

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 1: Read with understanding and fluency.  
 Standard A: Apply word analysis and vocabulary skills to comprehend selections.

CATHOLIC IDENTITY

Standard A: Apply word analysis and vocabulary skills to comprehend Catholic teachings and values in reading selections.

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Identify letters of the alphabet. 2. Recognize relationship of letter/sound correspondence. 3. Demonstrate phonemic awareness (e.g., hearing rhymes, onset and rime). 4. Recognize environmental print. 5. Recognize high frequency words taught. 6. <u>Recognize religious words and/or symbols (e.g. Jesus, God, Amen and cross as symbol).</u>	1. Demonstrate phonemic awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime of sound in words). 2. Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word. 3. Recognize 100 high frequency words, including environmental print. 4. Use appropriate strategies of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material. 5. Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material. 6. Recognize miscues that interfere with meaning or are inconsistent with visual cues and use self-correcting strategies. 7. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, context, previous experience, ask others) to determine and clarify meanings of unfamiliar words. 8. <u>Recognize religious words in reading selections.</u>	1. Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words. 2. Recognize 300 age-appropriate high frequency words (e.g., Dolch Sight Words). 3. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 4. Use letter-sound knowledge and sight vocabulary to read orally and silently age-appropriate material. 5. Use decoding strategies to self-monitor and self-correct miscues that interfere with meaning. 6. Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words. 7. <u>Use decoding skills to read age-appropriate Catholic materials.</u>	1. Use word analysis (root words, affixes) to identify words. 2. Reinforce recognition of high frequency words. 3. Discuss the meanings of new words encountered in independent and group activities. 4. Use common synonyms and antonyms to understand the meaning of a new word. 5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 6. Apply decoding and comprehension strategies to self-correct miscues that interfere with meaning. 7. Use context and previous experience to determine the meanings of unfamiliar words in text. 8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 9. <u>Use word analysis skills to comprehend Catholic materials.</u>	1. Use a combination of phonics, word patterns, and structural analyses to identify words. 2. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning. 3. Use synonyms and antonyms to understand the meaning of a new word. 4. Use word origins to construct the meanings of new words. 5. Apply word analysis and vocabulary strategies across the curriculum. 6. Determine the meaning of a word in context when the word has multiple meanings. 7. Use additional resources to clarify meanings of unfamiliar words. 8. <u>Use word analysis skills to comprehend Catholic resources.</u>

