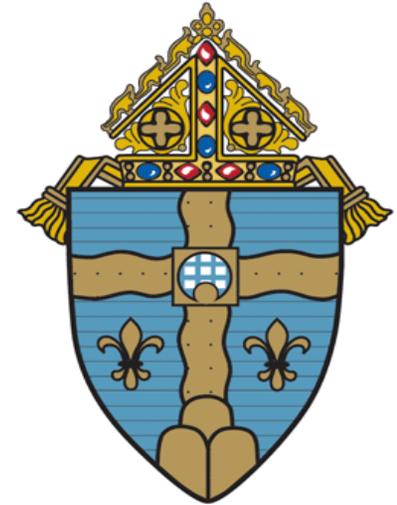


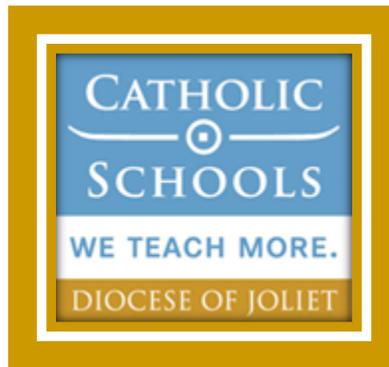
Diocese of Joliet: Catholic Curriculum Standards for Reading, Grades K-8



Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Joliet

Basic principles which inform all Catholic education in the Schools of the Diocese of Joliet are:

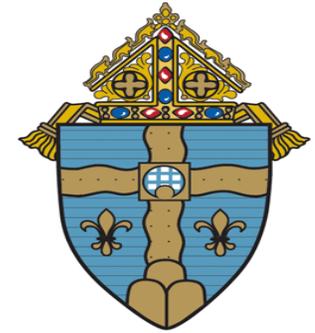
- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life, and culture and to form students as disciples of Jesus.



DIOCESE OF JOLIET

CATHOLIC SCHOOL

STANDARDS FOR READING



Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

KINDERGARTEN READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Kindergarten students:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar and favorite stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Kindergarten students:

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

CSIS12: Use imagination to create dialogue between the readers and the characters in a story.

Integration of Knowledge and Ideas ~ Kindergarten students:

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including Bible/religious stories.

Range of Reading and Level of Text Complexity ~ Kindergarten students:

9. Actively engage in group reading activities with purpose and understanding.

CSIS6: Identify examples of noble characteristics in stories with virtuous heroes and heroines.

CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.

Catholic Standards for Informational Text

Students will use literary texts/materials:

- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2

Key Ideas and Details ~ Kindergarten students:

1. With prompting and support, ask and answer questions about key details in a text.

2. With prompting and support, identify the main topic and retell key details of a text.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Kindergarten students:

4. With prompting and support, ask and answer questions about unknown words in a text.

5. Identify the front cover, back cover, and title page of a book.

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas ~ Kindergarten students:

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

8. With prompting and support, identify the reasons an author gives to support points in a text (may include religious text).

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity ~ Kindergarten students:

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

KINDERGARTEN READING FOUNDATIONAL SKILLS

Print Concepts ~ Kindergarten students:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all uppercase and lowercase letters of the alphabet.

Phonological Awareness ~ Kindergarten students:

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

Phonics and Word Recognition ~ Kindergarten students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Demonstrate the ability to read common high-frequency words by sight (use norm-referenced assessment lists).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency ~ Kindergarten students:

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

GRADE 1 READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 1 students:

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 1 students:

4. Identify words and phrases in stories or poems that suggest feelings, appeal to the senses and/or cultivate growth in virtue.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.
CSIS14: Analyze the author's reasoning discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 1 students:

7. Use illustrations and details in a story to describe its characters, setting, or events.
CSIS12: Use imagination to create dialogue between the readers and the characters in a story.
8. Compare and contrast the adventures and experiences of characters in stories, including Bible/religious stories.

Range of Reading and Level of Text Complexity ~ Grade 1 students:

9. With prompting and support, read prose and poetry of appropriate complexity for the individual student.
CSIS6: Identify examples of noble characteristics in stories with virtuous heroes and heroines.
CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.

Reading Standards for Informational Text

Students will use literary texts/materials:

- *Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2*

Key Ideas and Details ~ Grade 1 students:

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 1 students:

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CSIS3&4: Recognize Christian symbols and symbolism and explain what they communicate.

