

LANGUAGE ARTS CURRICULUM GUIDELINES

GRADE LEVEL SUBJECT AREA EXPECTATIONS DIOCESE OF FRESNO KINDERGARTEN

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. Language is a special gift from God to help creatures communicate with each other.
- ___ B. Children learn about God when stories are read or told to them.
- ___ C. Bible stories are told in pictures and simple sight words.
- ___ D. We listen and speak to God.
- ___ E. God gave us the ability to verbalize and write about Christian values.
- ___ F. God made us able to communicate in many different ways.
- ___ G. Learn and appreciate that the wonders of the written word are gifts from a loving God.
- ___ H. Learn and appreciate Catholic values through literature.
- ___ I. Retelling, dictating, and illustrating student-generated work to parallel the stories we find in our Bible.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: Sound, symbol, and structure serve as the basis for learning to read, and within these strategies lay print, phonemic, and syntactic awareness.

Print Awareness:

I	R	M	
___	___	___	Use book-handling skills (front/back cover, up/down, page turning techniques).
___	___	___	Demonstrate an understand of print concepts (directionality, pictures, letters, words, etc.).
___	___	___	Recognize colors, shapes, sizes.
___	___	___	Identify similarities and differences.
___	___	___	Begin left-right and top-bottom eye movement.
___	___	___	Derive meaning from print using sound/symbol relationships.
___	___	___	Begin to discriminate letters, objects and is able to transfer to paper.
___	___	___	Recognize own name in print.
___	___	___	Read own writing.
___	___	___	Begin to recognize labels on familiar items.

_____	_____	_____	Identify common symbols in everyday life (stop sign, traffic light, exit, etc.).
_____	_____	_____	Begin oral/silent reading.
_____	_____	_____	Self-select picture books and story books from classroom, school, and local library.
_____	_____	_____	Participate in a variety of language experiences to understand how words, phrases, and sentences work..
_____	_____	_____	Use simple book language (e.g., title, author, illustrator, beginning, middle, and end).
I	R	M	
_____	_____	_____	Recognize and respond to print.
_____	_____	_____	Understand initial concepts of print (e.g., text has meaning, find the first page, etc.).

Phonemic Awareness:

I	R	M	
_____	_____	_____	Identify similar letters and sounds in words (initial, middle, and final).
_____	_____	_____	Identify simple rhyming words.
_____	_____	_____	Recognize all letters of the alphabet and their sounds.
_____	_____	_____	Identify consonant sound/symbol relationships in the context of words.
_____	_____	_____	Develop awareness of changing patterns in words (analogies, e.g., “cat” to “fat”, etc.).
_____	_____	_____	Hear syllables.
_____	_____	_____	Blend phonemes.

Syntactic Awareness:

I	R	M	
_____	_____	_____	Distinguish between letters and words, letters and numbers.
_____	_____	_____	Distinguish between lower case and upper case letters.
_____	_____	_____	Begin to recognize similarities in “family words” (e.g., ran, fan, man, etc.).
_____	_____	_____	Recognize some high frequency sight words.
_____	_____	_____	Know some sound/letter correspondence
_____	_____	_____	Respond physically to oral syllabication.

Comprehension Skills: Simple comprehension skills include recognition, naming, and retelling.

I	R	M	
_____	_____	_____	Retell in sequence self-selected words familiar stories, nursery rhymes, fairy tales, etc.
_____	_____	_____	Illustrate parts of familiar stories, poems, nursery rhymes, etc.

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|-------|-------|-------|---|
| _____ | _____ | _____ | Dictate or self-select words to caption own illustrations. |
| _____ | _____ | _____ | Use gestures and/or facial expressions to denote understanding |
| _____ | _____ | _____ | Identify characters in a story, naming the main character. |
| _____ | _____ | _____ | Retell stories in sequence. |
| _____ | _____ | _____ | Make predictions based on title, cover, illustrations or samples of text. |
| _____ | _____ | _____ | Identify facts in non-fiction material after listening/reading a selection. |

Reading Comprehension and Strategies: Understanding what is “read” requires the ability to attend to print and illustrations.

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|-------|-------|-------|--|
| I | R | M | |
| _____ | _____ | _____ | Listen to stories and informational texts. |
| _____ | _____ | _____ | Participate in shared, guided, and independent reading. |
| _____ | _____ | _____ | Listen to and experience different literary genres and multicultural literature. |
| _____ | _____ | _____ | Connect what is read with prior knowledge. |
| _____ | _____ | _____ | Recognize and understand literary elements as appropriate to grade level. (See appendix.). |
| _____ | _____ | _____ | Use classroom, school, and public library. |
| _____ | _____ | _____ | Read at home. |

Literature: The many forms of reading material include something of interest for all readers.

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|-------|-------|-------|--|
| I | R | M | |
| _____ | _____ | _____ | Choose to read and/or be read to daily. |
| _____ | _____ | _____ | Choose a variety of books (fiction, nonfiction; picture books, story books, etc.). |
| _____ | _____ | _____ | Repeat poems, nursery rhymes, etc. from familiar selections. |
| _____ | _____ | _____ | Enjoy using newly acquired vocabulary. |
| _____ | _____ | _____ | Readily share information derived from literature. |
| _____ | _____ | _____ | Participate in silent, sustained reading daily. |
| _____ | _____ | _____ | Participate in choral reading and singing. |

WRITING

Written Response: Interest in the printed word is a necessary ingredient in good writing.

- | | | | |
|-------|-------|-------|--|
| I | R | M | |
| _____ | _____ | _____ | Appear interested in the printed word. |
| _____ | _____ | _____ | Understand the concept of letter/sound relationship. |
| _____ | _____ | _____ | Respond to critical thinking activities. |
| _____ | _____ | _____ | Dictate ideas and experiences to teacher or another adult. |

_____	_____	_____	Use manipulatives to form words.
_____	_____	_____	Write across the curriculum.
_____	_____	_____	Write for a variety of purposes

Mechanics: Certain grammar mechanics make sense of words and signs.

I	R	M	
_____	_____	_____	Develop an awareness of left to right and top to bottom positions.
I	R	M	
_____	_____	_____	Display preference for left or right handedness.
_____	_____	_____	Improve eye-hand coordination.
_____	_____	_____	Use correct finger positions for crayons and pencils.
_____	_____	_____	Print own name.
_____	_____	_____	Print capital and lower case letters legibly.
_____	_____	_____	Trace accurately.
_____	_____	_____	Copy letters of the alphabet
_____	_____	_____	Spell simple words
_____	_____	_____	Begin to recognize simple grammar principles (e.g., singular, plural).
_____	_____	_____	Begin to recognize nouns and verbs (“action words”).
_____	_____	_____	Notice capitals and end marks.
_____	_____	_____	Use newly acquired vocabulary words.

Writing Process: There is more to writing than taking pencil to paper.

I	R	M	
_____	_____	_____	Participate in pre-writing activities (brainstorming, discussion, drawing, listing, mapping, etc.).
_____	_____	_____	Apply letter/sound relationships in emergent writing.
_____	_____	_____	Use teacher/student/self-generated first draft.
_____	_____	_____	Read back own writing.
_____	_____	_____	Show work to peers/teachers.
_____	_____	_____	Request opportunities to display/publish completed writing activity.
_____	_____	_____	Illustrate group/personal product.

Writing Practice: Learning to write well requires practice.

I	R	M	
_____	_____	_____	Write in a variety of formats (e.g., picture books, letters, stories) and describe.
_____	_____	_____	Create a message by drawing, telling and/or emergent writing.
_____	_____	_____	Create a narrative by drawing, telling, and/or emergent writing.
_____	_____	_____	Relate a message, story, narrative by drawing, telling, and/or writing.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Dictate or write descriptions of familiar persons, places, objects or experiences. |
| _____ | _____ | _____ | Participate in group dictated stories. |
| _____ | _____ | _____ | Use writing materials at various times and places in the classroom. |
| _____ | _____ | _____ | Create a page for a class book. |

SPEAKING

Oral Communication: Speaking takes practice.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Recognize the characteristic sounds and rhythms of language. |
| _____ | _____ | _____ | Learn rote memorization. |
| _____ | _____ | _____ | Recite the alphabet. |
| _____ | _____ | _____ | Use appropriate voice level, phrasing, and intonation. |
| _____ | _____ | _____ | Share ideas, information, opinions, and asks questions. |
| _____ | _____ | _____ | Use language to express personal needs and to solve interpersonal issues. |
| _____ | _____ | _____ | Use complete sentences when responding. |
| _____ | _____ | _____ | Maintain the subject line in conversation. |
| _____ | _____ | _____ | Participate in a variety of oral language experiences. |
| _____ | _____ | _____ | Participate in dramatic activities. |
| _____ | _____ | _____ | Listen and contribute in a meaningful way in group discussion. |

LISTENING

Listening: Listening requires a certain degree of focus.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Demonstrate attentive listening without interruption. |
| _____ | _____ | _____ | Identify common sounds. |
| _____ | _____ | _____ | Recognize sources of sound. |
| _____ | _____ | _____ | Interpret what was heard. |
| _____ | _____ | _____ | Comprehend information in order to complete a task. |
| _____ | _____ | _____ | Repeat words, phrases or simple sentences. |
| _____ | _____ | _____ | Restate stories in sequence. |
| _____ | _____ | _____ | Tell or retell a personal experience or creative story in logical sequence. |
| _____ | _____ | _____ | Demonstrate listening behaviors (e.g., eye contact, attentiveness, etc.). |
| _____ | _____ | _____ | Listen for purpose |
| _____ | _____ | _____ | Listen attentively to media |

PRIMARY SUGGESTED READING

Primary (Grades K – 2)

Aardema, Verna	Bringing the Rain to Kapiti Plain
Baer, Edith	This is the Way We Go to School
Barret, Judy	Cloudy With Chance of Meatballs
Benjamin, Cynthia	Footprints in the Snow
Blume, Judy	The One in the Middle is Green Kangaroo
Brown, Margaret	(All books)
e.g.,	Good Night Moon
	Runaway Bunny
Burton, Virginia	Little House
Carle, Eric	(All books)
e.g.,	The Very Hungry Caterpillar
	Today is Monday
Charlip, Remy	Fortunately, Unfortunately
Crews, Donald	Ten Black Dots
DePaola, Tomie	(All books)
e.g.,	Bible Stories
	Strega Nona
Freeman, Don	Corduroy
Fr. Lovasik	(All books)
Heide, Florence	The Day of Ahmed's Secret
Hutchins, Pat	Goodnight Owl
Kraus, Robert	Whose Mouse are You?
Krauss, Ruth	The Carrot Seed
Munro, Leaf	Story of Ferdinand the Bull
Lionni, Leo	(All books)
e.g.,	Inch By Inch
Lobel, Arnold	Frog and Toad Are Friends
	Ming Lo Moves the Mountain
Lowell, Susan	the three Little Javelinas
Margolies, Barbara	Rhema's Journey (A Visit to Tanzania)
Martin, Bill	Brown Bear, Brown Bear
	Chica, Chica, Boom Boom
	Knots on a Counting Rope
McCloskey, Robert	(All books)
Miles, Miska	Annie and the Old One
Mora, Pat	Listen to the Desert
Mosel, Arlene	Tikki, Tikki, Tembo
Mulligan, Mike	Steam Shovel 144
Munsch, Robert	Love You Forever
	Moira's Birthday
	Paper Bag Princess
	Pigs
Numeroff, Laurie	If You Give a Mouse a Cookie

Pfister, Marcus	The Rainbow Fish
Potter, Beatrix	Tale of Peter Rabbit
Rey, Hans	Curious George
Richards, J.	God's Gift
Roop, Peter	Keep the Lights Burning, Abbey
Ross, Anna	I Have to Go
Scieszka, Jon	The True Story of the Three Little Pigs – A Wolf's Story
Sendak, Maurice	(All books)
e.g.,	Chicken Soup With Rice
	Where the Wild Things Are
Silverstein, Shel	The Giving Tree
Steig, William	(All books)
e.g.,	Brave Irene
	Doctor DeSoto
Van Allsburg, Chris	The Polar Express
Waber, Bernard	Ira Sleeps Over
Walsh, Ellen	Mouse Paint
Warner, Gertrude	Boxcar Children Series
Williams, Margery	Velveteen Rabbit
Young, Ed	Seven Blind Mice
Dr. Seuss Books	

Note: All Caldecott Winners are listed by year in the appendix following the Eighth Grade expectations and reading selections.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIRST GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. God gifted people with a unique way of communicating with each other.
- _____ B. People can read, write, speak, and listen.
- _____ C. We listen and speak to God.
- _____ D. God gave us the ability to verbalize and write about Christian values.
- _____ E. God made us able to communicate in many different ways.
- _____ F. Learn and appreciate that the wonders of the written word are gifts from our loving God.
- _____ G. Retelling familiar stories, poems, and prayers of God’s words.
- _____ H. Relating Christian values to shared literature

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: Sound, symbol, and structure serve as the basis for learning to read, and within these strategies lay print, phonemic, and syntactic awareness.

Print Awareness:

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Understand that print conveys meaning. |
| _____ | _____ | _____ | Identify front and back covers. |
| _____ | _____ | _____ | Identify title page, author, and illustrator. |
| _____ | _____ | _____ | Follow print from left to right and top to bottom on the page. |
| _____ | _____ | _____ | Recognize the significance of spaces between words. |
| _____ | _____ | _____ | Create mental images from pictures and print. |
| _____ | _____ | _____ | Use picture clues and picture captions to aid comprehension, and to make predictions about content. |
| _____ | _____ | _____ | Attend to punctuation when reading text. |
| _____ | _____ | _____ | Understand basic sentence structure. |
| _____ | _____ | _____ | Understand more complex concepts offprint (e.g., finding first and last word on the page, sentences, and paragraphing). |

Phonemic Awareness:

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Decode unknown words using basic elements of phonetic analysis |
| _____ | _____ | _____ | Use self-correction strategies (e.g., search for cues, identify miscues, reread). |

_____	_____	_____	Identify all upper and lower case letters of the alphabet.
_____	_____	_____	Recognize approximately 50 high frequency sight words.
_____	_____	_____	Know beginning and ending sounds.
_____	_____	_____	Know short and long vowel rules.
_____	_____	_____	Know consonant blends/clusters.
_____	_____	_____	Identify medial consonants.
_____	_____	_____	Identify initial and final consonant digraphs and diphthongs.
I	R	M	
_____	_____	_____	Can detect inflectional endings.
_____	_____	_____	Recognize synonyms and antonyms.
_____	_____	_____	Recognize rhyming words.
_____	_____	_____	Hear and segment initial, medial, and final phonemes.
_____	_____	_____	Recognize most primary word families and patterns.

Syntactic Awareness:

_____	_____	_____	Identify base words.
_____	_____	_____	Begin to recognize suffixes and prefixes.
_____	_____	_____	Recognize contractions, compound words, and noun possessives.
_____	_____	_____	Attend to punctuation when reading.
_____	_____	_____	Understand basic sentence structure.
_____	_____	_____	Apply decoding strategies (e.g., sounding out words, comparing similar words, breaking words into smaller parts).
_____	_____	_____	Respond to oral syllabication.

Comprehension Skills: In addition to recognition, naming, and retelling, comprehension skills also include sequencing.

_____	_____	_____	Identify setting, main characters, main events, and problems in stories.
_____	_____	_____	Make inferences regarding sequence of events and possible outcomes.
_____	_____	_____	Relate stories to personal experience.
_____	_____	_____	Apply reading skills and strategies to a variety of informational books.
_____	_____	_____	Summarize information found in texts by retelling in self-selected words.
_____	_____	_____	Demonstrates understanding of the relationship between concrete experiences or objects with progressively abstract symbols.
_____	_____	_____	Comprehend the meaning of simple survival words/pictures.
_____	_____	_____	Retell stories/give directions in sequence using gestures, words, or pictures.
_____	_____	_____	Derive meaning from a written selection using reading/decoding strategies.

- _____ _____ _____ Classify/categorize/summarize.
- _____ _____ _____ Identify synonyms, antonyms, and homonyms.

Reading Comprehension Strategies: Understanding what is read requires attention to print and illustration, and the ability to interpret what is read.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Begin silent reading. |
| _____ | _____ | _____ | Read familiar stories and poems aloud with attention to rhythm and meter |
| _____ | _____ | _____ | Continue to read orally with expression, fluency, and accuracy. |
| _____ | _____ | _____ | Participate in choral reading, role-playing, and creative dramatics. |
| _____ | _____ | _____ | Choose to read for pleasure. |
| _____ | _____ | _____ | Read simple texts independently and in small groups. |
| _____ | _____ | _____ | Participate in silent, sustained reading |
| _____ | _____ | _____ | Discuss perceptions and interpretations of commonly read materials |
| _____ | _____ | _____ | Begin to use simple comprehension strategies (e.g., prediction, sequencing, summarizing). |
| _____ | _____ | _____ | Use expression and phrasing in oral reading. |
| _____ | _____ | _____ | Read books and magazines in various content areas. |
| _____ | _____ | _____ | Recognize and understand literary elements as appropriate to grade level. (See appendix.). |
| _____ | _____ | _____ | Voluntarily use classroom, school, and public libraries. |
| _____ | _____ | _____ | Read at home. |

Literature: Reading a variety of genres is a key to developing an accomplished reader.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Apply reading skills and strategies to a variety of literary passages and texts: |
| | | _____ | Fairy tales |
| | | _____ | Folktales |
| | | _____ | Fiction |
| | | _____ | Nonfiction |
| | | _____ | Legends |
| | | _____ | Fables |
| | | _____ | Myths |
| | | _____ | Poetry |
| | | _____ | Picture books |
| | | _____ | Predictable books. |
| _____ | _____ | _____ | Begin to recognize poetic elements |
| | | _____ | Rhyme |
| | | _____ | Rhythm |

- _____ Alliteration
- _____ Voice
- _____ Onomatopoeia
- _____ Imagery
- _____ Personification
- _____ Stanza
- _____ Personal Interpretation.
- _____ _____ _____ Recognize the historical and cultural perspectives of literary selections.
- _____ _____ _____ Continue to develop an appreciation of literature.
- _____ _____ _____ Distinguish between real and fantasy in literature.
- _____ _____ _____ Begin to read fluently (silently and orally).

Study Skills: Learning how to find what is needed is a valuable skill.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize that school/public libraries contain informational sources. |
| _____ | _____ | _____ | Begin dictionary use. |
| _____ | _____ | _____ | Use table of contents. |
| _____ | _____ | _____ | Use index. |
| _____ | _____ | _____ | Begin to use the glossary |
| _____ | _____ | _____ | Use illustrations, maps, charts, diagrams, and graphs to gain information. |
| _____ | _____ | _____ | Alphabetize by first and second letter. |
| _____ | _____ | _____ | Utilize age appropriate test-taking strategies. |
| _____ | _____ | _____ | Use computer skills for research and pleasure. |
| _____ | _____ | _____ | Relate new information to prior knowledge. |

WRITING

Written Response: Writing takes many forms depending upon the reason for responding to someone or something.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Write a response to teacher and/or personal choice in a variety of formats. |
| _____ | _____ | _____ | Use critical thinking skills when participating in writing activities. |
| _____ | _____ | _____ | Write daily in a variety of formats. |
| _____ | _____ | _____ | Write in response to an illustration or scene.. |

Mechanics: Communicating and understanding the printed word require a command of English mechanics.

I	R	M	
_____	_____	_____	Develop increased control of fine motor skills.
_____	_____	_____	Write legibly using appropriate space between words
_____	_____	_____	Form letters correctly.
_____	_____	_____	Begin to read print cursive writing.
_____	_____	_____	Begin to write letters in cursive writing.

Writing Process: There is an age appropriate process to be learned when writing.

