.</p> <p><i>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i></p> <p>PO 4. Identify specific instances of bias in persuasive text.</p>	

# Grade 8 Writing Standards

## Strand 1: Writing Process (Grade 8)

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	Performance Objectives	Catholic Social Teachings and Resources
<p>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</p>	<p><i>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).</i></p> <p><i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i></p> <p><i>PO 3. Determine the intended audience of a writing piece.</i></p> <p><i>PO 4. Establish a central idea appropriate to the type of writing.</i></p> <p><i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i></p> <p><i>PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.</i></p> <p><i>PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.</i></p>	

## Strand 1: Writing Process (Grade 8)

Concept 2: Drafting	Performance Objectives	Catholic Social Teachings and Resources
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	<p>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</p> <p><i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i></p>	

Concept 3: Revising	Performance Objectives	Catholic Social Teachings and Resources
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	<p><i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i></p> <p><i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p> <p><i>PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i></p> <p><i>PO 5. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style.</i></p> <p><i>PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency</i></p>	

	<p><i>in the draft.</i></p> <p><i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p> <p><i>PO 8. Use resources and reference materials to select more precise vocabulary.</i></p>	
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## Strand 1: Writing Process (Grade 8)

Concept 4: Editing	Performance Objectives	Catholic Social Teachings and Resources
<p>Editing includes proofreading and correcting the draft for conventions.</p>	<p><i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</i> (See Strand 2)</p> <p><i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p> <p><i>PO 3. Apply proofreading marks to indicate errors in conventions.</i></p> <p><i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i></p>	

## Strand 1: Writing Process (Grade 8)

Concept 5: Publishing	Performance Objectives	Catholic Social Teachings and Resources
Publishing involves formatting and presenting a final product for the intended audience.	<p><i>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i></p> <p><i>PO 2. Use margins and spacing to enhance the final product.</i></p> <p><i>PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i></p> <p><i>PO 4. Write legibly.</i></p>	

## Strand 2: Writing Elements (Grade 8)

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content	Performance Objectives	Catholic Social Teachings and Resources
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	<p><i>PO 1. Use clear, focused ideas and details to support the topic.</i></p> <p><i>PO 2. Provide content and selected details that are well-suited to audience and purpose.</i></p> <p><i>PO 3. Develop a sufficient explanation or exploration of the topic.</i></p> <p><i>PO 4. Include ideas and details that show original perspective.</i></p>	

## Strand 2: Writing Elements (Grade 8)

Concept 2: Organization	Performance Objectives	Catholic Social Teachings and Resources
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	<p>PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3)</p> <p><i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i></p> <p><i>PO 3. Place details appropriately to support the main idea.</i></p> <p><i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i></p> <p><i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i></p> <p><i>PO 6. Create an ending that provides a sense of resolution or closure.</i></p>	

## Strand 2: Writing Elements (Grade 8)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or</p>	<p><i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i></p>	

<p>personal, depending on the audience and purpose.</p>	<p><i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i></p> <p><i>PO 3. Use language appropriate for the topic and purpose.</i></p> <p><i>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</i></p>	
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## Strand 2: Writing Elements (Grade 8)

Concept 3: Voice	Performance Objectives	Catholic Social Teachings and Resources
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	<p><i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i></p> <p><i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.</i></p> <p><i>PO 3. Use language appropriate for the topic and purpose.</i></p> <p><i>PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</i></p>	

## Strand 2: Writing Elements (Grade 8)

Concept 4: Word Choice	Performance Objectives	Catholic Social Teachings and Resources
<p>Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose</p>	<p><i>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</i></p> <p><i>PO 2. Use words that consistently support style and type of writing. (See R08-S2C1)</i></p> <p><i>PO 3. Use vocabulary that is original, varied, and natural.</i></p> <p><i>PO 4. Use literal and figurative language when appropriate to purpose. (See R08-S1C4-04)</i></p>	

## Strand 2: Writing Elements (Grade 8)

Concept 5: Sentence Fluency	Performance Objectives	Catholic Social Teachings and Resources
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p><i>PO 1. Write simple, compound, and complex sentences.</i></p> <p><i>PO 2. Create sentences that flow together and sound natural when read aloud.</i></p> <p><i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i></p> <p><i>PO 4. Use effective and natural dialogue when appropriate.</i></p>	