Integration of Knowledge and Ideas ~ Grade 1 students:

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text (may include religious text).
CSIS8: Identify how literature develops the capacity for personal judgment.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity ~ Grade 1 students:

10. With prompting and support, read informational texts appropriately complex for the individual student.

GRADE 1 READING FOUNDATIONAL SKILLS

Print Concepts ~ Grade 1 students:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness ~ Grade 1 students:

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

Phonics and Word Recognition ~ Grade 1 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate sight words using norm-referenced assessments lists.

Fluency ~ Grade 1 students:

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

GRADE 2 READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
CSIS7: Identify the causes underlying why people do the things they do
2. Recount stories, including fables and folktales from diverse cultures. Determine their central message, lesson, or moral.
CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.
3. Demonstrate an understanding of how characters in a story respond to major events and challenges promoting the principles of Catholic Social Teaching.

Craft and Structure ~ Grade 2 students:

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CSIS7: Identify the causes why people do what they do.

Integration of Knowledge and Ideas ~ Grade 2 students:

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
[CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.](#)
8. Compare and contrast two versions of the same story, including Bible/religious stories.

Range of Reading and Level of Text Complexity ~ Grade 2 students:

8. By the end of the year, read and comprehend literature, including stories and poetry, appropriately complex for the individual student.
[CSIS5: Recite poems of substance that encourage a striving for virtue and goodness.](#)
[CSIS6: Identify examples of noble characteristics in stories of virtuous heroes and heroines.](#)

Catholic Standards for Informational Text

Students will use literary texts/materials:

- [Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2](#)

Key Ideas and Details ~ Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
[CSIS7: Identify the causes underlying why people do the things they do](#)
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
[CSIS11: Summarize how the text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.](#)

Craft and Structure ~ Grade 2 students:

4. Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas ~ Grade 2 students:

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
[CSIS3&4: Recognize Christian symbols and symbolism and explain what they communicate.](#)
8. Describe how reasons support specific points the author makes in a text (may include religious text).
[CSIS14: Analyze the author's reasoning and discover the author's intent.](#)
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity ~ Grade 2 students:

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, appropriately complex for the individual student.

CSIS1: Demonstrate how text is used to develop a religious, moral and social sense.

GRADE 2 READING FOUNDATIONAL SKILLS

Phonics and Word Recognition ~ Grade 2 students:

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate sight words using norm-referenced assessment lists.

Fluency ~ Grade 2 students:

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

GRADE 3 READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 3 students:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, Bible stories, poems and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (link Catholic teaching to other literary materials).
CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (including lessons from the life of Jesus).
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 3 students:

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (including figurative language).
CSIS3&4: Recognize Christian symbols and symbolism and explain what they communicate.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
6. Distinguish their own point of view from that of the narrator or those of the characters, relative to what is Good, True, Beautiful; morality, virtues, social teaching.

Integration of Knowledge and Ideas ~ Grade 3 students:

7. Explain how specific aspects of a text's illustrations including religious illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. Compare and contrast the themes, settings, and plots of stories including religious stories.
[CSIS1: Demonstrate how literature is used to develop a religious, moral, and social sense.](#)

Range of Reading and Level of Text Complexity ~ Grade 3 students:

9. By the end of the year, read and comprehend literature representing a variety of genres that is reflective of diversity and appropriately complex for the individual student.
[CSIS13: Determine how literature cultivates the ability for contemplation, intuition, and creativity.](#)

Catholic Standards for Informational Text

Students will use literary texts/materials.

- [Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1](#)
- [Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2](#)

Key Ideas and Details ~ Grade 3 students:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text. Recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events (including the life of Christ and the lives of the saints), scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure ~ Grade 3 students:

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text, e.g., moral values.
[CSIS8: Identify how text develops the capacity for personal judgment.](#)

Integration of Knowledge and Ideas ~ Grade 3 students:

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
[CSIS3&4: Recognize Christian symbols and symbolism and explain what they communicate.](#)
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); describe logical connections between sentences and paragraphs in a religious text.
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity ~ Grade 3 students:

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, appropriately complex for the individual student.

CSIS1: Demonstrate how text is used to develop a religious, moral and social sense.

GRADE 3 READING FOUNDATIONAL SKILLS

Phonics and Word Recognition ~ Grade 3 students:

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

Fluency ~ Grade 3 students:

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

GRADE 4 READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, Bible story, drama, or poem from details in the text. Summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions); include teachings of Jesus.

CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 4 students:

4. Determine the meaning of words and phrases as they are used in a text or Scripture, including figurative language and those words/phrases that allude to significant characters in the text.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., rhyme, verse, rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Compare and contrast with Catholic values.

Integration of Knowledge and Ideas ~ Grade 4 students:

7. Make connections between the text of a story or drama and a visual or oral presentation of the text including religious images, identifying where versions differ.

CSIS3&4: Recognize Christian symbols and symbolism and explain that they communicate.

8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures and link to Catholic teaching.

CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.

CSIS13: Determine how literature cultivates the ability for contemplation, intuition, and creativity.

Range of Reading and Level of Text Complexity ~ Grade 4 students:

9. By the end of the year, read and comprehend literature representing a variety of genres that is reflective of diversity and appropriately complex for the individual student.

CSIS11: Summarize how the text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.

Catholic Standards for Informational Text

Students will use literary texts/materials:

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2

Key Ideas and Details ~ Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details. Summarize the text. Determine main idea from a Scripture passage and paraphrase the passage.
3. Explain events, procedures, ideas, or concepts in a historical, Biblical, scientific, or technical text, including what happened and why, based on specific information in the text and reflect on Catholic teachings.

Craft and Structure ~ Grade 4 students:

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.

CSIS14: Analyze the author's reasoning and discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 4 students:

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

8. Explain how an author uses reasons and evidence to support particular points in a text. Critique author's point of view from a Catholic perspective.

CSIS1: Demonstrate how the text is used to develop a religious, moral and social sense.

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Link religious materials to other literary works.

Range of Reading and Level of Text Complexity ~ Grade 4 students:

10. By the end of year, read and comprehend informational texts, including religion, history/social studies, science, and technical texts, appropriately complex for the individual student.

CSIS11: Summarize how text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.

GRADE 4 READING FOUNDATIONAL SKILLS

Phonics and Word Recognition ~ Grade 4 students:

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

Fluency ~ Grade 4 students:

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

GRADE 5 READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Share how literature assists in identifying, interpreting, and assimilating the culture handed down from previous generations. CSDS6
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, Bible story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text.
CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Compare and contrast characters, settings, or events in stories about Jesus and the saints.
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 5 students:

4. Determine the meaning of words and phrases as they are used in a text, including figurative language.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.
CSIS14: Analyze the author's reasoning and discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 5 students:

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text including religious images (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CSIS3&4: Recognize Christian symbols and symbolism and explain what they communicate.
8. Compare and contrast stories in the same genre on their approaches to similar themes and topics, including Catholic /religious themes.
CSIS1: Demonstrate how literature is used to develop a religious, moral, and social sense.
CSIS9: Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.

Range of Reading and Level of Text Complexity ~ Grade 5 students:

9. By the end of the year, read and comprehend literature representing a variety of genres that is reflective of diversity and appropriately complex for the individual student.
CSIS10: Analyze literature to identify, interpret, and assimilate the culture handed down from previous generations.

Catholic Standards for Informational Text

Students will use literary texts/materials:

- Analyze text that reflects the transmission of the Catholic culture and worldview. CSGS1
- Analyze works of non-fiction to uncover authentic Truth. CSGS2

Key Ideas and Details ~ Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas, topics, or subtopics of a text and explain how they are supported by key details. Summarize the text. Determine main idea from a Scripture passage and paraphrase the Scripture passage.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CSIS11: Summarize how text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.

Craft and Structure ~ Grade 5 students:

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (include religious texts).
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CSIS14: Analyze the author's reasoning and discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 5 students:

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CSIS9: Analyze how text assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (include religious texts and Scripture).

CSIS13: Determine how text cultivates the ability for contemplation, intuition, and creativity.

Range of Reading and Level of Text Complexity ~ Grade 5 students:

10. By the end of the year, read and comprehend informational texts, including religion, history/social studies, science, and technical texts, appropriately complex for the individual student.

CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through a variety of texts.