I	R	M	
_____	_____	_____	Generate topics
			_____ Brainstorming
			_____ Webbing
			_____ Mapping
			_____ Drawing
			_____ Writer's notebook
			_____ Group discussion.
_____	_____	_____	Use strategies to draft and revise written work.
_____	_____	_____	Use dictionaries and other sources to edit work.
_____	_____	_____	Incorporate illustrations, photos (or other) in published work.

Writing Practice: Practice and attention to the English language are the keys to successful writing.

I	R	M	
_____	_____	_____	Use appropriate punctuation at the end of sentences.
_____	_____	_____	Write complete sentences.
_____	_____	_____	Capitalize beginning words of sentences and proper nouns.
_____	_____	_____	Recognize and use nouns (singular and plural) in writing.
_____	_____	_____	Recognize and use verbs and correct verb tense in writing.
_____	_____	_____	Recognize and use adjectives and pronouns in writing.
_____	_____	_____	Use the apostrophe in contractions and noun possessives.
_____	_____	_____	Place commas correctly in letters, dates, and addresses.
_____	_____	_____	Begin to move from temporary to conventional spelling
_____	_____	_____	Spell high frequency words correctly.
_____	_____	_____	Begin to put sentences together in paragraph form.
_____	_____	_____	Use newly acquired vocabulary in writing.
_____	_____	_____	Illustrate writing.
_____	_____	_____	Make labels and lists.

Creative Writing: Allowing time to think is essential to the process of creative writing.

I	R	M	
_____	_____	_____	Use creative ideas in writing stories, poetry, and friendly letters.
_____	_____	_____	Incorporate descriptive language in writing.

____ ____ ____ Use simple writing prompts such as fill-in sentences, story starters, story frames, and literary patterns to write.
 ____ ____ ____ Write for a variety of purposes.

Informative Writing: Information writing takes many shapes; research, directions, fact finding, reporting.

I	R	M	
____	____	____	Participate in many group dictated writing experiences (e.g., daily news, stories, reports).
____	____	____	Write across the curriculum.
____	____	____	Write for a variety of purposes, aligning purpose with the audience (e.g., letters, memos, invitations, etc.).
____	____	____	Gather, organize, and sequentially report information gained from personal observations and experiences (e.g., science experiments, field trips, classroom observations).
____	____	____	use newly acquired vocabulary in writing.

SPEAKING

Oral Communication: Choosing words carefully, ensures understanding.

I	R	M	
____	____	____	Use appropriate voice level, phrasing, and intonation for given situations.
____	____	____	Use appropriate speed (rate) when addressing different audiences.
____	____	____	Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.
____	____	____	Can give multiple-step directions.
____	____	____	Use complete sentences when appropriate.
____	____	____	Speak Standard English while respecting culturally diverse language patterns.
____	____	____	Asks questions for clarification and understanding.
____	____	____	Use verbal courtesies with little prompting.
____	____	____	Expresses personal needs.
____	____	____	Begins to recite Scriptural passages and literary works from memory.
____	____	____	Begin to use technology correctly (e.g., microphone).
____	____	____	Listens to and responds appropriately to another person in conversation.
____	____	____	Use language to solve interpersonal difficulties.
____	____	____	Volunteer and share information.
____	____	____	Participate in a variety of oral language experiences.

Group Discussion Skills: Effective group discussions can take place when all involved understand the courtesies of conversation.

I	R	M	
_____	_____	_____	Contribute to class and group discussions.
_____	_____	_____	Ask and respond to questions.

I	R	M	
_____	_____	_____	Follow rules of conversation (e.g., take turns, raise hand, stay on the topic, focus attention on the speaker).
_____	_____	_____	Participate in role playing and creative dramatics.
_____	_____	_____	Maintain the subject line in conversation.
_____	_____	_____	Communicate physical and emotional needs.
_____	_____	_____	Participate appropriately during cooperative learning activities.
_____	_____	_____	Paraphrases information shared orally by others.
_____	_____	_____	Use descriptive words.

LISTENING

Listening: Effective listening requires being able to ignore and eliminate distractions.

I	R	M	
_____	_____	_____	Listen to stories and informational text.
_____	_____	_____	Listen to and respond to oral directions.
_____	_____	_____	Listen to and respond to a variety of media (e.g., books, audio tapes, videos, computer, music).
_____	_____	_____	Listen when teachers or peers read or speak.
_____	_____	_____	Listen for a variety of purposes (e.g., information, entertainment, problem solving).
_____	_____	_____	Can filter unimportant information from important information.
_____	_____	_____	Recognize the characteristic sounds and rhythms of language.
_____	_____	_____	Listens to and enjoys familiar stories, poems, and rhythmic patterns.

PRIMARY SUGGESTED READING

Primary (Grades K – 2)

Aardema, Verna	Bringing the Rain to Kapiti Plain
Baer, Edith	This is the Way We Go to School
Barret, Judy	Cloudy With Chance of Meatballs
Benjamin, Cynthia	Footprints in the Snow
Blume, Judy	The One in the Middle is Green Kangaroo
Brown, Margaret	(All books)
e.g.,	Good Night Moon
	Runaway Bunny
Burton, Virginia	Little House

Carle, Eric e.g.,	(All books) The Very Hungry Caterpillar Today is Monday
Charlip, Remy Crews, Donald	Fortunately, Unfortunately Ten Black Dots
DePaola, Tomie e.g.,	(All books) Bible Stories Strega Nona
Freeman, Don Fr. Lovasik Heide, Florence Hutchins, Pat Kraus, Robert Krauss, Ruth Munro, Leaf Lionni, Leo e.g., Lobel, Arnold	Corduroy (All books) The Day of Ahmed's Secret Goodnight Owl Whose Mouse are You? The Carrot Seed Story of Ferdinand the Bull (All books) Inch By Inch Frog and Toad Are Friends Ming Lo Moves the Mountain the three Little Javelinas
Lowell, Susan Margolies, Barbara Martin, Bill	Rhema's Journey (A Visit to Tanzania) Brown Bear, Brown Bear Chica, Chica, Boom Boom Knots on a Counting Rope
McCloskey, Robert Miles, Miska Mora, Pat Mosel, Arlene Mulligan, Mike Munsch, Robert	(All books) Annie and the Old One Listen to the Desert Tikki, Tikki, Tembo Steam Shovel 144 Love You Forever Moirra's Birthday Paper Bag Princess Pigs
Numeroff, Laurie Pfister, Marcus Potter, Beatrix Rey, Hans Richards, J. Roop, Peter Ross, Anna Scieszka, Jon Sendak, Maurice e.g., Silverstein, Shel	If You Give a Mouse a Cookie The Rainbow Fish Tale of Peter Rabbit Curious George God's Gift Keep the Lights Burning, Abbey I Have to Go The True Story of the Three Little Pigs – A Wolf's Story (All books) Chicken Soup With Rice Where the Wild Things Are The Giving Tree

Steig, William	(All books)
e.g.,	Brave Irene
	Doctor DeSoto
Van Allsburg, Chris	The Polar Express
Waber, Bernard	Ira Sleeps Over
Walsh, Ellen	Mouse Paint
Warner, Gertrude	Boxcar Children Series
Williams, Margery	Velveteen Rabbit
Young, Ed	Seven Blind Mice
Dr. Seuss Books	

Note: All Caldecott Winners are listed by year in the appendix following the Eighth Grade expectations and reading selections.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SECOND GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. Language, in its progressive stages, becomes a means by which children learn more about God.
- ___ B. Journal writing can become a personal communication with God.
- ___ C. We listen and speak to God.
- ___ D. God gave us the ability to verbalize and write about Christian values.
- ___ E. God made us able to communicate in many different ways.
- ___ F. We respond to various types of literature from a Christian perspective.
- ___ G. Learn and appreciate the values of Jesus through literature.
- ___ H. Learn the meaning of sacraments through the written word of God, spoken word of God, and retelling of the stories of God.
- ___ I. Through role-playing, oral interpretation, and creative dramatics students will interpret and share the life and stories of Jesus.
- ___ J. Through conversations students will contribute to the physical and emotional needs of others and express the responsibility of these needs.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: Sound, symbol, and structure serve as the basis for learning to read, and within these strategies lay print, phonemic, and syntactic awareness.

Print Awareness:

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Understand that print conveys meaning. |
| ___ | ___ | ___ | Identify front and back covers. |
| ___ | ___ | ___ | Identify title page, author, and illustrator |
| ___ | ___ | ___ | Follow print from left to right and top to bottom on the page. |
| ___ | ___ | ___ | Recognize the significance of spaces between words. |
| ___ | ___ | ___ | Create mental images from pictures and print |
| ___ | ___ | ___ | Use picture clues and picture captions to aid comprehension, and to make predictions about content. |
| ___ | ___ | ___ | Attend to punctuation when reading text. |
| ___ | ___ | ___ | Understand basic sentence structure. |
| ___ | ___ | ___ | Understand more complex concepts offprint (e.g., finding first and last word on the page, sentences, and paragraphing). |
| ___ | ___ | ___ | Use visual perception strategies. |

Phonemic Awareness:

I	R	M	
_____	_____	_____	Decode unknown words using basic elements of phonetic analysis.
_____	_____	_____	Use self-correction strategies (e.g., search for cues, identify miscues, reread).
_____	_____	_____	Identify all upper and lower case letters of the alphabet.
_____	_____	_____	Know beginning and ending sounds.
_____	_____	_____	Know short and long vowel rules.
_____	_____	_____	Know consonant blends/clusters.
_____	_____	_____	Identify medial consonants.
I	R	M	
_____	_____	_____	Identify initial and final consonant digraphs and diphthongs.
_____	_____	_____	Can detect inflectional endings.
_____	_____	_____	Recognize synonyms and antonyms.
_____	_____	_____	Recognize rhyming words.
_____	_____	_____	Hear and segment initial, medial, and final phonemes.
_____	_____	_____	Recognize most primary word families and patterns.
_____	_____	_____	Identify changing patterns in words.
_____	_____	_____	Hear and divide syllables.
_____	_____	_____	Recognize word families.
_____	_____	_____	Blend and transpose phonemes.
_____	_____	_____	Recognize approximately 150 high frequency sight words.
_____	_____	_____	Show evidence of self-correction and self-monitoring.
_____	_____	_____	Know all basic and complex letter/sound correspondences.
_____	_____	_____	Apply decoding strategies (e.g., sounding out words, comparing similar words, breaking words into smaller parts, using knowledge of prefixes and suffixes).

Syntactic Awareness:

I	R	M	
_____	_____	_____	Identify base words.
_____	_____	_____	Begin to recognize suffixes and prefixes.
_____	_____	_____	Recognize contractions, compound words, and noun possessives.
_____	_____	_____	Attend to punctuation when reading.
_____	_____	_____	Understand basic sentence structure.
_____	_____	_____	Apply decoding strategies (e.g., sounding out words, comparing similar words, breaking words into smaller parts).
_____	_____	_____	Respond to oral syllabication.
_____	_____	_____	Understand complex concepts of print (e.g., hyphenation, alphabetical order, indexing, table of contents).
_____	_____	_____	Participate in a variety of language experiences to understand how words, phrases, sentences, and paragraphs work.

Comprehension Skills: In addition to recognition, naming, and retelling, comprehension skills include sequencing.

I	R	M	
_____	_____	_____	Identify setting, main characters, main events, and problems in stories.
_____	_____	_____	Make inferences regarding sequence of events and possible outcomes.
_____	_____	_____	Relate stories to personal experience.
_____	_____	_____	Apply reading skills and strategies to a variety of informational books.

I	R	M	
_____	_____	_____	Summarize information found in texts by retelling in self-selected words.
_____	_____	_____	Demonstrate understanding of the relationship between concrete experiences or objects with progressively abstract symbols.
_____	_____	_____	Comprehend the meaning of simple survival words/pictures.
_____	_____	_____	Retell stories/give directions in sequence using gestures, words, or pictures.
_____	_____	_____	Derive meaning from a written selection using reading/decoding strategies.
_____	_____	_____	Classify/categorize/summarize.
_____	_____	_____	Identify synonyms, antonyms, and homonyms.
_____	_____	_____	Recognize the formal language structures of stories, poems, newspapers, books, etc.
_____	_____	_____	Use simple book language (e.g., title, author, illustrator, beginning, middle and end).
_____	_____	_____	Attend to punctuation when reading text.
_____	_____	_____	Understand basic sentence and story structure.

Reading Comprehension Strategies: Understanding what is read requires attention to print and illustration, and the ability to interpret what is read.

I	R	M	
_____	_____	_____	Begin silent reading.
_____	_____	_____	Read familiar stories and poems aloud with attention to rhythm and meter.
_____	_____	_____	Continue to read orally with expression, fluency, and accuracy.
_____	_____	_____	Participate in choral reading, role-playing, and creative dramatics.
_____	_____	_____	Choose to read for pleasure.
_____	_____	_____	Read simple texts independently and in small groups.
_____	_____	_____	Participate in silent, sustained reading.
_____	_____	_____	Discuss perceptions and interpretations of commonly read materials.

- ___ ___ ___ Begin to use simple comprehension strategies (e.g., prediction, sequencing, summarizing).
- ___ ___ ___ Use expression and phrasing in oral reading.
- ___ ___ ___ Read books and magazines in various content areas.
- ___ ___ ___ Recognize and understand literary elements as appropriate to grade level. (See appendix.).
- ___ ___ ___ Read narrative informational text as a primary learning strategy.
- ___ ___ ___ Read books and magazines on various subject matter and content areas.

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Show evidence of using comprehension strategies (e.g., prediction, sequencing, summarizing, identifying problem and solution, compare and contrast). |
| ___ | ___ | ___ | Read for strategic purposes. |
| ___ | ___ | ___ | Listen to, read, and experience different literary genres and multicultural literature. |
| ___ | ___ | ___ | Demonstrate use of meta-cognitive strategies while reading. |
| ___ | ___ | ___ | Recognize and understand literary elements as appropriate to grade level (See appendix.). |
| ___ | ___ | ___ | Voluntarily use classroom, school, and public libraries. |
| ___ | ___ | ___ | Read at home. |

Literature: Reading a variety of genres is a key to developing an accomplished reader.

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Apply reading skills and strategies to a variety of literary passages and texts: |
| | | ___ | Fairy tales |
| | | ___ | Folktales |
| | | ___ | Fiction |
| | | ___ | Nonfiction |
| | | ___ | Legends |
| | | ___ | Fables |
| | | ___ | Myths |
| | | ___ | Poetry |
| | | ___ | Picture books |
| | | ___ | Predictable books. |
| ___ | ___ | ___ | Begin to recognize poetic elements |
| | | ___ | Rhyme |
| | | ___ | Rhythm |
| | | ___ | Alliteration |
| | | ___ | voice |
| | | ___ | Onomatopoeia |

- _____ Imagery
- _____ Personification
- _____ Stanza
- _____ Personal Interpretation.

- _____ _____ _____ Recognize the historical and cultural perspectives of literary selections.
- _____ _____ _____ Continue to develop an appreciation of literature.
- _____ _____ _____ Distinguish between real and fantasy in literature
- _____ _____ _____ Begin to read fluently (silently and orally).

Study Skills: Learning how to find what is needed is a valuable skill.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize that school/public libraries contain informational sources. |
| _____ | _____ | _____ | Begin dictionary use. |
| _____ | _____ | _____ | Use table of contents. |
| _____ | _____ | _____ | Use index. |
| _____ | _____ | _____ | Begin to use the glossary. |
| _____ | _____ | _____ | Use illustrations, maps, charts, diagrams, and graphs to gain information. |
| _____ | _____ | _____ | Alphabetize by first and second letter. |
| _____ | _____ | _____ | Utilize age appropriate test-taking strategies. |
| _____ | _____ | _____ | Use computer skills for research and pleasure. |
| _____ | _____ | _____ | Relate new information to prior knowledge. |

WRITING

Written Response: Writing takes many forms depending upon the reason for responding to someone or something.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Write a response to teacher and/or personal choice in a variety of formats. |
| _____ | _____ | _____ | Use critical thinking skills when participating in writing activities. |
| _____ | _____ | _____ | Write daily in a variety of formats. |
| _____ | _____ | _____ | Write in response to an illustration or scene. |

Mechanics: Communicating and understanding the printed word require a command of English mechanics.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Develop increased control of fine motor skills. |
| _____ | _____ | _____ | Write legibly using appropriate space between words. |
| _____ | _____ | _____ | Form letters correctly. |
| _____ | _____ | _____ | Begin to read print cursive writing. |

____ ____ ____ Begin to write letters in cursive writing.
____ ____ ____ Illustrate writing.

Writing Process: There is an age appropriate process to be learned when writing.

I	R	M	
____	____	____	Generate topics
			____ Brainstorming
			____ Webbing
			____ Mapping
			____ Drawing
			____ Writer's notebook
			____ Group discussion.
____	____	____	Use strategies to draft and revise written work.
____	____	____	Use dictionaries and other sources to edit work.
____	____	____	Incorporate illustrations, photos (or other) in published work.

Writing Practice: Practice and attention to the English language are the keys to successful writing.

I	R	M	
____	____	____	Use appropriate punctuation at the end of sentences.
____	____	____	Write complete sentences.
____	____	____	Capitalize beginning words of sentences and proper nouns.
____	____	____	Recognize and use nouns (singular and plural) in writing.
____	____	____	Recognize and use verbs and correct verb tense in writing.
____	____	____	Recognize and use adjectives and pronouns in writing.
____	____	____	Use the apostrophe in contractions and noun possessives.
____	____	____	Place commas correctly in letters, dates, and addresses.
____	____	____	Begin to move from temporary to conventional spelling.
____	____	____	Spell high frequency words correctly.
____	____	____	Begin to put sentences together in paragraph form.
____	____	____	Use newly acquired vocabulary in writing.
____	____	____	Illustrate writing.
____	____	____	Make labels and lists.
____	____	____	Know the rules and use quotation marks correctly.
____	____	____	Can explain what a compound sentence is and can write one.
____	____	____	Can explain what a conjunction is, can name some and use correctly in writing.

Creative Writing: Allowing time to think is essential to the process of creative writing.

I	R	M	
____	____	____	Use creative ideas in writing stories, poetry, and friendly letters.
____	____	____	Incorporate descriptive language in writing.

____ ____ ____ Use simple writing prompts such as fill-in sentences, story starters, story frames, and literary patterns to write.
 ____ ____ ____ Write for a variety of purposes

Informative Writing: Information writing takes many shapes; research, directions, fact finding, reporting.

I	R	M	
____	____	____	Participate in many group dictated writing experiences (e.g., daily news, stories, reports).
____	____	____	Write across the curriculum.
____	____	____	Write for a variety of purposes, aligning purpose with the audience (e.g., letters, memos, invitations, etc.).
____	____	____	Gather, organize, and sequentially report information gained from personal observations and experiences (e.g., science experiments, field trips, classroom observations).
____	____	____	use newly acquired vocabulary in writing.

SPEAKING

Oral Communication: Choosing words carefully, ensures understanding.

I	R	M	
____	____	____	Use appropriate voice level, phrasing, and intonation for given situations.
____	____	____	Use appropriate speed (rate) when addressing different audiences.
____	____	____	Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.
____	____	____	Can give multiple-step directions.
____	____	____	Use complete sentences when appropriate.
____	____	____	Speak Standard English while respecting culturally diverse language patterns.
____	____	____	Asks questions for clarification and understanding.
____	____	____	Use verbal courtesies with little prompting.
____	____	____	Expresses personal needs.
____	____	____	Begins to recite Scriptural passages and literary works from memory.
____	____	____	Begin to use technology correctly (e.g., microphone).
____	____	____	Listens to and responds appropriately to another person in conversation.
____	____	____	Use language to solve interpersonal difficulties.
____	____	____	Volunteer and share information.
____	____	____	Participate in a variety of oral language experiences.