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CATHOLIC IDENTITY

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*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify new words.</p> <p>2. Learn and use root words, prefixes, and suffixes to understand word meanings.</p> <p>3. Use synonyms and antonyms to understand the meaning of a new word.</p> <p>4. Use word origins to construct the meanings of new words.</p> <p>5. Use root words to determine the meaning of unknown words in context.</p> <p>6. Determine the meaning of a word in context when the word has multiple meanings.</p> <p>7. Identify and interpret common idioms, similes, analogies, and metaphors.</p> <p>8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.</p> <p>9. <u>Use word strategies in reading Scripture and other Catholic materials.</u></p>	<p>1. Use prefixes, suffixes, and root words to understand word meanings.</p> <p>2. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.</p> <p>3. Use synonyms and antonyms to express the implied meaning of a new word.</p> <p>4. Determine the meaning of words in context using denotation and connotation strategies.</p> <p>5. Identify and interpret common idioms, similes, analogies, and metaphors.</p> <p>6. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.</p> <p>7. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.</p> <p>8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.</p> <p>9. <u>Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning for unfamiliar words in Biblical/religious texts.</u></p>	<p>1. Use prefixes, suffixes, and root words to understand word meanings.</p> <p>2. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.</p> <p>3. Use synonyms and antonyms to understand the meaning of new word.</p> <p>4. Determine the meaning of words in context using denotation and connotation strategies.</p> <p>5. Identify and interpret common idioms, similes, analogies, and metaphors.</p> <p>6. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.</p> <p>7. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.</p> <p>8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.</p> <p>9. <u>Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning for unfamiliar words in Biblical/religious texts.</u></p>	<p>1. Use prefixes, suffixes, and root words to understand word meanings.</p> <p>2. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.</p> <p>3. Use synonyms and antonyms to understand and express the implied meaning of a new word.</p> <p>4. Determine the meaning of words in context using denotation and connotation strategies.</p> <p>5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.</p> <p>6. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.</p> <p>7. Recognize literary devices (e.g., figurative language, description, dialogue) in text.</p> <p>8. <u>Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning for unfamiliar words in Biblical/religious texts.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 1: Read with understanding and fluency.  
 Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Establish left to right progression when reading.</p> <p>2. When being read to, make predictions, relate personal experiences, and link prior knowledge to a story.</p> <p>3. Understand the elements of a story (e.g. character, setting, plot).</p> <p>4. Answer teacher directed questions to clarify understanding before, during, and after reading.</p> <p>5. Dramatize stories.</p> <p><u>6. Make predictions and relate personal experiences to Bible stories.</u></p>	<p>1. Make predictions before reading and relate to personal experiences (e.g., "picture walk", illustrations, title).</p> <p>2. Discuss prior knowledge of topics and relate to the text before reading.</p> <p>3. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>4. Distinguish between poetry and prose.</p> <p>5. Check for understanding (e.g., reread, read ahead, use illustrations, and context clues) during reading.</p> <p>6. Ask questions to clarify understanding before, during, and after reading.</p> <p>7. Re-enact or dramatize the contents of stories for retellings.</p> <p>8. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.</p> <p>9. <u>Read simple Bible stories.</u></p> <p>10. <u>Re-enact and dramatize religious ideas.</u></p>	<p>1. Use text clues (e.g., titles, pictures, themes, graphs, prior knowledge) to make initial predictions before reading.</p> <p>2. Discuss prior knowledge of topics that corresponds to the text to justify predictions of what will happen before and during reading.</p> <p>3. Recognize informational text structure (e.g., sequence, list, example) before and during reading.</p> <p>4. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>5. Develop familiarity with a variety of genres.</p> <p>6. Recognize when understanding requires rereading to clarify meaning.</p> <p>7. State facts and details of text during and after reading.</p> <p>8. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.</p> <p>9. Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading.</p> <p>10. Interpret age-appropriate figurative language.</p> <p>11. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.</p>	<p>1. Identify purposes for reading before and during reading.</p> <p>2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.</p> <p>3. Use a variety of strategies (e.g., K-W-L, graphic organizer, DRTA) to connect important ideas in text to prior knowledge and other reading.</p> <p>4. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>5. Demonstrate an accurate understanding of information in the text by focusing on the key ideas.</p> <p>6. Differentiate between fact and opinion.</p> <p>7. Identify genres of fiction and non-fiction.</p> <p>8. Read and identify a variety of genres.</p> <p>9. Continuously check and clarify for understanding (e.g., ask questions, reread, read ahead, use visual and context clues) during reading.</p> <p>10. Summarize information from a text.</p> <p>11. Interpret age-appropriate figurative language.</p> <p>12. Identify cause/effect relationships.</p>	<p>1. Establish a purpose for reading before and during reading.</p> <p>2. Use self-questioning and teacher questioning to promote active reading.</p> <p>3. Infer before, during, and after reading.</p> <p>4. Select and use appropriate strategies before and during reading.</p> <p>5. Discuss the elements of a story (e.g., character, setting, plot) before reading and recognize the elements during reading.</p> <p>6. Make connections to related topics or to other situations.</p> <p>7. Identify explicit and implicit main ideas.</p> <p>8. Differentiate between fact and opinion.</p> <p>9. Infer cause/effect relationships.</p> <p>10. Paraphrase/summarize information in a text.</p> <p>11. Critique text using personal reflections and responses.</p> <p>12. Identify meanings from figurative language (e.g., similes, metaphors, idioms).</p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 1: Read with understanding and fluency.  
 Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		12. Select and read books for recreation  13. <u>Demonstrate an understanding of God's Word using a variety of techniques (e.g. retelling, examples in students' lives, dramatize, role play, etc.).</u>	13. Read age-appropriate material aloud with fluency, accuracy, and expression.  14. Select and read books for recreation  15. <u>Focus on key ideas by linking Catholic teachings to other literary and subject matter materials.</u>	13. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.  14. Read age-appropriate material aloud with fluency and accuracy.  15. Select and read books for recreation.  16. <u>Critique text using personal reflections and responses according to Catholic teachings.</u>