## Strand 2: Writing Elements (Grade 8)

Concept 6: Conventions	Performance Objectives	Catholic Social Teachings and Resources
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	<p><i>PO 1. Use capital letters correctly for:</i></p> <ol style="list-style-type: none"> <li>a. <i>proper nouns</i> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>product names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses</i> (e.g., <i>algebra/Algebra I</i>)</li> <li>• <i>place</i></li> <li>• <i>regional names</i> (e.g., <i>West Coast</i>)</li> </ul> </li> <li>b. <i>words used as names</i> (e.g., <i>Grandpa, Aunt Lyn</i>)</li> <li>c. <i>literary titles</i> (i.e., <i>book, story, poem, play, song</i>)</li> <li>d. <i>titles</i></li> <li>e. <i>abbreviations</i></li> </ol> <p><i>proper adjectives</i></p> <p><i>PO 2. Use commas to correctly punctuate:</i></p> <ol style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words and clauses</i></li> <li>d. <i>direct address</i></li> <li>e. <i>interrupters</i></li> <li>f. <i>compound sentences</i></li> <li>g. <i>appositives</i></li> <li>h. <i>dialogue</i></li> </ol>	

*PO 3. Use quotation marks to punctuate:*

- a. *dialogue*
- b. *titles of short works (e.g., chapter, story, article, song, poem)*
- c. *exact words from sources*

*PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).*

*PO 5. Use colons to punctuate business letter salutations.*

*PO 6. Use apostrophes to punctuate:*

- a. *contractions*
- b. *singular possessives*
- c. *plural possessives*

*PO 7. Spell high-frequency words correctly.*

*PO 8. Use common spelling patterns/generalizations to spell words correctly.*

*PO 9. Use homonyms correctly in context.*

*PO 10. Use resources to spell correctly.*

*PO 11. Use paragraph breaks to indicate an organizational structure.*

*PO. 12. Use the following parts of*

	<p><i>speech correctly in simple sentences:</i></p> <ul style="list-style-type: none"> <li><i>a. nouns</i></li> <li><i>b. action/linking verbs</i></li> <li><i>c. personal pronouns</i></li> <li><i>d. adjectives</i></li> <li><i>e. adverbs</i></li> <li><i>f. conjunctions</i></li> <li><i>g. prepositions</i></li> <li><i>h. interjections</i></li> </ul> <p><i>PO 13. Use subject/verb agreement in simple, compound, and complex sentences.</i></p>	
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### Strand 3: Writing Applications (Grade 8)

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive	Performance Objectives	Catholic Social Teachings and Resources
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>	<p><i>PO 1. Write a narrative that includes:</i></p> <ul style="list-style-type: none"> <li><i>a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i></li> <li><i>b. effectively developed characters</i></li> <li><i>c. a clearly described setting</i></li> <li><i>d. dialogue, as appropriate</i></li> <li><i>e. figurative language, or descriptive words and phrases to enhance style and tone</i></li> </ul>	

	<p><i>PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</i></p> <ol style="list-style-type: none"> <li>a. <i>figurative language</i></li> <li>b. <i>rhythm</i></li> <li>c. <i>dialogue</i></li> <li>d. <i>characterization</i></li> <li>e. <i>plot</i></li> <li>f. <i>appropriate format</i></li> </ol>	
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### Strand 3: Writing Applications (Grade 8)

<i>Concept 2: Expository</i>	Performance Objectives	Catholic Social Teachings and Resources
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	<p><i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p> <p><i>PO 2. Write a summary based on the information gathered that include(s):</i></p> <ol style="list-style-type: none"> <li>a. <i>a topic sentence</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>relevant information</i></li> </ol> <p>(See R08-S3C1-02)</p> <p><i>PO 3. Write an explanatory essay that includes:</i></p> <ol style="list-style-type: none"> <li>a. <i>a thesis statement</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>introductory, body, and concluding paragraphs</i></li> </ol>	<p><i>PO 1-2</i></p> <p><i>Care for God's Creation</i></p> <p><i>Students research water use projects sponsored by Catholic Relief Services, take notes, summarize, and present findings and call for action.</i></p> <p><i>Resource: <a href="http://crs.org/water-sanitation/world-water-day/index.cfm">http://crs.org/water-sanitation/world-water-day/index.cfm</a></i></p> <p><i>PO 3</i></p> <p><i>Care for God's Creation</i></p> <p><i>Students investigate history of water use in Tucson diocese and write an essay based on findings.</i></p> <p><i>Resources: <a href="http://www.outreach-scheduling.org/download.php?id=32">www.outreach-scheduling.org/download.php?id=32</a> <a href="http://www.ci.tucson.az.us/water/heritage.htm">www.ci.tucson.az.us/water/heritage.htm</a> <a href="http://ag.arizona.edu/AZWATER/publications/.../report.../chap2_01.html">ag.arizona.edu/AZWATER/publications/.../report.../chap2_01.html</a> - <u>Cached</u></i></p>