Group Discussion Skills: Effective group discussions can take place when all involved understand the courtesies of conversation.

I	R	M	
_____	_____	_____	Contribute to class and group discussions.

I	R	M	
_____	_____	_____	Ask and respond to questions.
_____	_____	_____	Follow rules of conversation (e.g., take turns, raise hand, stay on the topic, focus attention on the speaker).
_____	_____	_____	Participate in role playing and creative dramatics.
_____	_____	_____	Maintain the subject line in conversation.
_____	_____	_____	Communicate physical and emotional needs .
_____	_____	_____	Participate appropriately during cooperative learning activities.
_____	_____	_____	Paraphrases information shared orally by others.
_____	_____	_____	Use descriptive words.
_____	_____	_____	Volunteer and share information.

LISTENING

Listening: Effective listening requires being able to ignore and eliminate distractions.

I	R	M	
_____	_____	_____	Listen to stories and informational text.
_____	_____	_____	Listen to and respond to oral directions.
_____	_____	_____	Listen to and respond to a variety of media (e.g., books, audio tapes, videos, computer, music).
_____	_____	_____	Listen when teachers or peers read or speak.
_____	_____	_____	Listen for a variety of purposes (e.g., information, entertainment, problem solving).
_____	_____	_____	Can filter unimportant information from important information.
_____	_____	_____	Recognize the characteristic sounds and rhythms of language.
_____	_____	_____	Listens to and enjoys familiar stories, poems, and rhythmic patterns.

PRIMARY STUGGESTED READING

Primary (Grades K – 2)

Aardema, Verna	Bringing the Rain to Kapiti Plain
Baer, Edith	This is the Way We Go to School
Barret, Judy	Cloudy With Chance of Meatballs
Benjamin, Cynthia	Footprints in the Snow
Blume, Judy	The One in the Middle is Green Kangaroo
Brown, Margaret	(All books)

e.g.,	Good Night Moon
	Runaway Bunny
Burton, Virginia	Little House
Carle, Eric	(All books)
e.g.,	The Very Hungry Caterpillar
	Today is Monday
Charlip, Remy	Fortunately, Unfortunately
Crews, Donald	Ten Black Dots
DePaola, Tomie	(All books)
e.g.,	Bible Stories
	Strega Nona
Freeman, Don	Corduroy
Fr. Lovasik	(All books)
Heide, Florence	The Day of Ahmed's Secret
Hutchins, Pat	Goodnight Owl
Kraus, Robert	Whose Mouse are You?
Krauss, Ruth	The Carrot Seed
Munro, Leaf	Story of Ferdinand the Bull
Lionni, Leo	(All books)
e.g.,	Inch By Inch
Lobel, Arnold	Frog and Toad Are Friends
	Ming Lo Moves the Mountain
Lowell, Susan	the three Little Javelinas
Margolies, Barbara	Rhema's Journey (A Visit to Tanzania)
Martin, Bill	Brown Bear, Brown Bear
	Chica, Chica, Boom Boom
	Knots on a Counting Rope
McCloskey, Robert	(All books)
Miles, Miska	Annie and the Old One
Mora, Pat	Listen to the Desert
Mosel, Arlene	Tikki, Tikki, Tembo
Mulligan, Mike	Steam Shovel 144
Munsch, Robert	Love You Forever
	Moira's Birthday
	Paper Bag Princess
	Pigs
Numeroff, Laurie	If You Give a Mouse a Cookie
Pfister, Marcus	The Rainbow Fish
Potter, Beatrix	Tale of Peter Rabbit
Rey, Hans	Curious George
Richards, J.	God's Gift
Roop, Peter	Keep the Lights Burning, Abbey
Ross, Anna	I Have to Go
Scieszka, Jon	The True Story of the Three Little Pigs – A Wolf's Story
Sendak, Maurice	(All books)
e.g.,	Chicken Soup With Rice

Silverstein, Shel	Where the Wild Things Are
Steig, William	The Giving Tree
e.g.,	(All books)
	Brave Irene
	Doctor DeSoto
Van Allsburg, Chris	The Polar Express
Waber, Bernard	Ira Sleeps Over
Walsh, Ellen	Mouse Paint
Warner, Gertrude	Boxcar Children Series
Williams, Margery	Velveteen Rabbit
Young, Ed	Seven Blind Mice
Dr. Seuss Books	

Note: All Caldecott Winners are listed by year in the appendix following the Eighth Grade expectations and reading selections.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
THIRD GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. Discussion begins to be part of language growth, and respecting others' opinions is essential.
- ___ B. As communication skills develop, we learn to be respectful listeners.
- ___ C. We begin to let people know we care about them by using the language skills being developed.
- ___ D. We listen and speak to God.
- ___ E. God gave us the ability to verbalize and write about Christian values.
- ___ F. God made us able to communicate in many different ways.
- ___ G. We respond to various types of literature from a Christian perspective.
- ___ H. Christian values can be recognized in the stories we read.
- ___ I. We can create stories using Christian values.
- ___ J. Draw conclusions about the Mass attended in order to write a coherent paragraph.
- ___ K. Develop and demonstrate an understanding of new religion-related words.
- ___ L. Recite prayers, passages and other religious readings with proper intonation and inflection.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: These strategies begin to take on a form somewhat different from those in the immediate primary, since the usual visual clues are already part of the "reading vocabulary."

Print Awareness:

- | | | | |
|-----|-----|-----|--|
| I | R | M | |
| ___ | ___ | ___ | Recognize different kinds of print (e.g., bold, italics, font types, and type size). |
| ___ | ___ | ___ | Preview texts (skim material, use pictorial and textual clues, and text format). |

Phonemic Awareness:

- | | | | |
|-----|-----|-----|--|
| I | R | M | |
| ___ | ___ | ___ | Identify root words. |
| ___ | ___ | ___ | Infer meaning of words through knowledge of prefixes and suffixes. |

_____ Confirm meaning of words using context clues.

Syntactical Awareness:

I	R	M	
_____	_____	_____	Recognize compound words.
_____	_____	_____	Use long word decoding strategies
_____	_____	_____	Use syllabication generalizations to divide words correctly.
_____	_____	_____	Use synonyms and antonyms.
_____	_____	_____	Use simple book language (e.g., title, author, illustrator, beginning, and end.

Vocabulary:

I	R	M	
_____	_____	_____	Develop and demonstrate an understanding of new words.
_____	_____	_____	Use word analysis skills to help discover meaning of unfamiliar words (e.g., knowledge of compound words and possessives).
_____	_____	_____	Develop dictionary skills.
_____	_____	_____	Complete simple analogy statements by determining relationships between paired words.
_____	_____	_____	Understand commonly used idioms and multiple meanings of words.

Comprehension Skills: With simple comprehension skills mastered, and more complex material being presented, comprehension skills become more specific and technical.

I	R	M	
_____	_____	_____	Verbalize cause and effect.
_____	_____	_____	Draw conclusions using inference
_____	_____	_____	Identify main idea.
_____	_____	_____	Identify supporting details
_____	_____	_____	Compare and contrast.
_____	_____	_____	Use sequence.
_____	_____	_____	Understand dialogue
_____	_____	_____	Identify author's purpose (e.g., entertain, inform, persuade).
_____	_____	_____	Make inferences.
_____	_____	_____	Predict and summarize.
_____	_____	_____	Know fact from opinion and draw conclusions.
_____	_____	_____	Tell author's purpose.
_____	_____	_____	Identify problem/conflict solution.
_____	_____	_____	Analyze characters.

Reading Comprehension Strategies:

I	R	M	
_____	_____	_____	Define and distinguish between the topic, the main idea, and the details.
_____	_____	_____	Connect personal experiences and prior knowledge with the text.
_____	_____	_____	Preview selections by using titles, headings, pictures, photographs, highlighted words, and captions to think about information and set a purpose prior to reading.
_____	_____	_____	Use visual aids (pictures, diagrams, charts, story maps) to help understand complicated material.
_____	_____	_____	Read and discuss a variety of stories and informational texts.
_____	_____	_____	Demonstrate use of meta cognitive strategies while reading.

I	R	M	
_____	_____	_____	Participate in silent, sustained reading.
_____	_____	_____	Locate books using author's name, title or subject (card catalog, computerized library catalog).
_____	_____	_____	Identify and use various parts of a book (index, table of contents, glossary, appendix).
_____	_____	_____	Use outlining techniques.
_____	_____	_____	Use test-taking strategies.
_____	_____	_____	Use the classroom, school, and public library.
_____	_____	_____	Read at home.

Literature: Literature is composed of a multitude of genres, each of which provides the reader with a new world of information.

I	R	M	
_____	_____	_____	Appreciate literature reading in a variety of genres (e.g., tall tales, fiction, non-fiction, biographies, historical fiction and how-to books).
_____	_____	_____	Read a variety of poetry forms (e.g., acronym, cinquain, Haiku, free verse).
_____	_____	_____	Recognize and understand literary elements in the glossary as appropriate to grade level (See appendix).
_____	_____	_____	Choose speed and types of reading, and discuss.
_____	_____	_____	Identify major story elements (plot, setting, story, characters, problem/conflict, climax, and solution).
_____	_____	_____	Discuss themes and values.

WRITING

Standard Mechanics: The standards for cursive writing are specific, and need to be learned and practiced for legibility.

I	R	M	
_____	_____	_____	Execute correct letter formation.
_____	_____	_____	Connect letters to form words.

____ ____ ____ Use cursive writing.
____ ____ ____ Write legibly using correct slant and spacing.

Standard English Conventions: In order to convey accurate information the use of standard English is important and necessary.

I R M
____ ____ ____ Use correct mechanics in writing.

I R M
____ ____ ____ Spell correctly, applying rules appropriate to grade level vocabulary.
____ ____ ____ Punctuate correctly (e.g., sentence endings, comma, abbreviations, quotations, apostrophes, etc.).
____ ____ ____ Capitalize correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns, etc.).
____ ____ ____ Use correct grammar and usage to build descriptive, explanatory sentences.
____ ____ ____ Understand and use parts of speech correctly (e.g., noun, pronoun, verb, adjective, interjection, adverb, preposition, conjunction).
____ ____ ____ Understand and apply correct usage (e.g., subject-verb agreement, appropriate verb tense, etc.).
____ ____ ____ Use a variety of sentence structures (e.g., simple, compound, complex).
____ ____ ____ Use newly acquired vocabulary in writing.

Writing Process: The writing process used as intended, provides a specific format that requires thinking and processing, and a habit of editing to ensure a clean product.

I R M
____ ____ ____ Pre-write (e.g., choose a topic and details).
____ ____ ____ Write the first draft.
____ ____ ____ Revise (e.g., ideas, content, organization, word choice, etc.).
____ ____ ____ Edit (e.g., self, and teacher).
____ ____ ____ Publish using conventional methods.

Specific Writing Techniques: Personal writing technique develops in its own time; however, having a set of standards by which to learn is necessary.

I R M
____ ____ ____ Develop and organize stories including beginning, middle, and end with evidence of plot, setting, character development, conflict, and resolution.

_____	_____	_____	Write a cohesive, expressive, creative and informative paragraphs with topic sentences, supporting details, and a concluding sentence.
_____	_____	_____	Use newly acquired vocabulary in writing.
_____	_____	_____	Use expressive writing in poetry (e.g., descriptive adjectives and adverbs).
_____	_____	_____	Use creative writing in story narratives (e.g., contains characters: main and supporting, details and setting: time and place, make a statement of plot: problem and solution).
_____	_____	_____	Plan and write a “how to” paragraph (informative).
I	R	M	
_____	_____	_____	Use a topic sentence.
_____	_____	_____	List supporting details in logical order.
_____	_____	_____	State conclusions correctly.
_____	_____	_____	Plan and a report using paragraphs (e.g., note-taking skills: outlining, mapping, cite references: works cited, bibliography).

Written Product: Finished product is a clean work; mechanically and grammatically correct, and showing a clear purpose.

I	R	M	
_____	_____	_____	Write in a variety of forms (e.g., Fiction: historical, realistic, fantasy, fairy tales, tall tales, Non-fiction: personal experience, reports, directions, communications: Friendly letters, invitations, Poetry: form, free verse).
_____	_____	_____	Illustrate writing.
_____	_____	_____	Write creatively for a variety of purposes (e.g., descriptive, summary, compare and contrast, explanatory).

SPEAKING

Oral Communication Skills: Public speaking is a difficult skill, and one in which confidence is very important.

I	R	M	
_____	_____	_____	Use eye contact and appropriate gestures.
_____	_____	_____	Choose appropriate voice level, phrasing and intonation for given situations.
_____	_____	_____	Choose appropriate speed (rate) when addressing different audiences.
_____	_____	_____	Choose effective vocabulary and logical organization to relate or summarize ideas, events, and other information.
_____	_____	_____	Use language that indicates predictions or drawing conclusions.
_____	_____	_____	Give multiple-step directions in proper sequence.
_____	_____	_____	Use complete sentences.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Speaks Standard English while respecting culturally diverse language patterns. |
| _____ | _____ | _____ | Recite Scriptural passages, short poems, etc. from memory. |
| _____ | _____ | _____ | Ask appropriate questions for clarification and understanding. |
| _____ | _____ | _____ | Choose verbal courtesies without prompting. |
| _____ | _____ | _____ | Express own needs and those of the group. |
| _____ | _____ | _____ | Retell information gathered from different sources of information (e.g., speakers, books, newspapers, media). |
| _____ | _____ | _____ | Present researched information relating facts, details, examples, and descriptions that support a main idea. |

- | | | | |
|----------|----------|----------|--|
| I | R | M | |
| _____ | _____ | _____ | Support important aspects of oral presentation with visuals or media displays. |
| _____ | _____ | _____ | Use technology correctly (e.g., microphone, telephone). |

Group Discussion Skills: There are a number of important skills to be used in effective discussion, not the least of which is courtesy.

- | | | | |
|----------|----------|----------|---|
| I | R | M | |
| _____ | _____ | _____ | Readily contribute to class and/or group discussions. |
| _____ | _____ | _____ | Ask and respond appropriately to questions. |
| _____ | _____ | _____ | Follow rules of conversations in a courteous manner. |
| _____ | _____ | _____ | Participate in and/or initiate role playing and creative dramatics. |
| _____ | _____ | _____ | Maintain the subject line in conversation. |
| _____ | _____ | _____ | Engage in cooperative and group learning discussions. |
| _____ | _____ | _____ | Paraphrases information share by others. |
| _____ | _____ | _____ | Use descriptive, accurate language. |
| _____ | _____ | _____ | Communicate physical and emotional needs in an appropriate manner. |
| _____ | _____ | _____ | Give oral presentations for specific purposes. |

LISTENING

Listening: Respectful and attentive listening requires learning and practice.

- | | | | |
|----------|----------|----------|---|
| I | R | M | |
| _____ | _____ | _____ | Listen respectfully to peers and adults. |
| _____ | _____ | _____ | Focus attention on speaker. |
| _____ | _____ | _____ | Listen to shared ideas, opinions and information in a group setting. |
| _____ | _____ | _____ | Restate and execute multi-step directions. |
| _____ | _____ | _____ | Respond appropriately to the questions of others. |
| _____ | _____ | _____ | Summarize major ideas and supporting evidence presented in spoken language. |
| _____ | _____ | _____ | Listen to oral reading. |
| _____ | _____ | _____ | Actively listen for purpose and meaning. |

- _____ Listen to and write dictated texts.
- _____ Listen to and take notes on lecture materials.
- _____ Listen to quality literature.
- _____ Be attentive to media.
- _____ Ask questions to clarify points of discussion.

INTERMEDIATE SUGGESTED READING (Grades 3 – 5)

Akeman, Karen	Song and Dance Man
Alcott, Louisa May	Little Women
Adventure of the American Revolution Series	
Olasky, Susan	Annie Henry and the Secret Mission
	Annie Henry and the Birth of Liberty
	Annie Henry and the Mysterious Stranger
	Annie Henry and the Redcoats
American Girl – Historical Mystery Series	
Buckley, Sarah Masters	Smugglers’ Treasure
Hughes, Holly	Hoofbeats of Danger
Jones, Elizabeth McDavid	Night Flyers
Ayers, Katherine	voices of Whisper Bend
Atwater, Richard and Florence	Mr. Popper’s Penguins
Avi	Night Journeys
Banks, Lynn Reed	The Indian in the Cupboard
Baylor, Byrd	Hawk, I’m Your Brother
Blume, Judy	Superfudge
Burnett, Frances	Secret Garden
Cameron, Ann	Stories Julian Tells
Clearly, Beverly	(All books)
e.g.,	Dear Mr. Henshaw
	Ralph S. Mouse
	Ramona and Her Father
	Ramona and Her Mother
	Ramona the Pest
Coerr, Eleanor	Meiko and the Fifth Treasure
	Sadako and the Thousand Paper Cranes
Christopher, Matt	Sports books
Dahl, Roald	Charlie and the Chocolate Factory
	Fantastic Mr. Fox
	James and the Giant Peach
Dalgliesh, Alice	The Courage of Sarah Noble
Defoe, Daniel	Robinson Carusoe
Deitz, Pegi	The Whispering Cloth; a Refugee’s Story
Dixon, Franklin	Hardy Boys
Edmonds, Walter D.	The Matchlock Gun

Enright, Elizabeth	Gone-Away-Lake
Estes, Eleanora	The Hundred Dresses
Farley, Walter	The Black Stallion
Fleischman, Sid	The Whipping Boy
Garfield, James B.	Follow My Leader
Garrigue, Sheila	Between Friends
Gilson, Jamie	Do Bananas Chew gum?
Goble, Paul	Iktomi and the Boulder: a Plains Indian's Story
Graff, Stewart	Hellen Keller
Grahame, Kenneth	Wind in the Willows
Henry, Marguerite	Brightly of the Grand Canyon
Hoff, Sid	Donny and the Dinosaur
Holling, Clancy	Minn of the Mississippi
	Seabird
Howe, Deborah and James	Bunnicula
Hurwitz, Johanna	Class President
Lasker, Joe	The Tournament of Knights
Lawson, Robert	Ben and Me
	Rabbit Hill
L'Engle, Madeleine	A Wrinkle in Time
Lewis, C.S.	Chronicles of Narnia
	The Lion, The Witch, and The Wardrobe
Lowry, Lois	Number the Stars
MacLachlan, Patricia	Sarah, Plain and Tall
	Journey
Manes, Stephen	Be a Perfect Person in Three Days
McArthur, Nancy	The Planet That Ate Dirty Socks
McCloskey, Robert	Time of Wonder
	Homer Price
	Centerburg Tales
Mongo, F.M.	The Drinking Gourd
Naylor, Phyllis	Shiloh
North, Sterling	Rascal
Oberman, Seldon	The Always Prayer Shawl
O'Dell, Scott	The Island of the Blue Dolphins
	The Black Pearl
Paterson, Katherine	Bridge to Terabithia
Paulson, Gary	Hatchet
Porter, Connie	American Girl Series
Rawls, Wilson	Where the Red Fern Grows
Richardson, Arleta	A School of Her Own
Robinson, Barbara	The Best Christmas Pageant Ever
Seldon, George	Cricket in Time Square
Shyer, Marlene Forta	Welcome Home, Jellybean
Skene, Patrick	Chocolate Touch
Sobol, Donald J.	Encyclopedia Brown Sets the Pace

Speare, Elizabeth	The Witch of Blackbird Pond
Steptoe, John	Mufaro's Beautiful Daughters
Taha, Karen	A Gift for Tia Rosa
Twain, Mark	Huck Finn
	Tom Sawyer
Viorst, Judith	Alexander and the Terrible, Horrible, No Good
White E. B.	Charlotte's Web
	Stuart Little
	Trumpet of the Swan
Wilder, Laura	Ingall Stories
e.g.,	Farmer Boy
	Little House on the Prairie
Wiley, Milissa	The Little House in the Highlands; The Martha
	Years
Williams, Margery	Velveteen Rabbit

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FOURTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Children’s Bibles and Religion books can now be read to learn about God.
- _____ B. Having experience with maps, legends, and charts, helps us to know what Jesus’ home land was like.
- _____ C. We listen and speak to God.
- _____ D. God gave us the ability to verbalize and write about Christian values.
- _____ E. God made us able to communicate in many different ways.
- _____ F. We respond to various types of literature from a Christian perspective.
- _____ G. Christian values can be recognized in the stories we read.
- _____ H. We can create stories using Christian values.
- _____ I. Students will see that morals and values are throughout the written word, as well as the spoken word.
- _____ J. Reinforce the beliefs of the Catholic faith through plays, skits, role playing, and oral presentations.
- _____ K. Use the Bible as a good source of a literary example for either written or oral use
- _____ L. A religion journal gives written expressions of opinions and feelings.
- _____ M. Role play to demonstrate Bible skits, plays, character development.
- _____ N. Discuss literature with obvious moral and values (Parables).