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Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Establish purposes for reading before and during reading.</p> <p>2. Formulate questions to determine meaning based on plot, character, action, or setting.</p> <p>3. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).</p> <p>4. Make judgments based on prior knowledge during reading.</p> <p>5. Distinguish between significant and minor details.</p> <p>6. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>7. Identify structure (e.g., description, compare, cause/effect, sequence) of non-fiction text to improve comprehension.</p> <p>8. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</p> <p>9. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.</p> <p>10. Read age-appropriate material aloud with fluency and accuracy.</p> <p>11. <u>Read a variety of religious reading materials (e.g. Bible, Book of Daily Prayer, Venture Magazine, Weekday Lectionary, Lives of Saints).</u></p>	<p>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>2. Identify author's ideas and purposes.</p> <p>3. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>4. Make connections to real world situations.</p> <p>5. Identify main plot elements, conflicts, and themes in a variety of texts.</p> <p>6. Distinguish between significant and minor details.</p> <p>7. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly (e.g., inferences, drawing conclusions, judgments).</p> <p>8. Recognize that structure contributes to the understanding of text.</p> <ul style="list-style-type: none"> <li>- Identify non-fiction (e.g., description, compare, cause/effect, sequence)</li> <li>- Understand structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</li> </ul> <p>9. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.</p> <p>10. Interpret the meaning of figurative language in a variety of texts.</p> <p>11. Evaluate new information and hypotheses by comparing them to known information and ideas.</p>	<p>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>2. Establish purposes for reading before and during reading.</p> <p>3. Identify main plot elements, conflicts, and themes in a variety of texts.</p> <p>4. Distinguish between significant and minor details.</p> <p>5. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>6. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly (e.g., inferences, drawing conclusions, judgments).</p> <p>7. Recognize that structure contributes to the understanding of text.</p> <ul style="list-style-type: none"> <li>- Identify non-fiction (e.g., description, compare, cause/effect, sequence)</li> <li>- Understand structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</li> </ul> <p>8. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.</p> <p>9. Interpret the meaning of figurative language in a variety of texts.</p> <p>10. Evaluate new information and hypotheses by comparing them to known information and ideas.</p>	<p>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>2. Identify author's ideas and purposes, interpretations with evidence from the text through collaboration with others.</p> <p>3. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</p> <p>4. Make connections to real world situations.</p> <p>5. Distinguish between significant and minor details.</p> <p>6. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly (e.g., inferences, drawing conclusions, judgments).</p> <p>7. Recognize that structure contributes to the understanding of text (e.g., style and form).</p> <p>8. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.</p> <p>9. Interpret the meaning of figurative language in a variety of texts.</p> <p>10. Evaluate new information and hypotheses by comparing them to known information and ideas.</p> <p>11. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) during reading to check and clarify for understanding.</p>

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GOAL 1: Read with understanding and fluency.  
 Standard B: Apply reading strategies to improve understanding and fluency.

CATHOLIC IDENTITY

Standard B: Apply reading strategies to improve understanding and fluency in selections reflecting Catholic teachings and values.

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
	12. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) during reading to check and clarify for understanding.  13. Develop creative interpretations of reading.  14. Read age-appropriate material aloud with fluency and accuracy.  15. Select and read books for recreation.  16. <u>Make connections among religious ideas within reading selections.</u>	11. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) during reading to check and clarify for understanding.  12. Read age-appropriate material aloud with fluency and accuracy.  13. Select and read books for recreation.  14. <u>Select and read Catholic/religious books for recreation.</u>  15. <u>Identify moral issues and themes in contemporary literature.</u>	12. Develop creative interpretations of reading (e.g., rewriting, model building, etc.).  13. Read age-appropriate material aloud with fluency and accuracy.  14. Select and read books for recreation.  15. <u>Understand figurative language in Biblical writing.</u>  16. <u>Identify moral issues and themes in contemporary literature.</u>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 1: Read with understanding and fluency.  
 Standard C: Comprehend a broad range of reading materials.

CATHOLIC IDENTITY

Standard C : Comprehend a broad range of reading materials including Catholic based literature.