GRADE 5 READING FOUNDATIONAL SKILLS**Phonics and Word Recognition ~ Grade 5 students:**

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

Fluency ~ Grade 5 students:

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

GRADE 6 READING STANDARDS

CATHOLIC STANDARDS:

- Accept and value how literature aids one to live harmoniously with others. CSDS1
- Accept and value how literature assists one in interpreting and evaluating all things in a truly Christian spirit. CSDS2
- Share how literature cultivates appreciation of the beauty within the human person. CSDS3
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination in healthy ways. CSDS5
- Share how literature assists in identifying, interpreting, and assimilating the culture handed down from previous generations. CSDS6
- Delight and wonder through the reading of creative, sound, and healthy stories, plays, and poems. CSDS7
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. CSDS8

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth. CSGS2
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 6 students:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a moral theme or central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
CSIS8: Identify how text develops the capacity for personal judgment.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 6 students:

4. Determine the meaning of words and phrases as they are used in literary and Biblical texts, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CSIS3&4: Recognize Christian symbols and symbolism and explain what they communicate.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
CSIS14: Analyze the author's reasoning and discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 6 students:

7. Compare and contrast the experience of reading a story, parable, drama, or poem to listening to or viewing an audio, video, live version, or proclamation of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
8. Compare and contrast texts in different forms or genres (e.g., stories, Bible stories, historical novels, fantasy stories, poems, and other forms of literature) in terms of their approaches to similar themes and topics and how they relate to our Catholic Worldview.
CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.
CSIS8: Identify how literature develops the capacity for personal judgment.

Range of Reading and Level of Text Complexity ~ Grade 6 students:

9. By the end of the year, read, comprehend, and show an appreciation for literature, including stories, dramas, and poems, appropriately complex for the individual student.
CSIS1: Demonstrate how literature is used to develop a religious, moral, and social sense.
CSIS10: Analyze literature to identify, interpret, and assimilate the culture handed down from previous generations.

Catholic Standards for Informational Text

Students will use literary texts/materials:

- Analyze text that reflects the transmission of the Catholic culture and worldview. CSGS1
- Analyze works of non-fiction to uncover authentic Truth. CSGS2

Key Ideas and Details ~ Grade 6 students:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
CSIS8: Identify how text develops the capacity for personal judgment.
2. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CSIS7: Identify the causes underlying why people do the things they do.

Craft and Structure ~ Grade 6 students:

3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
4. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas and provides the understanding for Catholic beliefs, worship, living, and prayer life.

5. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CSIS14: Explore and discover the author's mind and intent.

Integration of Knowledge and Ideas ~ Grade 6 students:

6. Integrate real world information and Catholic teachings presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
7. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., connect informational text to religious context).

CSIS1: Demonstrate how texts are used to develop a religious, moral, and social sense.

8. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity ~ Grade 6 students:

10. By the end of the year, read and comprehend literary nonfiction and show an appreciation for informational text appropriately complex for the individual student.

CSIS2: Articulate how spiritual knowledge and truth are represented and communicated through a variety of texts.

GRADE 7 READING STANDARDS

CATHOLIC STANDARDS:

- Share how literature fosters both prudence and sound judgement in the human person. CSDS1
- Develop empathy and compassion for a character's crisis or choice in order to build virtue and better understand one's own disposition and humanity. CSDS2
- Display the virtues and values evident within stories that involve an ideal; take a stand for love, faith, courage, fidelity, truth, beauty, and all virtues. CSDS3
- Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations as told by best storytellers and intellects. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems. CSDS7

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2
- Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 7 students:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a moral theme or central idea of a text and analyze its development over the course of the text. Provide an objective summary of the text.

CSIS1: Identify how literature interprets the human condition, behaviors, and actions in its redeemed and unredeemed state.

3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure ~ Grade 7 students:

4. Determine the meaning of words and phrases as they are used in literary and Biblical texts, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet, psalms) contributes to its meaning.
CSIS5: Describe how poets and writers can use language to convey truths that are universal and transcendent.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CSIS14: Analyze the author’s reasoning and discover the author’s intent.

Integration of Knowledge and Ideas ~ Grade 7 students:

7. Compare and contrast a written story, drama, parable, or poem (including Catholic literature) to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
CSIS2: Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the development of a moral imagination.
8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
CSIS1: Identify how literature interprets the human condition, behaviors, and actions in its redeemed and unredeemed state.

Range of Reading and Level of Text Complexity ~ Grade 7 students:

9. By the end of the year, read, comprehend, and show an appreciation for literature, including stories, dramas, and poems, appropriately complex for the individual student.
CSIS6: Analyze critical values presented in literature and the degree to which they are in accord or discord with a Catholic perspective.