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: These strategies begin to take on a form somewhat different from those in the immediate primary, since the usual visual clues are already part of the “reading vocabulary.”

Print Awareness:

- | | | | |
|-------|-------|-------|--|
| I | R | M | |
| _____ | _____ | _____ | Recognize different kinds of print (e.g., bold, italics, font types, and type size). |
| _____ | _____ | _____ | Preview texts (skim material, use pictorial and textual clues, and text format). |

Phonemic Awareness:

- | | | | |
|-------|-------|-------|----------------------|
| I | R | M | |
| _____ | _____ | _____ | Identify root words. |

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Infer meaning of words through knowledge of prefixes and suffixes. |
| _____ | _____ | _____ | Confirm meaning of words using context clues. |

Syntactical Awareness:

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize compound words. |
| _____ | _____ | _____ | Use long word decoding strategies. |
| _____ | _____ | _____ | Use syllabication generalizations to divide words correctly. |
| _____ | _____ | _____ | Use synonyms and antonyms. |
| _____ | _____ | _____ | Use simple book language (e.g., title, author, illustrator, beginning, and end). |

Vocabulary:

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Demonstrate an understanding of new words by using them in speech, reading, writing, and creative activities. |
| _____ | _____ | _____ | Use word analysis skills to help discover meaning of unfamiliar words (e.g., knowledge of compound words and possessives). |
| _____ | _____ | _____ | Develop dictionary skills. |
| _____ | _____ | _____ | Complete simple analogy statements by determining relationships between paired words. |
| _____ | _____ | _____ | Understand commonly used idioms and multiple meanings of words |
| _____ | _____ | _____ | Use prefixes, suffixes and root words for decoding. |
| _____ | _____ | _____ | Complete simple analogy statements by determining the relationship between paired words. |

Comprehension Skills: With simple comprehension skills mastered, and more complex material being presented, comprehension skills become more specific and technical.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Verbalize cause and effect. |
| _____ | _____ | _____ | Draw conclusions using inference. |
| _____ | _____ | _____ | Identify main idea. |
| _____ | _____ | _____ | Identify supporting details. |
| _____ | _____ | _____ | Compare and contrast. |
| _____ | _____ | _____ | Use sequence. |
| _____ | _____ | _____ | Understand dialogue. |
| _____ | _____ | _____ | Identify author's purpose (e.g., entertain, inform, persuade). |
| _____ | _____ | _____ | Make inferences. |
| _____ | _____ | _____ | Predict and summarize. |
| _____ | _____ | _____ | Know fact from opinion and draw conclusions. |

- _____ _____ _____ Tell author’s purpose.
- _____ _____ _____ Identify problem/conflict solution.
- _____ _____ _____ Analyze characters.

Reading Comprehension Strategies:

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Define and distinguish between the topic, the main idea, and the details |
| _____ | _____ | _____ | Connect personal experiences and prior knowledge with the text. |
| _____ | _____ | _____ | Preview selections by using titles, headings, pictures, photographs, highlighted words, and captions to think about information and set a purpose prior to reading. |
| _____ | _____ | _____ | Use visual aids (pictures, diagrams, charts, story maps) to help understand complicated material. |
| _____ | _____ | _____ | Read and discuss a variety of stories and informational texts. |
| _____ | _____ | _____ | Demonstrate use of meta cognitive strategies while reading. |
| _____ | _____ | _____ | Participate in silent, sustained reading. |
| _____ | _____ | _____ | Locate books using author’s name, title or subject (card catalog, computerized library catalog). |
| _____ | _____ | _____ | Identify and use various parts of a book (index, table of contents, glossary, appendix). |
| _____ | _____ | _____ | Use outlining techniques. |
| _____ | _____ | _____ | Use written materials a source of information. |
| _____ | _____ | _____ | Create and use various types of tables, maps, schedules, charts, diagrams and graphs for information. |
| _____ | _____ | _____ | Summarize periodically while reading, check for understanding, re-read when necessary and make predictions based on the summary. |
| _____ | _____ | _____ | Use test-taking strategies. |
| _____ | _____ | _____ | Use the classroom, school, and public library. |
| _____ | _____ | _____ | Read at home. |

Literature: Literature is composed of a multitude of genres, each of which provides the reader with a new world of information.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Appreciate literature reading in a variety of genres (e.g., tall tales, fiction, non-fiction, biographies, historical fiction and how-to books). |
| _____ | _____ | _____ | Read a variety of poetry forms (e.g., acronym, cinquain, Haiku, free verse). |
| _____ | _____ | _____ | Recognize and understand literary elements in the glossary as appropriate to grade level (See appendix). |
| _____ | _____ | _____ | Choose speed and types of reading, and discuss |

_____	_____	_____	Identify major story elements (plot, setting, story, characters, problem/conflict, climax, and solution).
_____	_____	_____	Discuss themes and values.
_____	_____	_____	Show evidence of using comprehension strategies (e.g., prediction, sequencing, summarizing, identifying problem/conflict and solution, and character analysis.
_____	_____	_____	Infer characters' feelings, attitudes, thoughts, personality traits and motives in order to form opinions and support these opinions with examples or reason.
_____	_____	_____	Recognize and understand literary elements as appropriate to grade level (See appendix.).

WRITING

Standard Mechanics: The standards for cursive writing are specific, and need to be learned and practiced for legibility.

I	R	M	
_____	_____	_____	Execute correct letter formation.
_____	_____	_____	Connect letters to form words.
_____	_____	_____	Use cursive writing exclusively.
_____	_____	_____	Write legibly using correct slant and spacing.

Standard English Conventions: In order to convey accurate information the use of standard English is important and necessary.

I	R	M	
_____	_____	_____	Use correct mechanics in writing.
_____	_____	_____	Spell correctly, applying rules appropriate to grade level vocabulary.
_____	_____	_____	Punctuate correctly (e.g., sentence endings, comma, abbreviations, quotations, apostrophes, etc.).
_____	_____	_____	Capitalize correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns, etc.).
_____	_____	_____	Use correct grammar and usage to build descriptive, explanatory sentences.
_____	_____	_____	Understand and use parts of speech correctly (e.g., noun, pronoun, verb, adjective, interjection, adverb, preposition, conjunction).
_____	_____	_____	Understand and apply correct usage (e.g., subject-verb agreement, appropriate verb tense, etc.).
_____	_____	_____	Use a variety of sentence structures (e.g., simple, compound, complex).
_____	_____	_____	Use newly acquired vocabulary in writing.

Writing Process: The writing process used as intended, provides a specific format that requires thinking and processing, and a habit of editing to ensure a clean product.

I	R	M
---	---	---

- _____ Pre-write (e.g., choose a topic and details).
- _____ Write the first draft.
- _____ Revise (e.g., ideas, content, organization, word choice, etc.).
- _____ Edit (e.g., self, and teacher).
- _____ Publish using conventional methods.

Specific Writing Techniques: Personal writing technique develops in its own time; however, having a set of standards by which to learn is necessary.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Develop and organize stories including beginning, middle, and end with evidence of plot, setting, character development, conflict, and resolution. |
| _____ | _____ | _____ | Write a cohesive, expressive, creative and informative paragraphs with topic sentences, supporting details, and a concluding sentence |
| _____ | _____ | _____ | Use newly acquired vocabulary in writing. |
| _____ | _____ | _____ | Use expressive writing in poetry (e.g., descriptive adjectives and adverbs). |
| _____ | _____ | _____ | Use creative writing in story narratives (e.g., contains characters: main and supporting, details and setting: time and place, make a statement of plot: problem and solution). |
| _____ | _____ | _____ | Plan and write a “how to” paragraph (informative). |
| _____ | _____ | _____ | Use a topic sentence. |
| _____ | _____ | _____ | List supporting details in logical order. |
| _____ | _____ | _____ | State conclusions correctly. |
| _____ | _____ | _____ | Plan and a report using paragraphs (e.g., note-taking skills: mapping, cite references: works cited, bibliography). |
| _____ | _____ | _____ | Begin formal outlining as part of note taking and organizing information. |
| _____ | _____ | _____ | Write a report for information using a table of contents, main body, bibliography, illustrations. |
| _____ | _____ | _____ | Writing a variety of forms (e.g., letters, book reports, research reports, journals). |

Written Product: Finished product is a clean work; mechanically and grammatically correct, and showing a clear purpose.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Write in a variety of forms (e.g., Fiction: historical, realistic, fantasy, fairy tales, tall tales, Non-fiction: personal experience, reports, directions, communications: Friendly letters, invitations, Poetry: form, free verse). |
| _____ | _____ | _____ | Illustrate writing. |
| _____ | _____ | _____ | Write creatively for a variety of purposes (e.g., descriptive, summary, compare and contrast, explanatory). |

SPEAKING

Oral Communication Skills: Public speaking is a difficult skill, and one in which confidence is very important.

I	R	M	
___	___	___	Use eye contact and appropriate gestures.
___	___	___	Choose appropriate voice level, phrasing and intonation for given situations.
___	___	___	Choose appropriate speed (rate) when addressing different audiences.
___	___	___	Choose effective vocabulary and logical organization to relate or summarize ideas, events, and other information.
___	___	___	Use language that indicates predictions or drawing conclusions.
___	___	___	Give multiple-step directions in proper sequence.
___	___	___	Use complete sentences.
___	___	___	Speaks Standard English while respecting culturally diverse language patterns.
___	___	___	Recite Scriptural passages, short poems, etc. from memory.
___	___	___	Ask appropriate questions for clarification and understanding.
___	___	___	Choose verbal courtesies without prompting.
___	___	___	Express own needs and those of the group.
___	___	___	Retell information gathered from different sources of information (e.g., speakers, books, newspapers, media).
___	___	___	Present researched information relating facts, details, examples, and descriptions that support a main idea.
___	___	___	Support important aspects of oral presentation with visuals or media displays.
___	___	___	Use technology correctly (e.g., microphone, telephone).

Group Discussion Skills: There are a number of important skills to be used in effective discussion, not the least of which is courtesy.

I	R	M	
___	___	___	Readily contribute to class and/or group discussions.
___	___	___	Ask and respond appropriately to questions.
___	___	___	Follow rules of conversations in a courteous manner.
___	___	___	Participate in and/or initiate role playing and creative dramatics.
___	___	___	Maintain the subject line in conversation.
___	___	___	Engage in cooperative and group learning discussions.
___	___	___	Paraphrases information share by others.
___	___	___	Use descriptive, accurate language.
___	___	___	Communicate physical and emotional needs in an appropriate manner.
___	___	___	Give oral presentations for specific purposes.

LISTENING

Listening: Respectful and attentive listening requires learning and practice.

I	R	M	
_____	_____	_____	Listen respectfully to peers and adults.
_____	_____	_____	Focus attention on speaker.
_____	_____	_____	Demonstrate respect for the ideas and opinions of others.
_____	_____	_____	Restate and execute multi-step directions.
_____	_____	_____	Respond appropriately to the questions of others.
_____	_____	_____	Summarize major ideas and supporting evidence presented in spoken language.
_____	_____	_____	Listen to oral reading.
_____	_____	_____	Actively listen for purpose and meaning.
_____	_____	_____	Listen to and write dictated texts.
_____	_____	_____	Listen to and take notes on lecture materials.
_____	_____	_____	Listen to quality literature.
_____	_____	_____	Be attentive to media.
_____	_____	_____	Ask questions to clarify points of discussion.

INTERMEDIATE SUGGESTED READING (Grades 3 – 5)

Akeman, Karen	Song and Dance Man
Alcott, Louisa May	Little Women
Adventure of the American Revolution Series	
Olasky, Susan	Annie Henry and the Secret Mission Annie Henry and the Birth of Liberty Annie Henry and the Mysterious Stranger Annie Henry and the Redcoats
American Girl – Historical Mystery Series	
Buckley, Sarah Masters	Smugglers' Treasure
Hughes, Holly	Hoofbeats of Danger
Jones, Elizabeth McDavid	Night Flyers
Ayers, Katherine	Voices of Whisper Bend
Atwater, Richard and Florence	Mr. Popper's Penguins
Avi	Night Journeys
Banks, Lynn Reed	The Indian in the Cupboard
Baylor, Byrd	Hawk, I'm Your Brother
Blume, Judy	Superfudge
Burnett, Frances	Secret Garden
Cameron, Ann	Stories Julian Tells
Clearly, Beverly	(All books)
e.g.,	Dear Mr. Henshaw Ralph S. Mouse

Intermediate Suggested Reading cont.

	Ramona and Her Father
	Ramona and Her Mother
	Ramona the Pest
Coerr, Eleanor	Meiko and the Fifth Treasure
	Sadako and the Thousand Paper Cranes
Christopher, Matt	Sports books
Dahl, Roald	Charlie and the Chocolate Factory
	Fantastic Mr. Fox
	James and the Giant Peach
Dalglish, Alice	The Courage of Sarah Noble
Defoe, Daniel	Robinson Carusoe
Deitz, Pegi	The Whispering Cloth; a Refugee's Story
Dixon, Franklin	Hardy Boys
Edmonds, Walter D.	The Matchlock Gun
Enright, Elizabeth	Gone-Away-Lake
Estes, Eleanora	The Hundred Dresses
Farley, Walter	The Black Stallion
Fleischman, Sid	The Whipping Boy
Garfield, James B.	Follow My Leader
Garrigue, Sheila	Between Friends
Gilson, Jamie	Do Bananas Chew gum?
Goble, Paul	Iktomi and the Boulder: a Plains Indian's Story
Graff, Stewart	Hellen Keller
Grahame, Kenneth	Wind in the Willows
Henry, Marguerite	Brightly of the Grand Canyon
Hoff, Sid	Donny and the Dinosaur
Holling, Clancy	Minn of the Mississippi
	Seabird
Howe, Deborah and James	Bunnacula
Hurwitz, Johanna	Class President
Lasker, Joe	The Tournament of Knights
Lawson, Robert	Ben and Me
	Rabbit Hill
L'Engle, Madeleine	A Wrinkle in Time
Lewis, C.S.	Chronicles of Narnia
	The Lion, The Witch, and The Wardrobe
Lowry, Lois	Number the Stars
MacLachlan, Patricia	Sarah, Plain and Tall
	Journey
Manes, Stephen	Be a Perfect Person in Three Days
McArthur, Nancy	The Planet That Ate Dirty Socks
McCloskey, Robert	Time of Wonder
	Homer Price
	Centerburg Tales

Intermediate Suggested Reading cont.

Mongo, F.M.	The Drinking Gourd
Naylor, Phyllis	Shiloh
North, Sterling	Rascal
Oberman, Seldon	The Always Prayer Shawl
O'Dell, Scott	The Island of the Blue Dolphins
	The Black Pearl
Paterson, Katherine	Bridge to Terabithia
Paulson, Gary	Hatchet
Porter, Connie	American Girl Series
Rawls, Wilson	Where the Red Fern Grows
Richardson, Arleta	A School of Her Own
Robinson, Barbara	The Best Christmas Pageant Ever
Seldon, George	Cricket in Time Square
Shyer, Marlene Forta	Welcome Home, Jellybean
Skene, Patrick	Chocolate Touch
Sobol, Donald J.	Encyclopedia Brown Sets the Pace
Speare, Elizabeth	The Witch of Blackbird Pond
Step toe, John	Mufaro's Beautiful Daughters
Taha, Karen	A Gift for Tia Rosa
Twain, Mark	Huck Finn
	Tom Sawyer
Viorst, Judith	Alexander and the Terrible, Horrible, No Good
White E. B.	Charlotte's Web
	Stuart Little
	Trumpet of the Swan
Wilder, Laura	Ingall Stories
e.g.,	Farmer Boy
	Little House on the Prairie
Wiley, Milissa	The Little House in the Highlands; The Martha
	Years
Williams, Margery	Velveteen Rabbit

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIFTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. God has made people able to learn and grow through reading, writing, listening, speaking, drawing, and singing.
- ___ B. Many words in the English language have roots in the Latin, which was for centuries, the common language of the Roman Catholic Church.
- ___ C. We listen and speak to God.
- ___ D. God gave us the ability to verbalize and write about Christian values.
- ___ E. God made us able to communicate in many different ways.
- ___ F. We respond to various types of literature from a Christian perspective.
- ___ G. Christian values can be recognized in the stories we read.
- ___ H. We can create stories using Christian values.
- ___ I. We are able to communicate in various ways about the saints, liturgical celebrations and Bible passages.
- ___ J. Use literature that deals with social issues and relate it to the teachings of Jesus.
- ___ K. Express feelings in writing about issues in our Catholic faith.
- ___ L. Memorize and recite the basic prayers of our faith.
- ___ M. Reinforce use of proper grammar and sentence structure in a religion journal.
- ___ N. Select literature with strong Christian morals and values.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: These strategies become sophisticated and particular by Fifth Grade, simply building on the foundation skills of Grades K – 4.

Print Awareness:

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Use text organizers (e.g., headings, captions). |
| ___ | ___ | ___ | Know reasons for certain types of print (e.g., bold, italics, underline, fonts, and type size). |
| ___ | ___ | ___ | use graphs to acquire information more quickly. |
| ___ | ___ | ___ | Preview texts (e.g., skimming, using pictorial and textual clues). |

Phonemic Awareness:

I	R	M	
_____	_____	_____	Identify root words.
_____	_____	_____	Infer meaning of words through knowledge of prefixes and suffixes.
_____	_____	_____	Confirm meaning of words using context clues.

Syntactical Awareness:

_____	_____	_____	Recognize compound words.
_____	_____	_____	Use long word decoding strategies.
_____	_____	_____	Use syllabication generalizations to divide words correctly.
_____	_____	_____	Use synonyms and antonyms.
_____	_____	_____	Use simple book language (e.g., title, author, illustrator, beginning, and end).
_____	_____	_____	Use homonyms and spell correctly.

I	R	M	
_____	_____	_____	Know the rules of spelling (e.g., i before e except after c, the ten ei words, blends, irregular spellings, silent e, y endings, etc.).
_____	_____	_____	Know and use the right word (e.g., brake and break, board and bored, cent, sent, and scent, chord and cord, counsel and council, for, fore, and four, hare and hair, learn and teach, leave and let, meat, and meet, etc.).

Vocabulary:

I	R	M	
_____	_____	_____	Demonstrate understanding of new words by using them in speech, reading, writing, and creative activities.
_____	_____	_____	Use word analysis skills to help discover meanings of new words.
_____	_____	_____	Use a dictionary with ease.
_____	_____	_____	Use a thesaurus to expand understanding of words.
_____	_____	_____	Use word etymology information to expand knowledge of unfamiliar words.
_____	_____	_____	Complete, construct, and understand analogies.
_____	_____	_____	Understand connotative and denotative meanings of words in context.