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Compare two books by the same author and/or same theme. 2. Retell a story. 3. Make and explain predictions. 4. Use illustrations to answer questions and to make predictions. 5. Use environmental print (e.g., labels, signs, instructions) to get information. 6. <u>Retell Bible stories.</u>	1. Recognize questions used in oral language; read aloud from text. 2. Ask questions to monitor comprehension (e.g., ask why; ask for clarification). 3. Make and explain predictions. 4. Begin to recognize the author's purpose. 5. Identify the motives of characters in a story. 6. Compare two books by the same author or with the same theme. 7. Supply information about fiction and nonfiction materials in age-appropriate illustrations and charts. 8. Retell a story in sequential order (e.g., beginning, middle, and end). 9. Use illustrations to make predictions and to answer questions about a story. 10. Predict questions that characters in stories might ask; then confirm them. 11. Use environmental print in classroom (e.g., labels, signs, instructions) to get information. 12. Select books appropriate to reading levels or interests. 13. <u>Recognize religious themes in common trade books.</u>	1. Respond to analytical and interpretive questions based on information in text. 2. Self-monitor and ask questions to clarify meaning. 3. Use information to identify the cause of a specific effect. 4. Identify the author's purpose and the main idea. 5. Describe characters and plots of a story. 6. Compare multiple books by the same author or with the same theme. 7. Retell a story in sequential order. 8. Differentiate fact from opinion. 9. Use illustrations or text to support conclusions. 10. Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color). 11. Identify and begin to interpret information presented in age appropriate maps, diagrams, and charts for both fiction and nonfiction materials. 12. Select books appropriate to reading levels. 13. <u>Identify and explain information presented in religious/Catholic materials.</u>	1. Use evidence in text to form questions and verify predictions. 2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating). 3. Identify important themes and topics by using references to provide a valid interpretation of text. 4. Identify the message the author conveys in the text. 5. Make comparisons across reading selections (e.g., themes, topics, and story elements). 6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison. 7. Use text structure (e.g., sequential and chronological order, problem/solution) to determine most important information. 8. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction. 9. <u>Compare themes, topics and story elements of various Catholic literature selections.</u>	1. Use evidence in text to modify predictions and questions. 2. Use evidence in text to respond to open-ended questions. 3. Compare themes, topics, and story elements of various selections. 4. Make connections through comparison, analysis, evaluation, and inference. 5. Make generalizations based on relevant information from expository text. 6. Recognize main ideas and supporting details in expository text. 7. Paraphrase/summarize narrative text. 8. Recognize how illustrations reflect, interpret, and enhance the text. 9. Recognize varying styles of authors. 10. Use graphic organizers to apply information obtained from age-appropriate fiction and nonfiction materials. 11. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. 12. <u>Interpret information presented in religious/Catholic materials.</u>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 1: Read with understanding and fluency.  
 Standard C: Comprehend a broad range of reading materials.

CATHOLIC IDENTITY

Standard C: Comprehend a broad range of reading materials including Catholic based literature.

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use evidence in text to form and refine questions, predictions, and hypotheses.</p> <p>2. Ask open-ended questions (e.g., why, how, etc.).</p> <p>3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.</p> <p>4. Compare the content and organization (e.g., themes, topics, story elements) of various selections.</p> <p>5. Recognize similarities/differences of varying styles or points of view.</p> <p>6. Synthesize key points (ideas) and supporting details to form conclusions.</p> <p>7. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>8. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design, hues, metaphors)</p> <p>9. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>10. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>11. <u>Analyze themes, topics and story elements of various Catholic literature selections.</u></p>	<p>1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.</p> <p>2. Use relevant references that specifically make generalizations from content.</p> <p>3. Ask and respond to open-ended questions.</p> <p>4. Compare the theme, topic, and story elements of various selections within a content area.</p> <p>5. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>6. Recognize how reader response is related to text interpretation.</p> <p>7. Identify the author's main idea or thesis.</p> <p>8. Interpret and understand imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>9. Explain how illustrators use art to express their ideas.</p> <p>10. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</p> <p>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction.</p> <p>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>14. <u>Compare situations presented in literature with an appropriate Catholic response.</u></p>	<p>1. Use evidence in text to form and refine questions, predictions, and hypotheses.</p> <p>2. Ask and respond to open-ended questions.</p> <p>3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.</p> <p>4. Compare the content and organization (e.g., themes, topics, story elements) of various selections.</p> <p>5. Recognize similarities/differences of varying styles or points of view.</p> <p>6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>7. Identify the author's main idea or thesis.</p> <p>8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design, hues, metaphors).</p> <p>10. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</p> <p>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction.</p> <p>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>14. <u>Compare situations presented in literature with an appropriate Catholic response.</u></p>	<p>1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.</p> <p>2. Use relevant references that specifically make generalizations from content.</p> <p>3. Ask and respond to open-ended questions.</p> <p>4. Compare the theme, topic, and story elements of various selections within a content area.</p> <p>5. Interpret concepts or make connections, through analysis, evaluation, inference, and/or comparison.</p> <p>6. Recognize how reader response is related to text interpretation.</p> <p>7. Identify the author's main idea or thesis.</p> <p>8. Interpret and understand imagery and figurative language (e.g., alliteration, metaphor, simile, personification).</p> <p>9. Explain how illustrators use art to express their ideas.</p> <p>10. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</p> <p>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</p> <p>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction.</p> <p>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>14. <u>Compare situations presented in literature with an appropriate Catholic response.</u></p>