## Strand 3: Writing Applications (Grade 8)

Concept 3: Functional	Performance Objectives	Catholic Social Teachings and Resources
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p><i>PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> (See R08-S3C2; M08-S2C1)</p> <p><i>PO 2. Write a friendly letter that includes a:</i></p> <ol style="list-style-type: none"> <li>a. <i>heading</i></li> <li>b. <i>salutation</i></li> <li>c. <i>body</i></li> <li>d. <i>closing</i></li> <li>e. <i>signature</i></li> </ol> <p><i>PO 3. Write a formal letter that follows a conventional business letter format.</i></p> <p><i>PO 4. Address an envelope for correspondence that includes:</i></p> <ol style="list-style-type: none"> <li>a. <i>an appropriate return address</i></li> <li>b. <i>an appropriate recipient address</i></li> </ol>	

## Strand 3: Writing Applications (Grade 8)

Concept 4: Persuasive	Performance Objectives	Catholic Social Teachings and Resources
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p><i>PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:</i></p> <ol style="list-style-type: none"> <li><i>establishes and develops a controlling idea</i></li> <li><i>supports arguments with detailed evidence</i></li> <li><i>includes persuasive techniques</i></li> <li><i>excludes irrelevant information</i></li> <li><i>attributes sources of information when appropriate</i></li> </ol> <p>(See R08-S3C3)</p>	<p><i>PO 1</i> <i>Solidarity</i> <i>After reading about Catholic teaching on immigration reform (See “Civil Discourse in the Classroom-Chapter 4 Teaching Controversy) Students will write a letter to the editor or a legislator using ARE persuasion technique.</i> <i>Resources:</i> <a href="http://www.tolerance.org/handbook/civil-discourse-classroom/chapter-1-civil-discourse-classroom-and-beyond">http://www.tolerance.org/handbook/civil-discourse-classroom/chapter-1-civil-discourse-classroom-and-beyond</a></p>

## Strand 3: Writing Applications (Grade 8)

Concept 5: Literary Response	Performance Objectives	Catholic Social Teachings and Resources
<p>Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p><i>PO 1. Write a response to literature that:</i></p> <ol style="list-style-type: none"> <li><i>presents several clear ideas</i></li> <li><i>supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i></li> <li><i>relates own ideas to supporting details in a clear and logical manner</i></li> <li><i>provides support adequate to the literary selection (e.g., short poem vs. novel)</i></li> </ol> <p>(See R08-S2C1)</p>	

## Strand 3: Writing Applications (Grade 8)

Concept 6: Research	Performance Objectives	Catholic Social Teachings and Resources
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p><i>PO 1. Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i></p> <ol style="list-style-type: none"> <li>a. <i>paraphrasing to convey ideas and details from the source</i></li> <li>b. <i>main idea(s) and relevant details</i></li> </ol> <p>(See R08-S3C1-05, -06, -07, -08)</p> <p><i>PO 2. Write an informational report that includes:</i></p> <ol style="list-style-type: none"> <li>a. <i>a focused topic</i></li> <li>b. <i>appropriate facts and relevant details</i></li> <li>c. <i>a logical sequence</i></li> <li>d. <i>a concluding statement</i></li> <li>e. <i>a list of sources used</i></li> </ol> <p>(See R08-S3C1-05, -06, -07, -08)</p>	<p><i>PO 1</i></p> <p><i>Solidarity</i></p> <p><i>Students summarize a section of “Immigration Basics” from the USCCB website Justice for Immigrants and share with the class.</i></p> <p><i>Resources: <a href="http://www.usccb.org/jfi/immigration-basics.html">http://www.usccb.org/jfi/immigration-basics.html</a></i></p>

Additional Resources:

[http://www.osjspm.org/teachers\\_toolbox.aspx](http://www.osjspm.org/teachers_toolbox.aspx)

[http://www.osjspm.org/web\\_links.aspx](http://www.osjspm.org/web_links.aspx)

<http://www.4catholiceducators.com/lessonplans.htm>

<http://www.educationforjustice.org/resources/type/lesson-plans>

[http://www.faithfulcitizenship.org/teachers/lesson\\_plans/elementary](http://www.faithfulcitizenship.org/teachers/lesson_plans/elementary)

[http://catholicism.suite101.com/article.cfm/ccd\\_teaching\\_ideas](http://catholicism.suite101.com/article.cfm/ccd_teaching_ideas)