Comprehension Skills: As reading material becomes more complex individual, and personal, learning styles play a significant role in comprehension.

I	R	M	
_____	_____	_____	Distinguish the main character from minor characters.

_____	_____	_____	Explain the interaction of major and minor characters in a selection.
_____	_____	_____	Summarize the plot line to include cause and effect.
_____	_____	_____	Draw defensible opinions and conclusions based on events and settings.
_____	_____	_____	Identify main idea along with critical and supporting details.
_____	_____	_____	Compare and contrast character, genre, cultural differences, fact, fiction.
_____	_____	_____	Identify chronological, sequential or logical order.
_____	_____	_____	Understand the author's purpose (e.g., entertain, inform, persuade).
_____	_____	_____	Describe the author's use of strategies to convince or persuade (e.g., bandwagon, peer pressure, "loaded" words).
_____	_____	_____	Make inferences, predict, summarize, skim for understanding, differentiate fact from opinion, draw conclusions, use author's purpose for clarification.

Reading Comprehension Strategies: The more complex the text the greater the need to ensure comprehension skills.

I	R	M	
_____	_____	_____	Use written materials as a source of information.
_____	_____	_____	Create and use various types of tables, maps, schedules, charts, diagrams, and graphs for information.
_____	_____	_____	Summarize periodically while reading, checking for understanding, re-reading when necessary, and making predictions based on the summary.
_____	_____	_____	Demonstrate use of meta-cognitive (various) strategies while reading.
_____	_____	_____	Participate in silent, sustained reading.
_____	_____	_____	Use classroom, school, and public library facilities.
_____	_____	_____	Read at home.

Literature: There is a plethora of literature available, and it is important to cultivate a taste for quality literature, which needs include the classics.

I	R	M	
_____	_____	_____	Recognize and discuss various kinds of literature.
_____	_____	_____	Recognize elements of a story (e.g., plot, main idea, setting, primary and secondary characters, conflict and resolution).
_____	_____	_____	Show evidence of using comprehension strategies (e.g., prediction, sequencing, summarizing, identifying problem/conflict and solution, and character analysis).

_____	_____	_____	Infer characters' feelings attitudes, thoughts, personality traits and motives in order to form opinions and support the opinions with examples or reasons.
_____	_____	_____	Recognize and understand literary elements as appropriate to grade level (See appendix.).
_____	_____	_____	Engage in repeated re-readings of text to develop fluency in reading.
_____	_____	_____	Read a variety of genres (e.g., tall tales, realistic fiction, information non-fiction, autobiographies/biographies, historical fiction, drama, how-to books).
_____	_____	_____	Read a variety of poetic forms (e.g., acronym, cinquain, Haiku, limerick, free verse).
_____	_____	_____	Know poetic literary devices (e.g., rhyme/rhythm, alliteration, imagery, simile, metaphor, personification, literal meaning).
_____	_____	_____	Adjust speed and types (fluency) of reading (silent, oral, choral) to suit purpose and difficulty of material.

WRITING

Standard Mechanics: There are measurable skills in the art of cursive writing, and it is important that those skills are mastered.

I	R	M	
_____	_____	_____	Execute correct letter formation.
_____	_____	_____	Connects letters to form words.
_____	_____	_____	Use cursive writing.
_____	_____	_____	Write legibly using correct slant and spacing.

Standard English Conventions: Mastery of the English language is not without its misgivings since so many rules have exceptions; however, that challenge remains and is relevant.

I	R	M	
_____	_____	_____	Spell basic and new vocabulary correctly.
_____	_____	_____	Punctuate accurately (e.g., sentence endings, commas, abbreviations, quotations, apostrophes, etc.).
_____	_____	_____	Capitalize accurately (e.g., sentence beginnings, titles, abbreviations, proper nouns, etc.).
_____	_____	_____	Apply correct grammar and usage skills (e.g., subject-verb agreement, appropriate verb tense, etc).
_____	_____	_____	Understand and use correct parts of speech (e.g., nouns, verbs, pronouns, adjectives, adverbs, direct object, nominative and objective case, quotation marks, etc.).
_____	_____	_____	Use a variety of sentence structures (e.g., simple, complex, compound, etc.).
_____	_____	_____	Write demonstrating a command of grade level grammar.

Writing Process: The process is known at this grade level; however, using the process on a regular basis in writing requires discipline.

I	R	M	
_____	_____	_____	Know and use the writing process (e.g., pre-write, write, revise, edit, publish).
_____	_____	_____	Illustrate writing when appropriate.
_____	_____	_____	Develop creative ideas.
_____	_____	_____	Incorporate newly acquired vocabulary in writing.
_____	_____	_____	Write for a variety of purposes.
_____	_____	_____	Write across the curriculum.
_____	_____	_____	Write in a variety of forms (e.g., research reports, conversation, journals, formal and informal letters, poetry).
_____	_____	_____	Write cohesive paragraphs with topic sentences, sequential detail sentences, and a concluding sentence.
_____	_____	_____	Develop a report from an outline or semantic map.

I	R	M	
_____	_____	_____	Take notes from written and spoken material in formal and informal outline.
_____	_____	_____	Begin to use thesis statement in formal writing (e.g., research reports, essays).
_____	_____	_____	Write daily.

Specific Writing Techniques: Style is important in personal writing; still that happens within a framework of a knowledge of the use and skills of English writing.

I	R	M	
_____	_____	_____	Write cohesive, expressive, creative, persuasive, and informative paragraphs.
_____	_____	_____	Use expressive writing which includes imagery (simile, metaphor, personification, etc.).
_____	_____	_____	Write a personal experience developing a clear story line, and using descriptive words and phrases.
_____	_____	_____	Write a poem using a structured form (e.g., limericks, Haiku, acoustic, etc.).
_____	_____	_____	Write free verse.
_____	_____	_____	Use creative writing with figurative language and poetic elements.
_____	_____	_____	Write a story developing
		_____	a story line
		_____	distinctive characters
		_____	describing settings of time and place
		_____	using simple dialogue correctly punctuated
		_____	using descriptive words and phrases.

_____ Use persuasive writing in an expository essay
_____ stating an effective thesis in an introductory paragraph,
_____ using topic sentences in each paragraph
_____ including supporting details, facts, examples, or
_____ descriptions to support the topic
_____ providing smooth transitions between paragraphs
_____ ending with a paragraph that concludes the development of
_____ the thesis.

_____ Write a response to literary text
_____ supported with examples from the text, other works, and
_____ personal experience
_____ relating own ideas to support details
_____ organizing a response with a clear beginning, middle, and
_____ end.

_____ Write a clear and accurate summary
_____ using own words, except quoted material

I R M

_____ including main ideas and significant details of the story or
_____ article.

_____ Write a formal communication
_____ using appropriate format for specific audience and purpose
_____ organizing ideas using transitional words and phrases
_____ expressing ideas that are clear and related to the topic.

_____ Write a report
_____ self-selecting a topic
_____ narrowing topic to adequately cover material
_____ implementing research strategy that includes selecting
_____ appropriate sources, utilizing reference materials,
_____ paraphrasing information from a source, recording
_____ information from a source (notes, tables), organizing notes
_____ (outlining, mapping)
_____ organizing the report with a clear beginning, middle, end
_____ providing smooth transitions between ideas
_____ including fact, examples, or descriptions related to the
_____ topic.

SPEAKING

Oral Communication: Everyone speaks from a very young age, speaking the English language correctly requires many years of fine tuning.

I R M

_____ Deliver a well prepared, organized speech that effectively conveys
_____ the message through verbal and non-verbal communication.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Deliver an oral report in the content areas that conveys information making use of appropriate speed, pitch, intonation, and phrasing. |
| _____ | _____ | _____ | Choose effective vocabulary and logical organization to relate or summarize ideas or events, indicates predictions, drawing conclusions, cause and effect and other information. |
| _____ | _____ | _____ | Interpret and respond to questions and evaluate responses both as interviewer and interviewee. |
| _____ | _____ | _____ | Communicate respectfully and effectively with adults and peers using proper social amenities. |
| _____ | _____ | _____ | Speak Standard English while respecting culturally diverse language patterns. |
| _____ | _____ | _____ | Recite Scriptural passages and literary passages from memory. |
| _____ | _____ | _____ | Ask appropriate questions for clarification and understanding. |
| _____ | _____ | _____ | Utilize information gathered from different sources of information (e.g., speakers, books, newspapers, media) when presenting main ideas, supporting details, examples, and descriptions. |

- | | | | | |
|-------|-------|-------|-------|--|
| | I | R | M | |
| _____ | _____ | _____ | _____ | Support important aspects of oral presentation with visuals or media displays. |
| _____ | _____ | _____ | _____ | Use technology correctly (e.g., microphone, telephone). |

Group Discussion: Group discussion requires patience and courtesy, and both skills develop and are nurtured with practice.

- | | | | | |
|-------|-------|-------|-------|--|
| | I | R | M | |
| _____ | _____ | _____ | _____ | Readily contribute to class and/or group discussions through the use of appropriate questions and courteous conversation. |
| _____ | _____ | _____ | _____ | Summarize and paraphrase information given by others in clear, descriptive, accurate language. |
| _____ | _____ | _____ | _____ | Participate in dramatic activities such as role playing, improvisation, poetry recitation, oral reports, storytelling, drama, choral reading, or speaking. |
| _____ | _____ | _____ | _____ | Communicate personal or group physical and emotional needs in an appropriate manner. |

LISTENING

Listening: There are reasons to listen in spite of all of the visual imagery that surrounds us.

- | | | | | |
|-------|-------|-------|-------|--|
| | I | R | M | |
| _____ | _____ | _____ | _____ | Listen respectfully and attentively to peers and adults. |
| _____ | _____ | _____ | _____ | Listen to shared ideas, opinions, and information in a group setting |
| _____ | _____ | _____ | _____ | Restate and execute complex directions. |

_____	_____	_____	Listen for a variety of reasons (e.g., information, entertainment, etc.).
_____	_____	_____	Ask and respond to the questions of others.
_____	_____	_____	Can identify and address problems in a group by specifying the goals, devising alternative solutions, considering the risks of each, and choosing the best course of action.
_____	_____	_____	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
_____	_____	_____	Evaluate role of the media in focusing attention and forming opinions.
_____	_____	_____	Use language nuances to identify how language usage (e.g., idiom, usage) reflects regions and cultures.

INTERMEDIATE SUGGESTED READING (Grades 3 – 5)

Akeman, Karen	Song and Dance Man
Alcott, Louisa May	Little Women

Intermediate Suggested Reading cont.

Adventure of the American Revolution Series Olasky, Susan	Annie Henry and the Secret Mission Annie Henry and the Birth of Liberty Annie Henry and the Mysterious Stranger Annie Henry and the Redcoats
American Girl – Historical Mystery Series Buckley, Sarah Masters Hughes, Holly Jones, Elizabeth McDavid Ayers, Katherine Atwater, Richard and Florence Avi Banks, Lynn Reed Baylor, Byrd Blume, Judy Burnett, Frances Cameron, Ann Clearly, Beverly e.g.,	Smugglers’ Treasure Hoofbeats of Danger Night Flyers voices of Whisper Bend Mr. Popper’s Penguins Night Journeys The Indian in the Cupboard Hawk, I’m Your Brother Superfudge Secret Garden Stories Julian Tells (All books) Dear Mr. Henshaw Ralph S. Mouse Ramona and Her Father Ramona and Her Mother Ramona the Pest

Coerr, Eleanor	Meiko and the Fifth Treasure
	Sadako and the Thousand Paper Cranes
Christopher, Matt	Sports books
Dahl, Roald	Charlie and the Chocolate Factory
	Fantastic Mr. Fox
	James and the Giant Peach
Dalgliesh, Alice	The Courage of Sarah Noble
Defoe, Daniel	Robinson Carusoe
Deitz, Pegi	The Whispering Cloth; a Refugee's Story
Dixon, Franklin	Hardy Boys
Edmonds, Walter D.	The Matchlock Gun
Enright, Elizabeth	Gone-Away-Lake
Estes, Eleanora	The Hundred Dresses
Farley, Walter	The Black Stallion
Fleischman, Sid	The Whipping Boy
Garfield, James B.	Follow My Leader
Garrigue, Sheila	Between Friends
Gilson, Jamie	Do Bananas Chew gum?
Goble, Paul	Iktomi and the Boulder: a Plains Indian's Story
Graff, Stewart	Hellen Keller
Grahame, Kenneth	Wind in the Willows
Henry, Marguerite	Brightly of the Grand Canyon
Hoff, Sid	Donny and the Dinosaur
Holling, Clancy	Minn of the Mississippi
	Seabird
Howe, Deborah and James	Bunnacula
Hurwitz, Johanna	Class President
Lasker, Joe	The Tournament of Knights
Lawson, Robert	Ben and Me
	Rabbit Hill
L'Engle, Madeleine	A Wrinkle in Time
Lewis, C.S.	Chronicles of Narnia
	The Lion, The Witch, and The Wardrobe
Lowry, Lois	Number the Stars
MacLachlan, Patricia	Sarah, Plain and Tall
	Journey
Manes, Stephen	Be a Perfect Person in Three Days
McArthur, Nancy	The Planet That Ate Dirty Socks
McCloskey, Robert	Time of Wonder
	Homer Price
	Centerburg Tales
Mongo, F.M.	The Drinking Gourd
Naylor, Phyllis	Shiloh
North, Sterling	Rascal
Oberman, Seldon	The Always Prayer Shawl
O'Dell, Scott	The Island of the Blue Dolphins

Paterson, Katherine	The Black Pearl
Paulson, Gary	Bridge to Terabithia
Porter, Connie	Hatchet
Rawls, Wilson	American Girl Series
Richardson, Arleta	Where the Red Fern Grows
Robinson, Barbara	A School of Her Own
Seldon, George	The Best Christmas Pageant Ever
Shyer, Marlene Forta	Cricket in Time Square
Skene, Patrick	Welcome Home, Jellybean
Sobol, Donald J.	Chocolate Touch
Speare, Elizabeth	Encyclopedia Brown Sets the Pace
Step toe, John	The Witch of Blackbird Pond
Taha, Karen	Mufaro's Beautiful Daughters
Twain, Mark	A Gift for Tia Rosa
	Huck Finn
	Tom Sawyer
Viorst, Judith	Alexander and the Terrible, Horrible, No Good
White E. B.	Charlotte's Web
	Stuart Little
	Trumpet of the Swan
Wilder, Laura	Ingall Stories
e.g.,	Farmer Boy
	Little House on the Prairie
Wiley, Milissa	The Little House in the Highlands; The Martha
	Years
Williams, Margery	Velveteen Rabbit

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SIXTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. Knowledge of communicating expands to the desire to share with God.
- ___ B. God’s gift of language energy, allows all to communicate both with God and with each other.
- ___ C. God enables us to see beyond the written and spoken world to a language of the heart...one without words.
- ___ D. We listen and speak to God.
- ___ E. God gave us the ability to verbalize and write about Christian values.
- ___ F. God made us able to communicate in many different ways.
- ___ G. We respond to various types of literature from a Christian perspective.
- ___ H. Christian values can be recognized in the stories we read.
- ___ I. We can create stories using Christian values.
- ___ J. We are able to communicate in various ways about the saints, liturgical celebrations and Bible passages.
- ___ K. Students will be able to read a Bible passage, interpret, summarize, and name the literary genre of the passage or book.
- ___ L. Students will be able to write skits or plays based on the Parables in the Bible.
- ___ M. Students will be able to write about the various themes in the New Testament.
- ___ N. Students read Bible passages and summarize; answer critical review questions.
- ___ O. Students write their own plays/skits based on the stories from the Book of Genesis.
- ___ P. Students keep a journal for reflection.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: Visual perception strategies, though mastered for the most part by Sixth Grade, are core strategies necessary for advanced readers.

Print Awareness:

I	R	M	
___	___	___	Use text organizers (e.g., headings, captions).
___	___	___	Know reasons for certain types of print (e.g., bold, italics, underline, fonts, and type size).
___	___	___	Use graphs to acquire information more quickly.
___	___	___	Preview texts (e.g., skimming, using pictorial and textual clues).

Phonemic Awareness:

I	R	M	
___	___	___	Identify root words.
___	___	___	Infer meaning of words through knowledge of prefixes and suffixes.
___	___	___	Confirm meaning of words using context clues.

Syntactical Awareness:

___	___	___	Recognize compound words.
___	___	___	Use long word decoding strategies.
___	___	___	Use syllabication generalizations to divide words correctly.
___	___	___	Use synonyms and antonyms.
___	___	___	Use simple book language (e.g., title, author, illustrator, beginning, and end).
___	___	___	Use homonyms and spell correctly.

I	R	M	
___	___	___	Know the rules of spelling (e.g., i before e except after c, the ten ei words, blends, irregular spellings, silent e, y endings, etc.).
___	___	___	Know and use the right word (e.g., brake and break, board and bored, cent, sent, and scent, chord and cord, counsel and council, for, fore, and four, hare and hair, learn and teach, leave and let, meat, and meet, etc.).

Vocabulary:

I	R	M	
___	___	___	Demonstrate understanding of new words by using them in speech, reading, writing, and creative activities.
___	___	___	Use word analysis skills to help discover meanings of new words.
___	___	___	Use a dictionary with ease.
___	___	___	Use a thesaurus to expand understanding of words.
___	___	___	Use word etymology information to expand knowledge of unfamiliar words.
___	___	___	Complete, construct, and understand analogies.

- ___ ___ ___ Understand connotative and denotative meanings of words in context.
- ___ ___ ___ Use words that have histories (etymology).
- ___ ___ ___ Understand analogies.

Comprehension Skills: As reading material becomes more complex individual, and personal, learning styles play a significant role in comprehension.

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Distinguish the main character from minor characters. |
| ___ | ___ | ___ | Explain the interaction of major and minor characters in a selection. |
| ___ | ___ | ___ | Summarize the plot line to include cause and effect. |
| ___ | ___ | ___ | Draw defensible opinions and conclusions based on events and settings. |
| ___ | ___ | ___ | Identify main idea along with critical and supporting details. |
| ___ | ___ | ___ | Compare and contrast character, genre, cultural differences, fact, fiction. |
| ___ | ___ | ___ | Identify chronological, sequential or logical order. |
| ___ | ___ | ___ | Understand the author’s purpose (e.g., entertain, inform, persuade). |
| ___ | ___ | ___ | Describe the author’s use of strategies to convince or persuade (e.g., bandwagon, peer pressure, “loaded” words). |
| ___ | ___ | ___ | Make inferences, predict, summarize, skim for understanding, differentiate fact from opinion, draw conclusions, use author’s purpose for clarification. |

Reading Comprehension Strategies: The more complex the text the greater the need to ensure comprehension skills.

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Use written materials as a source of information. |
| ___ | ___ | ___ | Create and use various types of tables, maps, schedules, charts, diagrams, and graphs for information. |
| ___ | ___ | ___ | Summarize periodically while reading, checking for understanding, re-reading when necessary, and making predictions based on the summary. |
| ___ | ___ | ___ | Demonstrate use of meta-cognitive strategies while reading. |
| ___ | ___ | ___ | Participate in silent, sustained reading. |
| ___ | ___ | ___ | Use classroom, school, and public library facilities. |
| ___ | ___ | ___ | Read at home. |

Literature: There is a plethora of literature available, and it is important to cultivate a taste for quality literature, which needs include the classics.