Catholic Standards for Informational Text

Students will use literary texts/materials:

- Analyze texts that reflect the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2
- Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3
- Value how texts can contribute to strengthening one’s moral character. CSGS4

Key Ideas and Details ~ Grade 7 students:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text. Provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas including Catholic teachings influence individuals or events, or how individuals influence ideas, events, and a student’s Catholic faith).
CSIS8: Explain how texts assist one in transcending the limited horizon of human reality.

Craft and Structure ~ Grade 7 students:

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
[CSIS14: Analyze the author's reasoning and discover the author's intent.](#)

Integration of Knowledge and Ideas ~ Grade 7 students:

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

Range of Reading and Level of Text Complexity ~ Grade 7 students:

10. By the end of the year, read and comprehend literary nonfiction and show an appreciation for informational text appropriately complex for the individual student.
[CSIS11: Summarize how texts can reflect the historical and sociological culture of the time period in which it was written and help us better understand ourselves and other cultures and times.](#)

GRADE 8 READING STANDARDS

CATHOLIC STANDARDS

- Share how literature fosters both prudence and sound judgement in the human person. CSDS1
- Develop empathy and compassion for a character's crisis or choice in order to build virtue and better understand one's own disposition and humanity. CSDS2
- Display the virtues and values evident within stories that involve an ideal; take a stand for love, faith, courage, fidelity, truth, beauty, and all virtues. CSDS3
- Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. CSDS4
- Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations as told by best storytellers and intellects. CSDS5
- Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems. CSDS7

Catholic Standards for Literature

- Analyze literature that reflects the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of fiction and non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2
- Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3
- Share how literature can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 8 students:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a moral theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Provide an objective summary of the text.
CSIS1: Identify how literature interprets the human condition, behaviors, and actions in its redeemed and unredeemed state.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure ~ Grade 8 students:

4. Determine the meaning of words and phrases as they are used in literary and Biblical texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CSIS5: Describe how writers can use language to convey truths that are universal and transcendent

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CSIS14: Analyze the author's reasoning and discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 8 students:

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the moral/value choices made by the director or actors.
8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CSIS2: Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the development of a moral imagination.

CSIS10: Analyze literature to identify, interpret, and assimilate the culture handed down from previous generations.

Range of Reading and Level of Text Complexity ~ Grade 8 students:

9. By the end of the year, read, comprehend, and defend with an appropriate Catholic response for literature, including stories, dramas, and poems, appropriately complex for the individual student.

CSIS6: Analyze critical values presented in literature and the degree to which they are in accord or discord with a Catholic perspective.

Catholic Standards for Informational Text

Students will use literary texts/materials to:

- Analyze texts that reflect the transmission of a Catholic culture and worldview. CSGS1
- Analyze works of non-fiction to uncover authentic Truth, Beauty and Goodness. CSGS2
- Analyze carefully chosen selections that strive to make known the proper nature of mankind, problems and experiences in trying to know and perfect both oneself and the world. CSGS3
- Value how texts can contribute to strengthening one's moral character. CSGS4

Key Ideas and Details ~ Grade 8 students:

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

CSIS8: Explain how texts assist one in transcending the limited horizon of human reality.

Craft and Structure ~ Grade 8 students:

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

CSIS14: Analyze the author's reasoning and discover the author's intent.

Integration of Knowledge and Ideas ~ Grade 8 students:

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

Range of Reading and Level of Text Complexity ~ Grade 8 students:

10. By the end of the year, read, comprehend, and use informational text to discern appropriate Catholic response to literary nonfiction and show an appreciation for informational text appropriately complex for the individual student.

CSIS11: Summarize how texts can reflect the historical and sociological culture of the time period in which it was written and help us better understand ourselves and other cultures and times.

ⁱ *The Catholic School*, 1977, #36, 47, 49. *Gravissimum Educationis*, 1965, #1, par. 1; USCCB. *Seven themes of Catholic social teaching*.

ⁱⁱ *The Religious Dimension of Education in a Catholic School*, 1988, #52, 56; *The Catholic School*, 1977, #55.

ⁱⁱⁱ *The Religious Dimension of Education in a Catholic School*, 1988, #71, 74-77; *The Catholic School*, 1977, #50

^{iv} *The Religious Dimension of Education in a Catholic School*, 1988, #52; *The Catholic School*, #37.