I	R	M	
_____	_____	_____	Recognize and discuss various kinds of literature.
_____	_____	_____	Recognize elements of a story (e.g., plot, main idea, setting, primary and secondary characters, conflict and resolution).
_____	_____	_____	Show evidence of using comprehension strategies (e.g., prediction, sequencing, summarizing, identifying problem/conflict and solution, and character analysis).
_____	_____	_____	Infer characters' feelings attitudes, thoughts, personality traits and motives in order to form opinions and support the opinions with examples or reasons.
_____	_____	_____	Recognize and understand literary elements as appropriate to grade level (See appendix.).
_____	_____	_____	Engage in repeated re-readings of text to develop fluency in reading.
_____	_____	_____	Read a variety of genres (e.g., tall tales, realistic fiction, information non-fiction, autobiographies/biographies, historical fiction, drama, how-to books).
_____	_____	_____	Read a variety of poetic forms (e.g., acronym, cinquain, Haiku, limerick, free verse).
_____	_____	_____	Know poetic literary devices (e.g., rhyme/rhythm, alliteration, imagery, simile, metaphor, personification, literal meaning).
_____	_____	_____	Adjust speed and types of reading (silent, oral, choral) to suit purpose and difficulty of material.

WRITING

Standard Mechanics: There are measurable skills in the art of cursive writing, and it is important that those skills are mastered.

I	R	M	
_____	_____	_____	Execute correct letter formation.
_____	_____	_____	Connects letters to form words.
_____	_____	_____	Use cursive writing.
_____	_____	_____	Write legibly using correct slant and spacing.

Standard English Conventions: Mastery of the English language is not without its misgivings since so many rules have exceptions; however, that challenge remains and is relevant.

I	R	M	
_____	_____	_____	Spell basic and new vocabulary correctly.
_____	_____	_____	Punctuate accurately (e.g., sentence endings, commas, abbreviations, quotations, apostrophes, etc.).
_____	_____	_____	Capitalize accurately (e.g., sentence beginnings, titles, abbreviations, proper nouns, etc.).

_____	_____	_____	Apply correct grammar and usage skills (e.g., subject-verb agreement, appropriate verb tense, etc).
_____	_____	_____	Understand and use correct parts of speech (e.g., nouns, verbs, pronouns, adjectives, adverbs, direct object, nominative and objective case, etc.).
_____	_____	_____	Use a variety of sentence structures (e.g., simple, complex, compound, etc.).
_____	_____	_____	Write demonstrating a command of grade level grammar.
_____	_____	_____	Define and use the following correctly in writing: appositives, indirect objects, prepositions, prepositional phrases, dialogue, pronouns, adverbial phrases.

Writing Process: The process is known at this grade level; however, using the process on a regular basis in writing requires discipline.

I	R	M	
_____	_____	_____	Know and use the writing process (e.g., pre-write, write, revise, edit, publish).
_____	_____	_____	Illustrate writing when appropriate.
_____	_____	_____	Develop creative ideas.
_____	_____	_____	Incorporate newly acquired vocabulary in writing.
_____	_____	_____	Write for a variety of purposes.
_____	_____	_____	Write across the curriculum.
_____	_____	_____	Write in a variety of forms (e.g., research reports, conversation, journals, formal and informal letters, poetry).

I	R	M	
_____	_____	_____	Write cohesive paragraphs with topic sentences, sequential detail sentences, and a concluding sentence.
_____	_____	_____	Develop a report from an outline or semantic map.
_____	_____	_____	Take notes from written and spoken material in formal and informal outline.
_____	_____	_____	Begin to use thesis statement in formal writing (e.g., research reports, essays).
_____	_____	_____	Write daily.

Specific Writing Techniques: Style is important in personal writing; still that happens within a framework of a knowledge of the use and skills of English writing.

I	R	M	
_____	_____	_____	Write cohesive, expressive, creative, persuasive, and informative paragraphs.
_____	_____	_____	Use expressive writing which includes imagery (simile, metaphor, personification, etc.).
_____	_____	_____	Write a personal experience developing a clear story line, and using descriptive words and phrases.

- _____ _____ _____ Write a poem using a structured form (e.g., limericks, Haiku, acoustic, etc.).
- _____ _____ _____ Write free verse.
- _____ _____ _____ Use creative writing with figurative language and poetic elements.
- _____ _____ _____ Write a story developing
 - _____ a story line
 - _____ distinctive characters
 - _____ describing settings of time and place
 - _____ using simple dialogue correctly punctuated
 - _____ using descriptive words and phrases.
- _____ _____ _____ Use persuasive writing in an expository essay
 - _____ stating an effective thesis in an introductory paragraph,
 - _____ using topic sentences in each paragraph
 - _____ including supporting details, facts, examples, or descriptions to support the topic
 - _____ providing smooth transitions between paragraphs
 - _____ ending with a paragraph that concludes the development of the thesis.
- _____ _____ _____ Write a response to literary text
 - _____ supported with examples from the text, other works, and personal experience
 - _____ relating own ideas to support details
 - _____ organizing a response with a clear beginning, middle, and end.

I R M

- _____ _____ _____ Write a clear and accurate summary
 - _____ using own words, except quoted material
 - _____ including main ideas and significant details of the story or article.
- _____ _____ _____ Write a formal communication
 - _____ using appropriate format for specific audience and purpose
 - _____ organizing ideas using transitional words and phrases
 - _____ expressing ideas that are clear and related to the topic.
- _____ _____ _____ Write a report
 - _____ self-selecting a topic
 - _____ narrowing topic to adequately cover material
 - _____ implementing research strategy that includes selecting appropriate sources, utilizing reference materials, paraphrasing information from a source, recording information from a source (notes, tables), organizing notes (outlining, mapping)
 - _____ organizing the report with a clear beginning, middle, end
 - _____ providing smooth transitions between ideas
 - _____ including fact, examples, or descriptions related to the

topic.

SPEAKING

Oral Communication: Everyone speaks from a very young age, speaking the English language correctly requires many years of fine tuning.

I	R	M	
_____	_____	_____	Deliver a well prepared, organized speech that effectively conveys the message through verbal and non-verbal communication.
_____	_____	_____	Deliver an oral report in the content areas that conveys information making use of appropriate speed, pitch, intonation, and phrasing.
_____	_____	_____	Choose effective vocabulary and logical organization to relate or summarize ideas or events, indicates predictions, drawing conclusions, cause and effect and other information.
_____	_____	_____	Interpret and respond to questions and evaluate responses both as interviewer and interviewee.
_____	_____	_____	Communicate respectfully and effectively with adults and peers using proper social amenities.
_____	_____	_____	Speak Standard English while respecting culturally diverse language patterns.
_____	_____	_____	Recite Scriptural passages and literary passages from memory.
_____	_____	_____	Ask appropriate questions for clarification and understanding.

I	R	M	
_____	_____	_____	Utilize information gathered from different sources of information (e.g., speakers, books, newspapers, media) when presenting main ideas, supporting details, examples, and descriptions.
_____	_____	_____	Support important aspects of oral presentation with visuals or media displays.
_____	_____	_____	Use technology correctly (e.g., microphone, telephone).

Group Discussion: Group discussion requires patience and courtesy, and both skills develop and are nurtured with practice.

I	R	M	
_____	_____	_____	Readily contribute to class and/or group discussions through the use of appropriate questions and courteous conversation.
_____	_____	_____	Summarize and paraphrase information given by others in clear, descriptive, accurate language.
_____	_____	_____	Participate in dramatic activities such as role playing, improvisation, poetry recitation, oral reports, storytelling, drama, choral reading, or speaking.

_____ Communicate personal or group physical and emotional needs in an appropriate manner.

LISTENING

Listening: There are reasons to listen in spite of all of the visual imagery that surrounds us.

I	R	M	
_____	_____	_____	Listen respectfully and attentively to peers and adults.
_____	_____	_____	Listen to shared ideas, opinions, and information in a group setting
_____	_____	_____	Restate and execute complex directions.
_____	_____	_____	Listen for a variety of reasons (e.g., information, entertainment, etc.).
_____	_____	_____	Ask and respond to the questions of others.
_____	_____	_____	Can identify and address problems in a group by specifying the goals, devising alternative solutions, considering the risks of each, and choosing the best course of action.
_____	_____	_____	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
_____	_____	_____	Evaluate role of the media in focusing attention and forming opinions.
_____	_____	_____	Use language nuances to identify how language usage (e.g., idiom, usage) reflects regions and cultures.

JUNIOR HIGH SCHOOL SUGGESTED READING

Alcott, L.M	Little Men
	Little Women
Armstrong, W.	Sounder
Buck, Pearl S.	The Big Wave
Byars, Betsy	The Summer of the Swans
	The House of Wings
Choi, Sook Nyul	Echoes of the White Giraffe
Couriander, Harold	Cowtail Switch
Dahl, Roald	Willy Wonka
DeAngell, Marguerite	Door in the Wall
Defoe, D.	Robinson Carusoe
DePaolo, Tomie	Series of Religious Stories
Dickens, Charles	Christmas Carol
Doherty, Paul	King Arthur
Doyle, Arthur C.	Adventures of Sherlock Holmes
Drucker, Olga	Kinder Transport
Forbes, Esther	Johnny Tremain
Frank, Anne	Diary of a Young Girl
George, Jean	Julie of the Wolves

Gipson, Fred	My Side of the Mountain
Grahame, K.	Old Yeller
Gunther, J.	The Wind in the Willows
Herriot, J.	Death Be Not Proud
Hinton, S.E.	All Creatures Great and Small
	The Outsiders
	Tex
	That Was this, This Is Now
Holman, Selice	Slake's Limbo
Hunt, Irene	Across Five Aprils
Juster, Norton	The Phantom Tollbooth
James, L & Collier, Chris	My Brother Sam is Dead
Jarnow, Jill	One of the Boys
Kerr, Judith	When Hitler Stole Pink Rabbit
Keyes, Daniel	Flowers for Algernon
L'Engle, Madeleine	Wrinkle in Time
Lewis, C.S.	Chronicles of Narnia
London, Jack	The Call of the Wild
	The Sea Wolf
	White Fang
	The Giver
Lowry, Lois	The Hear is a Lonely Hunter
McCullers, C.	Anne of Green Gables
Montgomery, L.M.	Outside Shot
Meyers, Walter Dean	Shiloh
Naylor, Phyllis	Island of the Blue Dolphins
O'Dell, Scott	The Black Pearl
	The Yearling
Rawlings, Marjorie Kinnan	Where the Red Fern Grows
Rawls, Wilson	The Upstairs Room
Reiss, Johanna	Shane
Schaefer, Jack	Cricket in Time Square
Seldon, George	Libby on Wednesday
Snyder, Zilpha	Call it Courage
Sperry, Armstrong	Kidnapped
Stevenson, Robert Louis	Treasure Island
	Roll of Thunder Hear my Cry
Taylor, Mildred	Courage at Indian Deep
Thomas, Jane	Huck Finn
Twain, Mark	Tom Sawyer
	Twenty Thousand Leagues Under the Sea
Verne, J	Building Blocks
Voight, Cynthia	Dacey's Song
	The Time Machine
Wells, H.G.	Charlotte's Web
White, E.B.	The Bridge of San Luis Rey
Wilder, T.	

Zindel, P

The Pigman

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SEVENTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. A large of life is interaction with other people, and language makes that interaction possible.
- ___ B. The more articulate we become, the more in-depth the communication with God.
- ___ C. We listen and speak to God.
- ___ D. God gave us the ability to verbalize and write about Christian values.
- ___ E. God made us able to communicate in many different ways.
- ___ F. We respond to various types of literature from a Christian perspective.
- ___ G. Christian values can be recognized in the stories we read.
- ___ H. We can create stories using Christian values.
- ___ I. We are able to communicate in various ways about the saints, liturgical celebrations and Bible passages.
- ___ J. Understand the relationship of Christian values in literature.
- ___ K. Use good grammar in praising God and in the Mass petitions.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: These skills have been mastered at this level; however, maintenance is imperative.

Print Awareness:

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Form letters correctly, connecting them and using reasonable space separating words for legibility. |
| ___ | ___ | ___ | Use cursive exclusively. |
| ___ | ___ | ___ | Use pen unless otherwise directed. |

Phonemic Awareness:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Identify root words and the effect of prefixes and suffixes. |
| ___ | ___ | ___ | Confirm meaning of figurative, idiomatic and technical language using context clues. |
| ___ | ___ | ___ | Apply knowledge of word origins and derivations. |

Syntactical Awareness:

I	R	M	
_____	_____	_____	Use the correct word (e.g., billed and build, bare and bear, among and between, altogether and all together, good and well, hear and here, cymbal and symbol, desert and dessert, etc.).
_____	_____	_____	Divide words into syllables.
_____	_____	_____	Know and use the silent e rule in spelling.
_____	_____	_____	Can name digraphs (e.g., tu, ti, ci, ss, ti).
_____	_____	_____	Know the ten ei words that say the sound of long e (e.g., either, neither, seize, seizure, leisure, weird, Holstein, protein, caffeine, sheik).
_____	_____	_____	Know i before e except after c and when it says long a (e.g., <u>re</u> ceive, <u>con</u> ceive... <u>re</u> ign, <u>ske</u> in).

Vocabulary:

I	R	M	
_____	_____	_____	Demonstrate understanding of new words by using them in speech, reading, writing, and creative activities.
_____	_____	_____	Use word analysis skills to help discover meanings of new words.
_____	_____	_____	Use a dictionary with ease (e.g., search for words by using the guide words on each page, read the diacritical marks for each word to determine pronunciation, determine what meaning is appropriate, etc.).
_____	_____	_____	Use a thesaurus to expand understanding of words.
_____	_____	_____	Use word etymology information to expand knowledge of unfamiliar words.
_____	_____	_____	Complete, construct, and understand analogies.
_____	_____	_____	Understand connotative and denotative meanings of words in context.
_____	_____	_____	Use words that have histories (etymology).
_____	_____	_____	Understand analogies.

Comprehension Skills: As literature and informational reading material becomes more complex, knowledge of sound comprehension skills are imperative to success in all areas of learning.

I	R	M	
_____	_____	_____	Describe the motivation of major and minor characters in a selection.
_____	_____	_____	Identify the plot line such as beginning, conflict, rising action, climax, and resolution.
_____	_____	_____	Describe setting and its relationship to the selection.

- ___ ___ ___ Draw conclusions based on stated and implied information according to style, meaning, and mood.
 - ___ ___ ___ Use main idea and supporting details to arrive at major themes.
 - ___ ___ ___ Understand complex and extended dialogues.
 - ___ ___ ___ Recognize the use of specific literary devices
 - ___ Foreshadowing
 - ___ Flashback
 - ___ Progressive/digressive time
 - ___ Suspense.
 - ___ ___ ___ Recognize the elements of figurative language in literature (e.g., simile, metaphor, personification, etc.).
 - ___ ___ ___ Employ reading strategies to interpret written selections at a variety of levels (e.g., literal/factual, interpretive/inferential/critical/creative).
 - ___ Make inferences and predictions
 - ___ summarize complex, explicit information
 - ___ Differentiate between fact/opinion in information texts
- I R M
- ___ ___ ___ Draw conclusions from implicit and explicit information
 - ___ ___ ___ Paraphrase.
 - ___ ___ ___ Identify author's purpose, feelings, bias, and point of view.
 - ___ ___ ___ Choose from a variety of reading material applying reading strategies.
 - ___ ___ ___ Compare and contrast the various genre of literature
 - ___ Realistic fiction
 - ___ Informational non-fiction
 - ___ Autobiographies/biographies
 - ___ Science fiction
 - ___ Historical fiction
 - ___ Drama
 - ___ Poetry
 - ___ Myths
 - ___ Fantasies.
 - ___ ___ ___ Read for pleasure and meaning across the curriculum.
 - ___ ___ ___ Select speed and types of reading (silent, oral, choral) to suit purpose and difficulty of material.
 - ___ ___ ___ Recognize and understand literary elements as appropriate to grade level (See appendix.).
 - ___ ___ ___ Articulate the relationship between plot and theme.
 - ___ ___ ___ Identify and describe the mood of various literary works.
 - ___ ___ ___ Identify various propaganda techniques.

Reading Comprehension Strategies: The need to learn and refresh comprehension strategies is a constant.

I	R	M	
_____	_____	_____	Compare the methods of character development used by an author, including physical description, dialogue, inner thoughts and feelings, actions, and the reactions of other characters.
_____	_____	_____	Summarize a multi-paragraph selection and recognize the main idea.
_____	_____	_____	Compare and contrast characters, objects, events, and ideas.
_____	_____	_____	Draw inferences from written materials.
_____	_____	_____	Demonstrate use of meta-cognitive strategies while reading.
_____	_____	_____	Connect what is read to prior knowledge.
_____	_____	_____	Participate in silent, sustained reading.
_____	_____	_____	Use the classroom, school, and public libraries.
_____	_____	_____	Read at home.

Study Skills: Study skills that are developed in lower grades are now used primarily to increase knowledge.

I	R	M	
_____	_____	_____	Locate materials in the school/public library utilizing card catalogue and/or computer library catalog.
_____	_____	_____	Demonstrate knowledge of the Dewey Decimal System.
_____	_____	_____	Use and cite a variety of sources.
_____	_____	_____	Self-select note-taking techniques (e.g., outlining, mapping, etc.).
_____	_____	_____	Apply test-taking strategies.
_____	_____	_____	Locate books using author's name, title, or subject.
_____	_____	_____	Use various parts of a book (e.g., index, table of contents, glossary, appendix) to gather information quickly.
_____	_____	_____	Use alphabetical and topical skills to locate information in an encyclopedia.
_____	_____	_____	Use new information to adjust and extend personal knowledge base.
_____	_____	_____	Use prior knowledge and experience to understand and respond to new information.

WRITING

Standard Mechanics: There are measurable skills in the art of cursive writing, and it is important that those skills are mastered.

I	R	M	
_____	_____	_____	Execute correct letter formation.
_____	_____	_____	Connect letters to form words.
_____	_____	_____	Space words for clarity.
_____	_____	_____	Write legibly using correct slant and spacing.
_____	_____	_____	Use cursive writing.

Standard English Conventions: Writing progresses from letters, to words, to phrases, to sentences and paragraphs, and by junior high school Standard English Conventions need to be proficient.

I	R	M	
_____	_____	_____	Know spelling rules and is able to spell correctly and/or be able to find the word in a dictionary.
_____	_____	_____	Punctuate and capitalize with high level of accuracy.
_____	_____	_____	Apply correct grammar and usage skills (subject-verb agreement, appropriate verb tense, etc.).
_____	_____	_____	Use correct structural and syntactical language.

I	R	M	
_____	_____	_____	Understand and uses correct parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, prepositional phrases, adverbial phrases, indirect objects, appositives, etc.).
_____	_____	_____	Use an extensive variety sentences (e.g., simple, compound, complex, compound-complex, declarative, interrogative, imperative, and exclamatory).
_____	_____	_____	Can use correct plurals.
_____	_____	_____	Know and use correct punctuation (e.g., periods, commas, apostrophes, exclamation points, question marks, parentheses, hyphens, ellipsis, semicolon, colon, dash,).
_____	_____	_____	Know and use italics, and underlining.
_____	_____	_____	Know and use correct capitalization.
_____	_____	_____	Use and spell plurals correctly.
_____	_____	_____	Can abbreviate correctly.
_____	_____	_____	Know when to write numbers in words and when in numerals.
_____	_____	_____	Can use the correct word (e.g., like and as, lay and lie, imply and infer, it's and its, immigrate, and emigrate, made and maid, loose, lose and loss, lead and led, quiet, quit, quite, etc.).
_____	_____	_____	Understand the English language (e.g., kinds of nouns and pronouns, person of verbs, voice of verbs, tenses of verbs,).
_____	_____	_____	Know and use verbals (e.g., gerunds, participles, and infinitives).
_____	_____	_____	Name and use interjections (e.g., wow, whoops, etc.).
_____	_____	_____	Can use adjectives and adverbs and their phrases correctly.
_____	_____	_____	Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating).
_____	_____	_____	Know all parts of speech (e.g., noun, pronoun, verb, adjective, interjection, adverb, preposition and conjunction).
_____	_____	_____	Use dependent and independent clauses.

Writing Process: Writing is effective, once the language skills are mastered.

I	R	M	
_____	_____	_____	Understand and use the writing process (e.g., pre-write, write, revise, edit, publish).
_____	_____	_____	Use a variety of pre-writing skills (e.g., outlining, published pieces of writing as models, constructs of critical standards, background knowledge).
_____	_____	_____	Analyze and clarify meaning when drafting and revising.
_____	_____	_____	Edit for clarity, word choice, and language usage.

Specific Writing Techniques: Writing techniques can be learned and borrowed, and primarily, writing techniques are combined in such a way that writing becomes very personal to the individual.

I	R	M	
_____	_____	_____	Use cohesive, expressive, creative, persuasive, and informative paragraphs to convey knowledge, opinions, stories, etc.
_____	_____	_____	Use expressive writing which includes imagery (e.g., simile, metaphor, personification, etc.) when writing narratives or poetry.
_____	_____	_____	Write a personal experience narrative that relates a clear story-line and uses descriptive words and phrases.
_____	_____	_____	Write poetry that reflects careful attention to structured form as well as free verse while expressing clear, stimulating ideas.
_____	_____	_____	Use creative writing with vivid, dramatic language.
_____	_____	_____	Write a personal experience story that includes a plot containing conflict/resolution, build up of tension and suspense, and/or element of surprise.
_____	_____	_____	Direct a reader through well-developed characters, setting, dialogue and themes.
_____	_____	_____	Use figurative language, descriptive words and phrases that enhance the story-line.
_____	_____	_____	Can write a persuasive paragraph/essay.
_____	_____	_____	Write an expository essay stating an effective thesis.
_____	_____	_____	Write an organized response to literature.
_____	_____	_____	Support inferences and conclusions with examples from text or personal experience.
_____	_____	_____	Clearly state a position that is interpretive, analytical, evaluative, or reflective.
_____	_____	_____	Use transitional paragraphs that bring a logical conclusion to a stated thesis.
_____	_____	_____	Write supports and advances judgment of other texts.
_____	_____	_____	Respond to non-print media.
_____	_____	_____	Give clear accounting of personal convictions.
_____	_____	_____	Write a clear and accurate summary that includes a main idea, significant details, and preserve the position of the author.

_____	_____	_____	Use appropriate format and vocabulary while writing formal communications (e.g., business letters, directions, etc.) including folding a letter correctly to fit personal or business size envelopes.
_____	_____	_____	Develop a report that utilizes semantic mapping or outlining.
_____	_____	_____	Convey a point of view that is developed with appropriate facts, details and examples.
_____	_____	_____	Write for a specific audience and purpose.
_____	_____	_____	Use reference material to implement a research strategy by selecting appropriate sources, paraphrasing information, and incorporating significant details from note-taking activities.
I	R	M	
_____	_____	_____	Use and cite a variety of sources.

SPEAKING

Oral Communication: Use of the English language is only part of communicating with others. Body language, facial expressions, and poise often say the parts that language fails.

I	R	M	
_____	_____	_____	Deliver a well prepared, organized speech (e.g., persuasive, expository, demonstrative) and effectively conveys the message through verbal and non-verbal communication (e.g., eye contact, gestures).
_____	_____	_____	Prepare and deliver and oral report in the content areas that conveys information making use of intonation, phrasing, etc.
_____	_____	_____	Effectively use vocabulary and logical organization to share ideas, information, and opinions, (preferences/interest) and support with well developed information.
_____	_____	_____	Summarize events, indicated predictions, draw conclusions, show cause and effect when making presentations.
_____	_____	_____	Engage in debate both formal and informal.
_____	_____	_____	Evaluate responses as both interviewer and interviewee.
_____	_____	_____	Communicate respectfully and effectively with adults and peers using proper social amenities.
_____	_____	_____	Speak Standard English while respecting culturally diverse language patterns.
_____	_____	_____	Recite Scriptural passages and literary passages from memory.
_____	_____	_____	Ask appropriate questions for clarification and understanding.
_____	_____	_____	Utilize information gathered from different sources of information (e.g., speakers, books, newspapers, media) when presenting main ideas, supporting details, examples, and descriptions.
_____	_____	_____	Enhance and support important aspects of oral presentation with visuals or media displays.

Group Discussion: Poise, patience, and courtesy are required in effective group discussion.

I	R	M	
_____	_____	_____	Contribute and support class and/or group discussions through the use of appropriate questions and courteous conversation.
_____	_____	_____	Summarize and paraphrase information given by others in clear, accurate language.
_____	_____	_____	Participate in dramatic activities (e.g., role playing, improvisation, poetry recitation, oral reports, storytelling, drama, choral reading or speaking, panels, and debates.
_____	_____	_____	Communicate personal or group's physical and emotional needs.

LISTENING

Listening: Listening carefully is an accomplished art.

I	R	M	
_____	_____	_____	Listen respectfully and attentively to peers and adults when they are speaking, sharing ideas, or information.
_____	_____	_____	Choose to use focused listening.
_____	_____	_____	Interpret and respond to questions and evaluate responses both as interviewer and interviewee.
_____	_____	_____	Restate and execute complex oral instructions.
_____	_____	_____	Listen for a variety of reasons (e.g., information, entertainment).
_____	_____	_____	Listen to and take notes on lecture material.
_____	_____	_____	Identify and address problems in a group by specifying the goals, devising alternative solutions, considering the risks of each, and choosing the best course of action.
_____	_____	_____	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
_____	_____	_____	Evaluate the role of the media in focusing attention and forming opinions.
_____	_____	_____	Listen and respond to narratives, poems, nonfiction, and age appropriate music.
_____	_____	_____	Use language nuances to identify how language is used in regions and cultures.

JUNIOR HIGH SCHOOL SUGGESTED READING LIST

Alcott, L.M	Little Men
	Little Women
Armstrong, W.	Sounder
Buck, Pearl S.	The Big Wave
Byars, Betsy	The Summer of the Swans
	The House of Wings
Choi, Sook Nyul	Echoes of the White Giraffe
Couriander, Harold	Cowtail Switch

Dahl, Roald	Willy Wonka
DeAngell, Marguerite	Door in the Wall
Defoe, D.	Robinson Carusoe
DePaolo, Tomie	Series of Religious Stories
Dickens, Charles	Christmas Carol
Doherty, Paul	King Arthur
Doyle, Arthur C.	Adventures of Sherlock Holmes
Drucker, Olga	Kinder Transport
Forbes, Esther	Johnny Tremain
Frank, Anne	Diary of a Young Girl
George, Jean	Julie of the Wolves
	My Side of the Mountain
Gipson, Fred	Old Yeller
Grahame, K.	The Wind in the Willows
Gunther, J.	Death Be Not Proud
Herriot, J.	All Creatures Great and Small
Hinton, S.E.	The Outsiders
	Tex
	That Was this, This Is Now
Holman, Selice	Slake's Limbo
Hunt, Irene	Across Five Aprils
Juster, Norton	The Phantom Tollbooth
James, L & Collier, Chris	My Brother Sam is Dead
Jarnow, Jill	One of the Boys
Kerr, Judith	When Hitler Stole Pink Rabbit
Keyes, Daniel	Flowers for Algernon
L'Engle, Madeleine	Wrinkle in Time
Lewis, C.S.	Chronicles of Narnia
London, Jack	The Call of the Wild
	The Sea Wolf
	White Fang
Lowry, Lois	The Giver
McCullers, C.	The Hear is a Lonely Hunter
Montgomery, L.M.	Anne of Green Gables
Meyers, Walter Dean	Outside Shot
Naylor, Phyllis	Shiloh
O'Dell, Scott	Island of the Blue Dolphins
	The Black Pearl
Rawlings, Marjorie Kinnen	The Yearling
Rawls, Wilson	Where the Red Fern Grows
Reiss, Johanna	The Upstairs Room
Schaefer, Jack	Shane
Seldon, George	Cricket in Time Square
Snyder, Zilpha	Libby on Wednesday
Sperry, Armstrong	Call it Courage
Stevenson, Robert Louis	Kidnapped

Taylor, Mildred	Treasure Island
Thomas, Jane	Roll of Thunder Hear my Cry
Twain, Mark	Courage at Indian Deep
	Huck Finn
	Tom Sawyer
Verne, J	Twenty Thousand Leagues Under the Sea
Voight, Cynthia	Building Blocks
	Dacey's Song
Wells, H.G.	The Time Machine
White, E.B.	Charlotte's Web
Wilder, T.	The Bridge of San Luis Rey
Zindel, P	The Pigman

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
EIGHTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Words and the ability to use them correctly, help articulate to others what we mean and feel.
- _____ B. By this stage of language development, the ability to listen to God, and to hear God calling is evident.
- _____ C. We listen and speak to God.
- _____ D. God gave us the ability to verbalize and write about Christian values.
- _____ E. God made us able to communicate in many different ways.
- _____ F. We respond to various types of literature from a Christian perspective.
- _____ G. Christian values can be recognized in the stories we read.
- _____ H. We can create stories using Christian values.
- _____ I. We are able to communicate in various ways about the saints, liturgical celebrations and Bible passages.
- _____ J. Understand the relationship of Christian values in literature.
- _____ K. Use good grammar in praising God and in the Mass petitions.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

READING

Visual Perception Strategies: These skills have been mastered at this level; however, maintenance is imperative.

Print Awareness:

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Form letters correctly, connecting them and using reasonable space separating words for legibility. |
| _____ | _____ | _____ | Use cursive exclusively. |
| _____ | _____ | _____ | Use pen unless otherwise directed. |

Phonemic Awareness:

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify root words and the effect of prefixes and suffixes. |
| _____ | _____ | _____ | Confirm meaning of figurative, idiomatic and technical language using context clues. |
| _____ | _____ | _____ | Apply knowledge of word origins and derivations. |

Syntactical Awareness:

I	R	M	
_____	_____	_____	Use the correct word (e.g., billed and build, bare and bear, among and between, altogether and all together, good and well, hear and here, cymbal and symbol, desert and dessert, etc.).
_____	_____	_____	Divide words into syllables.
_____	_____	_____	Know and use the silent e rule in spelling.
_____	_____	_____	Can name digraphs (e.g., tu, ti, ci, ss, ti).
_____	_____	_____	Know the ten ei words that say the sound of long e (e.g., either, neither, seize, seizure, leisure, weird, Holstein, protein, caffeine, sheik).
_____	_____	_____	Know i before e except after c and when it says long a (e.g., <u>re</u> ceive, <u>con</u> ceive... <u>re</u> ign, <u>ske</u> in).

Vocabulary:

I	R	M	
_____	_____	_____	Demonstrate understanding of new words by using them in speech, reading, writing, and creative activities.
_____	_____	_____	Use word analysis skills to help discover meanings of new words.
_____	_____	_____	Use a dictionary with ease (e.g., search for words by using the guide words on each page, read the diacritical marks for each word to determine pronunciation, determine what meaning is appropriate, etc.).
_____	_____	_____	Use a thesaurus to expand understanding of words.
_____	_____	_____	Use word etymology information to expand knowledge of unfamiliar words.
_____	_____	_____	Complete, construct, and understand analogies.
_____	_____	_____	Understand connotative and denotative meanings of words in context.
_____	_____	_____	Use words that have histories (etymology).
_____	_____	_____	Understand analogies.

Comprehension Skills: As literature and informational reading material becomes more complex, knowledge of sound comprehension skills are imperative to success in all areas of learning.

I	R	M	
_____	_____	_____	Describe the motivation of major and minor characters in a selection.
_____	_____	_____	Identify the plot line such as beginning, conflict, rising action, climax, and resolution.
_____	_____	_____	Describe setting and its relationship to the selection.
_____	_____	_____	Draw conclusions based on stated and implied information according to style, meaning, and mood.

- | | | | |
|----------|----------|----------|---|
| _____ | _____ | _____ | Use main idea and supporting details to arrive at major themes. |
| _____ | _____ | _____ | Understand complex and extended dialogues. |
| _____ | _____ | _____ | Recognize the use of specific literary devices |
| | | _____ | Foreshadowing |
| | | _____ | Flashback |
| | | _____ | Progressive/digressive time |
| | | _____ | Suspense. |
| _____ | _____ | _____ | Recognize the elements of figurative language in literature (e.g., simile, metaphor, personification, etc.). |
| _____ | _____ | _____ | Employ reading strategies to interpret written selections at a variety of levels (e.g., literal/factual, interpretive/inferential/critical/creative). |
| | | _____ | Make inferences and predictions |
| | | _____ | summarize complex, explicit information |
| | | _____ | Differentiate between fact/opinion in information texts |
| I | R | M | |
| | | _____ | Draw conclusions from implicit and explicit information |
| | | _____ | Paraphrase. |
| _____ | _____ | _____ | Identify author's purpose, feelings, bias, and point of view. |
| _____ | _____ | _____ | Choose from a variety of reading material applying reading strategies. |
| _____ | _____ | _____ | Compare and contrast the various genre of literature. |
| | | _____ | Realistic fiction |
| | | _____ | Informational non-fiction |
| | | _____ | Autobiographies/biographies |
| | | _____ | Science fiction |
| | | _____ | Historical fiction |
| | | _____ | Drama |
| | | _____ | Poetry |
| | | _____ | Myths |
| | | _____ | Fantasies. |
| _____ | _____ | _____ | Read for pleasure and meaning across the curriculum. |
| _____ | _____ | _____ | Select speed and types of reading (silent, oral, choral) to suit purpose and difficulty of material. |
| _____ | _____ | _____ | Recognize and understand literary elements as appropriate to grade level (See appendix.). |
| _____ | _____ | _____ | Articulate the relationship between plot and theme. |
| _____ | _____ | _____ | Identify and describe the mood of various literary works. |
| _____ | _____ | _____ | Identify various propaganda techniques. |

Reading Comprehension Strategies: The need to learn and refresh comprehension strategies is a constant.

- | | | | |
|----------|----------|----------|--|
| I | R | M | |
| _____ | _____ | _____ | Compare the methods of character development used by an author, including physical description, dialogue, inner thoughts and feelings, actions, and the reactions of other characters. |

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Summarize a multi-paragraph selection and recognize the main idea. |
| _____ | _____ | _____ | Compare and contrast characters, objects, events, and ideas. |
| _____ | _____ | _____ | Draw inferences from written materials. |
| _____ | _____ | _____ | Demonstrate use of meta-cognitive strategies while reading. |
| _____ | _____ | _____ | Connect what is read to prior knowledge. |
| _____ | _____ | _____ | Participate in silent, sustained reading. |
| _____ | _____ | _____ | Use the classroom, school, and public libraries. |
| _____ | _____ | _____ | Read at home. |

Study Skills: Study skills that are developed in lower grades are now used primarily to increase knowledge.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Locate materials in the school/public library utilizing card catalogue and/or computer library catalog. |
| _____ | _____ | _____ | Demonstrate knowledge of the Dewey Decimal System. |
| _____ | _____ | _____ | Use and cite a variety of sources. |
| _____ | _____ | _____ | Self-select note-taking techniques (e.g., outlining, mapping, etc.). |
| _____ | _____ | _____ | Apply test-taking strategies. |
| _____ | _____ | _____ | Locate books using author's name, title, or subject. |
| _____ | _____ | _____ | Use various parts of a book (e.g., index, table of contents, glossary, appendix) to gather information quickly. |
| _____ | _____ | _____ | Use alphabetical and topical skills to locate information in an encyclopedia. |
| _____ | _____ | _____ | Use new information to adjust and extend personal knowledge base. |
| _____ | _____ | _____ | Use prior knowledge and experience to understand and respond to new information. |

WRITING

Standard Mechanics: There are measurable skills in the art of cursive writing, and it is important that those skills are mastered.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Execute correct letter formation. |
| _____ | _____ | _____ | Connect letters to form words. |
| _____ | _____ | _____ | Space words for clarity. |
| _____ | _____ | _____ | Write legibly using correct slant and spacing. |
| _____ | _____ | _____ | Use cursive writing. |

Standard English Conventions: Writing progresses from letters, to words, to phrases, to sentences and paragraphs, and by junior high school Standard English Conventions need to be proficient.

I	R	M	
_____	_____	_____	Know spelling rules and is able to spell correctly and/or be able to find the word in a dictionary.
_____	_____	_____	Punctuate and capitalize with high level of accuracy.
_____	_____	_____	Apply correct grammar and usage skills (subject-verb agreement, appropriate verb tense, etc.).
_____	_____	_____	Use correct structural and syntactical language.

I	R	M	
_____	_____	_____	Understand and uses correct parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, prepositional phrases, adverbial phrases, indirect objects, appositives, etc.).
_____	_____	_____	Use an extensive variety sentences (e.g., simple, compound, complex, compound-complex, declarative, interrogative, imperative, and exclamatory).
_____	_____	_____	Can use correct plurals.
_____	_____	_____	Know and use correct punctuation (e.g., periods, commas, apostrophes, exclamation points, question marks, parentheses, hyphens, ellipsis, semicolon, colon, dash,).
_____	_____	_____	Know and use italics, and underlining.
_____	_____	_____	Know and use correct capitalization.
_____	_____	_____	Use and spell plurals correctly.
_____	_____	_____	Can abbreviate correctly.
_____	_____	_____	Know when to write numbers in words and when in numerals.
_____	_____	_____	Can use the correct word (e.g., like and as, lay and lie, imply and infer, it's and its, immigrate, and emigrate, made and maid, loose, lose and loss, lead and led, quiet, quit, quite, etc.).
_____	_____	_____	Understand the English language (e.g., kinds of nouns and pronouns, person of verbs, voice of verbs, tenses of verbs,).
_____	_____	_____	Know and use verbals (e.g., gerunds, participles, and infinitives)
_____	_____	_____	Name and use interjections (e.g., wow, whoops, etc.).
_____	_____	_____	Can use adjectives and adverbs and their phrases correctly.
_____	_____	_____	Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating).
_____	_____	_____	Know all parts of speech (e.g., noun, pronoun, verb, adjective, interjection, adverb, preposition and conjunction).
_____	_____	_____	Use dependent and independent clauses.

Writing Process: Writing is effective, once the language skills are mastered.

I	R	M	
_____	_____	_____	Understand and use the writing process (e.g., pre-write, write, revise, edit, publish).

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Use a variety of pre-writing skills (e.g., outlining, published pieces of writing as models, constructs of critical standards, background knowledge). |
| _____ | _____ | _____ | Analyze and clarify meaning when drafting and revising. |
| _____ | _____ | _____ | Edit for clarity, word choice, and language usage. |

Specific Writing Techniques: Writing techniques can be learned and borrowed, and primarily, writing techniques are combined in such a way that writing becomes very personal to the individual.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Use cohesive, expressive, creative, persuasive, and informative paragraphs to convey knowledge, opinions, stories, etc. |
| _____ | _____ | _____ | Use expressive writing which includes imagery (e.g., simile, metaphor, personification, etc.) when writing narratives or poetry. |
| _____ | _____ | _____ | Write a personal experience narrative that relates a clear story-line and uses descriptive words and phrases. |
| _____ | _____ | _____ | Write poetry that reflects careful attention to structured form as well as free verse while expressing clear, stimulating ideas. |
| _____ | _____ | _____ | Use creative writing with vivid, dramatic language. |
| _____ | _____ | _____ | Write a personal experience story that includes a plot containing conflict/resolution, build up of tension and suspense, and/or element of surprise. |
| _____ | _____ | _____ | Direct a reader through well-developed characters, setting, dialogue and themes. |
| _____ | _____ | _____ | Use figurative language, descriptive words and phrases that enhance the story-line. |
| _____ | _____ | _____ | Can write a persuasive paragraph/essay. |
| _____ | _____ | _____ | Write an expository essay stating an effective thesis. |
| _____ | _____ | _____ | Write an organized response to literature. |
| _____ | _____ | _____ | Support inferences and conclusions with examples from text or personal experience. |
| _____ | _____ | _____ | Clearly state a position that is interpretive, analytical, evaluative, or reflective. |
| _____ | _____ | _____ | Use transitional paragraphs that bring a logical conclusion to a stated thesis. |
| _____ | _____ | _____ | Write supports and advances judgment of other texts. |
| _____ | _____ | _____ | Respond to non-print media. |
| _____ | _____ | _____ | Give clear accounting of personal convictions. |
| _____ | _____ | _____ | Write a clear and accurate summary that includes a main idea, significant details, and preserve the position of the author. |
| _____ | _____ | _____ | Use appropriate format and vocabulary while writing formal communications (e.g., business letters, directions, etc.) including folding a letter correctly to fit personal or business size envelopes. |
| _____ | _____ | _____ | Develop a report that utilizes semantic mapping or outlining. |

_____	_____	_____	Convey a point of view that is developed with appropriate facts, details and examples.
_____	_____	_____	Write for a specific audience and purpose.
_____	_____	_____	Use reference material to implement a research strategy by selecting appropriate sources, paraphrasing information, and incorporating significant details from note-taking activities.
I	R	M	
_____	_____	_____	Use and cite a variety of sources.

SPEAKING

Oral Communication: Use of the English language is only part of communicating with others. Body language, facial expressions, and poise often say the parts that language fails.

I	R	M	
_____	_____	_____	Deliver a well prepared, organized speech (e.g., persuasive, expository, demonstrative) and effectively conveys the message through verbal and non-verbal communication (e.g., eye contact, gestures).
_____	_____	_____	Prepare and deliver an oral report in the content areas that conveys information making use of intonation, phrasing, etc.
_____	_____	_____	Effectively use vocabulary and logical organization to share ideas, information, and opinions, (preferences/interest) and support with well developed information.
_____	_____	_____	Summarize events, indicated predictions, draw conclusions, show cause and effect when making presentations.
_____	_____	_____	Engage in debate both formal and informal.
_____	_____	_____	Evaluate responses as both interviewer and interviewee.
_____	_____	_____	Communicate respectfully and effectively with adults and peers using proper social amenities.
_____	_____	_____	Speak Standard English while respecting culturally diverse language patterns.
_____	_____	_____	Recite Scriptural passages and literary passages from memory.
_____	_____	_____	Ask appropriate questions for clarification and understanding.
_____	_____	_____	Utilize information gathered from different sources of information (e.g., speakers, books, newspapers, media) when presenting main ideas, supporting details, examples, and descriptions.
_____	_____	_____	Enhance and support important aspects of oral presentation with visuals or media displays.

Group Discussion: Poise, patience, and courtesy are required in effective group discussion.

I	R	M	
_____	_____	_____	Contribute and support class and/or group discussions through the use of appropriate questions and courteous conversation.

- _____ Summarize and paraphrase information given by others in clear, accurate language.
- _____ Participate in dramatic activities (e.g., role playing, improvisation, poetry recitation, oral reports, storytelling, drama, choral reading or speaking, panels, and debates).
- _____ Communicate personal or group's physical and emotional needs.

LISTENING

Listening: Listening carefully is an accomplished art.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Listen respectfully and attentively to peers and adults when they are speaking, sharing ideas, or information. |
| _____ | _____ | _____ | Choose to use focused listening. |
| _____ | _____ | _____ | Interpret and respond to questions and evaluate responses both as interviewer and interviewee. |
| _____ | _____ | _____ | Restate and execute complex oral instructions. |
| _____ | _____ | _____ | Listen for a variety of reasons (e.g., information, entertainment). |
| _____ | _____ | _____ | Listen to and take notes on lecture material. |
| _____ | _____ | _____ | Identify and address problems in a group by specifying the goals, devising alternative solutions, considering the risks of each, and choosing the best course of action. |
| _____ | _____ | _____ | Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. |
| _____ | _____ | _____ | Evaluate the role of the media in focusing attention and forming opinions. |
| _____ | _____ | _____ | Listen and respond to narratives, poems, nonfiction, and age appropriate music. |
| _____ | _____ | _____ | Use language nuances to identify how language is used in regions and cultures. |

Junior High School Suggested Reading

- | | |
|----------------------|-----------------------------|
| Alcott, L.M | Little Men |
| | Little Women |
| Armstrong, W. | Souder |
| Buck, Pearl S. | The Big Wave |
| Byars, Betsy | The Summer of the Swans |
| | The House of Wings |
| Choi, Sook Nyul | Echoes of the White Giraffe |
| Couriander, Harold | Cowtail Switch |
| Dahl, Roald | Willy Wonka |
| DeAngell, Marguerite | Door in the Wall |
| Defoe, D. | Robinson Carusoe |
| DePaolo, Tomie | Series of Religious Stories |

Dickens, Charles	Christmas Carol
Doherty, Paul	King Arthur
Doyle, Arthur C.	Adventures of Sherlock Holmes
Drucker, Olga	Kinder Transport
Forbes, Esther	Johnny Tremain
Frank, Anne	Diary of a Young Girl
George, Jean	Julie of the Wolves
	My Side of the Mountain
Gipson, Fred	Old Yeller
Grahame, K.	The Wind in the Willows
Gunther, J.	Death Be Not Proud
Herriot, J.	All Creatures Great and Small
Hinton, S.E.	The Outsiders
	Tex
	That Was this, This Is Now
Holman, Selice	Slake's Limbo
Hunt, Irene	Across Five Aprils
Juster, Norton	The Phantom Tollbooth
James, L & Collier, Chris	My Brother Sam is Dead
Jarnow, Jill	One of the Boys
Kerr, Judith	When Hitler Stole Pink Rabbit
Keyes, Daniel	Flowers for Algernon
L'Engle, Madeleine	Wrinkle in Time
Lewis, C.S.	Chronicles of Narnia
London, Jack	The Call of the Wild
	The Sea Wolf
	White Fang
Lowry, Lois	The Giver
McCullers, C.	The Hear is a Lonely Hunter
Montgomery, L.M.	Anne of Green Gables
Meyers, Walter Dean	Outside Shot
Naylor, Phyllis	Shiloh
O'Dell, Scott	Island of the Blue Dolphins
	The Black Pearl
Rawlings, Marjorie Kinnen	The Yearling
Rawls, Wilson	Where the Red Fern Grows
Reiss, Johanna	The Upstairs Room
Schaefer, Jack	Shane
Seldon, George	Cricket in Time Square
Snyder, Zilpha	Libby on Wednesday
Sperry, Armstrong	Call it Courage
Stevenson, Robert Louis	Kidnapped
	Treasure Island
Taylor, Mildred	Roll of Thunder Hear my Cry
Thomas, Jane	Courage at Indian Deep
Twain, Mark	Huck Finn

Verne, J	Tom Sawyer
Voight, Cynthia	Twenty Thousand Leagues Under the Sea
	Building Blocks
	Dacey's Song
Wells, H.G.	The Time Machine
White, E.B.	Charlotte's Web
Wilder, T.	The Bridge of San Luis Rey
Zindel, P	The Pigman

Appendix

Story Elements:

Antagonist:	a story character who opposes the main character or protagonist
Character:	the people or animals that speak and act in literary works
Climax:	the point of highest interest or dramatic intensity
Conflict:	the struggle between two opposing forces or ideas that form the basis for the plot: problem
Exposition:	the explanation of the necessary background information for a story and the establishment of the characters, setting, and conflict
Mood:	the feeling created by the author in a piece of writing
Plot:	the series of events that take place in a story
Protagonist:	usually the main character who tries to solve a problem and often encounters and opposing force, the antagonist
Resolution:	the part of the plot in which the conflict comes to an end. The problem is solved.
Setting:	the time and place in which the events in a literary work take place

Literary Techniques and Devices:

Alliteration:	the repetition of a constant sound, usually at the beginning of words in a line or sentence of prose
Allusion:	a reference to a person, place, or event that has some literary, historical, or biblical importance
Anthropomorphism:	giving human traits to plants and animals
Assonance:	the repetition of a vowel sound in words in a line of poetry or a sentence
Characterization:	the development of characters by an author. It includes direct description by the author, the character's actions and statements, and what other characters say about him/her and how they react.
Dialogue:	conversation between two or more characters
Foreshadowing:	the dropping of important hints by the author to help the reader anticipate events that are to come.
Hyperbole:	a figure of speech using excessive exaggeration
Imagery:	language that re-creates sense impressions or images in the reader's mind
Irony:	technique in which an author says one thing and means the opposite; or a situation or outcome that is the opposite of what the reader might have expected.
Metaphor:	a figure of speech in which an implied comparison is made
Onomatopoeia:	the use of a word in which the sound suggests what the word means
Oxymoron:	a combination of contradictory or incongruous words (e.g., a cruel kindness)
Parody:	a humorous imitation of a serious piece of writing

Personification:	figurative language in which animals, places, or things are given human characteristics
Point of view:	the voice or person used by a writer to tell a story
Rhyme:	the repetition of sounds at the ends of words.
Rhythm:	the pattern of stressed and unstressed syllables in a line of poetry; the beat
Satire:	a piece of writing that criticizes people, institutions, or actions by holding them up to ridicule
Simile:	a figure of speech in which a comparison is made using like or as
Symbol:	an object that represents something else, often and abstract idea
Theme:	the main idea or central message of a piece of writing
Tone:	the attitude or feeling the author has toward the subject

GLOSSARY OF LITERARY TERMS

FICTION:

Drama:	one of three major types of literature, distinct from poetry and prose
Fable:	a brief story that teaches morals. Most fables tell about animal characters that behave like people
Fantasy:	a highly imaginative tale involving unreal characters and unlikely events that is not meant to be believed.
Fiction:	Writing that has its source in the imagination.
Folktale:	a story originally passed on by oral tradition. Appears in different versions.
Historical Fiction:	fictional stories based upon the facts or events of history.
Legend:	a story that has come down from the past and that is thought to have some basis in historical truth.
Mystery:	a story involving a puzzling crime with a plot that generally leads to the solution of the puzzle.
Myth:	an imaginary tale, usually concerned with superhuman beings or gods, that attempts to explain some aspect of nature.
Novel:	a long work of prose fiction that contains the story elements of plot, setting, characters, conflicts, and resolution.
Poetry:	writing in language chosen and arranged to create a particular emotional response through meaning sound and rhythm.
Prose:	the ordinary language people use in speaking and writing.
Science Fiction:	writing that deals with imaginary events that involve science, technology, or the future.
Short Story:	a brief piece of prose fiction that contains the story elements of plot, setting, characters, conflicts, and resolution.

NON-FICTION

Autobiography:	a story of a person's own life written by the subject.
Biography:	a story of a person's life
Non-fiction:	writing that deals with real people and events.
Editorial:	an article appearing in a newspaper or magazine, or statement made on television or radio, which expresses the writer's or speaker's opinion.
Essay:	a short, non-fiction piece of writing about a particular subject. The most common types of essays are descriptive, narrative, and persuasive.
Review:	a critical summary or discussion.
Speech:	a formal piece of writing spoken before an audience.

**Minimal Expectations for English/Language Arts
For Entering High School**

1. Parts of speech, including irregular verbs, participles, gerunds, and infinitives
2. The rules for capitalization, spelling, and punctuation
3. Verb tense and mood including indicative, interrogative, imperative, and subjunctive
4. The phraseology of syntax, including such things as subject, predicate, direct object, indirect object, modifier, phrase, and clause
5. Spelling of common homonyms and possessives
6. Using correct subject and verb agreement (both nouns and pronouns)
7. Recognizing proper nouns
8. Identifying simple, compound and complex sentences
9. Basic sentence structure
10. Basic sentence diagramming
11. Recognizing sentence fragments
12. Punctuating dialogue
13. Demonstrating basic proofreading skills
14. Using transitional words
15. Recognizing descriptive, narrative, persuasive and expository writing
16. Recognizing context clues
17. Using persuasive language
18. The difference between fact and opinion
19. The difference between generalizations and facts
20. Using colorful language
21. Gearing writing to a variety of audience types

CALDECOTT MEDAL WINNERS

1938	Animals of the Bible	Helen Dean Fisk
1939	Mei Li	Thomas Handforth
1940	Abraham Lincoln	Ingri/EdgarParin d'Aulaire
1941	They Were Strong and Good	Robert Lawson
1942	Make Way for Ducklings	Robert McCloskey
1943	The Little House	Virginia Lee Burton
1944	Many Moons	James Thurber
1945	Prayer for a Child	Rachel Field
1946	The Rooster Grows	Maud Fuller Petersham
1947	The Little Island	Golden MacDonald
1948	White Snow Bright Snow	Alvin Tresselt
1949	the Big Snow	Berta & Elma Hader
1950	Song of the Swallows	Leo Politi
1951	The Egg Tree	Katherine Milhous
1952	Finders Keepers	Will Lipkind
1953	The Biggest Bear	Lynd Ward
1954	Madeline's Rescue	Ludwig Bemelmans
1955	Cinderella	Marcia Brown
1956	Frog Went A-Courtin'	John Langstaff
1957	A Nice Tree	Janice May Udry
1958	Time of Wonder	Robert McCloskey
1959	Chanticleer and the Fox	Barbara Cooney
1960	Nine Days to Christmas	Marie Hall Estes and Aurora Labastida
1961	Baboushka and the Three Kings	Ruth Robbins
1962	Once a Mouse...	Marcia Brown
1963	The Snowy Day	Ezra Jack Keats
1964	Where the Wild Things Are	Maurice Sendak
1965	May I Bring a Friend?	Beatrice Schenk de Regniers
1966	Always Room For One More	Sorche Nic Leodhas
1967	Sam Bans and Moonshine	Evaline Ness
1968	Drummer Hoff	Barbara Emberley
1969	The Fool of the World and the Flying Ship	Arthur Ransome
1970	Sylvester and the Magic Pebble	William Steig
1971	A Story	Gail E. Haley
1972	One Fine Day	Nonny Hogrogian
1973	The Funny Little Woman	Arlene Mosel
1974	Duffy and the Devil	Harve and Margot Zemach
1975	Arrow to the Sun	Gerald McDermot
1976	Why Mosquitoes Buzz in People's Ears	Verna Aardema
1977	Ashanti to Zulu-African Traditions	Margaret Musgrove
1978	Noah's Ark	Peter Spier

Caldecott Winners cont.

1979	The Girl Who Loved Wild Horses	Paul Goble
1980	Ox-Cart Man	Donald Hall
1981	Fables	Arnold Lobel
1982	Jumanji	Chris Van Allsburg
1983	Shadow	Marcia Brown
1984	The Glorious Flight	Alice and Martin Provensen
1985	St. George and the Dragon	Margaret Hodges
1986	The Polar Express	Chris Van Allsburg
1987	Hey, Al	Arthur Yorinks
1988	Owl Moon	Jane Yolen
1989	Song and Dance Man	Karen Ackerman
1990	Lon Po Po	Ed Young
1991	Black and White	David Macaulay
1992	Tuesday	David Wiesner
1993	Mirette on the High Wire	Emily McCully
1994	Grandfather's Journey	Allen Say
1995	Smoky Night	Eve Bunting
1996	Officer Buckle and Gloria	Peggy Rathmann
1997	Golem	David Wisniewski
1998	Rapunzel	Paul O. Zelinsky
1999	Snowflake Bentley	Jacqueline Briggs Martin

Newberry Medal Winners

1922	The Story of Mankind	Hendrik W. Van Loon
1923	the Voyages of Dr. Dolittle	Hugh Lofting
1924	The Dark Figure	Charles Boardman Hawes
1925	Tales from Silver Lands	Charles Joseph Finger
1926	Shen of the Sea	Arthur Bowie Chrisman
1927	Smoky the Cow Horse	Will James
1928	Gay-Neck, the Story of a Pigeon	Dhan Gopal Mukerji
1929	The Trumpeter of Krakow	Eric Philbrook Kelly
1930	Hitty	Rachel Field
1931	The Cat Who Went to Heaven	Elizabeth Coatsworth
1932	Waterless Mountain	Laura Adams Armer
1933	Young Fu of the Upper Yangtze	Elizabeth Foreman Lewis
1934	Invincible Louisa	Cornelia Meigs
1935	Dobry	Monica Shannon
1936	Caddie Woodlawn	Carol (Ryrie) Bring
1937	Roller Skates	Ruth Sawyer
1938	The White Stag	Kate Seredy
1939	Thimble Summer	Elizabeth Enright
1940	Daniel Boone	James Daugherty
1941	Call It Courage	Armstrong Sperry
1942	The Matchlock Gun	Walter D. Edmonds
1943	Adam of the Road	Elizabeth Janet Gray
1944	Johnny Tremain	Esther Forbes
1945	Rabbit Hill	Robert Lawson
1946	Strawberry Girl	Lois Lenski
1947	Miss Hickory	Carolyn Sherwin Bailey
1948	The 21 Balloons	William Pene Du Bois
1949	King of the Wind	Marguerite Henry
1950	The Door in the Wall	Marguerite De Angeli
1951	Amos Fortune Free Man	Elizabeth Yates
1952	Ginger Pye	Eleanor Estes
1953	Secret of the Andes	Ann Nolan Clark
1954	And Now Miguel	Joseph Krungold
1955	The Wheel ON the School	Meindert De Jong
1956	Carry On, Mr. Bowditch	Jean Lee Latham
1957	Miracles on Maple Hill	Virginia Sorenson
1958	Rifles for Watie	Harold Keith
1959	The Witch of Blackbird Pond	Elizabeth George Speare
1960	Onion John	Joseph Krungold
1961	Island of the Blue Dolphins	Scott O'Dell
1962	The Bronze Bow	Elizabeth George Speare
1963	A Wrinkle in Time	Madeleine L'Engle
1964	It's Like This, Cat	Emily chancy Neville
1965	Shadow of a Bull	Maia Wojciechowska

Newberry Winners cont.

1966	I, Juan de Parija	Elizabeth Borton de Trevino
1967	Up A Road Slowly	Irene Hunt
1968	From the Mixed Up Files of Mrs. Basil E. Frankweiler	E. L. Konegsb
1969	The High King	Lloyd Alexander
1970	Souder	William H. Armstrong
1971	The Summer of the Swans	Betsy Byars
1972	Mrs. Frisby and the Rats of NIMH	Robert C. O'Brien
1973	Julie of the Wolves	Maia Wojciechowska
1974	The Slave Dancer	Paula Fox
1975	M.C. Higgins, the Great	Virginia Hamilton
1976	The Grey King	Susan Cooper
1977	Roll of thunder, Hear My Cry	Mildred D. Taylor
1978	Bridge to Terabithia	Katherine Paterson
1979	The Westing Game	Ellen Raskin
1980	A Gathering of Days	Joan W. Blos
1981	Jacob Have I Loved	Katherine Paterson
1982	William Blake's Inn	Nancy Willard
1983	Dacey's Song	Cynthia Voight
1984	Dear Mr. Henshaw	Beverly Cleary
1985	the Hero and the Crown	Robin McKiley
1986	Sarah, Plain and Tall	Patricia MacLachlan
1987	The Whipping Boy	Sid Fleischman
1988	Lincoln, A Photo Biography	Russell Freidman
1989	Joyful Noise	Pal Fleischman
1990	Number the Stars	Lois Lowry
1991	Maniac Magee	Jerry Spinelli
1992	Shiloh	Phyllis Reynolds Naylor
1993	Missing May	Cynthia Rylant
1994	The Giver	Lois Lowry
1995	Walk Two Moons	Sharon Creech
1996	the Midwife's Apprentice	Karen Cushman
1997	A View From Saturday	E. L. Konigsburg
1998	Our of the Dust	Karen Hess
1999	Holes	Louis Sachar
2000	Bud, Not Buddy	Christopher Paul Curtis