

## Literature: 3-5

**RL1. Anchor Standard** - Read closely a wide range of text material, from secular, Catholic and Christian spiritual/religious viewpoints to determine what it says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>RL.3.1 Educational Benchmark:</b>		<b>RL.4.1 Educational Benchmark:</b>		<b>RL.5.1 Educational Benchmark:</b>	
Ask and answer questions to demonstrate understanding of key details in a variety of Catholic/secular texts, referring explicitly to the text as the basis for the answers.		Refer to details and examples in Catholic/secular texts when explaining and drawing inferences.		Quote accurately from Catholic/secular texts when drawing inferences.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.1a	Create and answer the questions of who, what, where, when, why and how that are relevant to the text	RL.4.1a	Demonstrate an understanding of the text by formulating questions and answers that are relevant to the text	RL.5.1a	Write responses to literature that develop an interpretation around clear ideas that shows careful reading, including an awareness of Catholic values, traditions and heritage
RL.3.1b	Make inferences that are supported by textual evidence	RL.4.1b	Make inferences that are supported by textual evidence	RL.5.1b	Cite textual evidence to support inferences

**RL2. Anchor Standard** - Determine and analyze the development of central ideas or themes of secular texts and text that reflect Catholic teachings, values, traditions and heritage and summarize the key supporting details and ideas.

<b>RL.3.2 Educational Benchmark:</b>		<b>RL.4.2 Educational Benchmark:</b>		<b>RL.5.2 Educational Benchmark:</b>	
Recount stories, including scripture, fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		Determine a theme of a Psalm, story, drama or poem from details in the text; summarize the text.		Determine a theme of a Psalm, story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.2a	Listen to, read and recount parables, fables, folktales and myths	RL.4.2a	Listen to, read and recount short stories, novels, dramas, psalms and poems	RL.5.2a	Listen to, read and recount short stories, novels, dramas, psalms and poems
RL.3.2b	Recognize and recall elements and details of story structure including main idea, character, plot and setting in order to reflect on meaning (e.g., story mapping, sequence of events, etc.)	RL.4.2b	Recognize and recall elements and details of story structure including main idea, protagonist and antagonist, conflict and climax	RL.5.2b	Recognize and recall elements and details of story structure including main idea, protagonist and antagonist, conflict, climax, resolution foreshadowing and flashback
RL.3.2c	Summarize after reading a selection	RL.4.2c	Summarize after reading a selection	RL.5.2c	Summarize after reading a selection
RL.3.2d	Use moral decision making models to evaluate characters' choices	RL.4.2d	Use moral decision making models to evaluate characters' choices	RL.5.2d	Use moral decision making models to evaluate characters' choices
RL.3.2e	Identify and evaluate the major and minor themes of a text, considering its audience and purpose	RL.4.2e	Identify and evaluate the major and minor themes of a work, considering its audience and purpose	RL.5.2e	Evaluate the major and minor themes of a work, considering its audience and purpose

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RL.3.2f	Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events	RL.4.2f	Describe in depth a character, setting, or event in a story or drama, drawing specific details in the text (e.g., a character's thoughts, words or actions)	RL.5.2f	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
				RL.5.2g	Understand and identify the speaker's point-of-view

**RL.3. Anchor Standard** - Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning, tone and Catholic identity.

<b>RL.3.3 Educational Benchmark:</b>		<b>RL.4.3 Educational Benchmark:</b>		<b>RL.5.3 Educational Benchmark:</b>	
Determine the meaning of words and phrases as they are used in a text, including figurative language and distinguishing literal from nonliteral		Determine the meaning of words and phrases as they are used in a text, including figurative language and distinguishing literal from nonliteral language.		Determine the meaning of words and phrases as they are used in a text, including figurative language and distinguishing literal from nonliteral	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words	RL.4.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words	RL.5.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words
RL.3.3b	Use reading strategies, background knowledge and context clues to aid comprehension	RL.4.3b	Use reading strategies, background knowledge and context clues to aid comprehension	RL.5.3b	Use reading strategies, background knowledge and context clues to aid comprehension
RL.3.3c	Choose grade level vocabulary in verbal and/or written responses	RL.4.3c	Choose grade level vocabulary in verbal and/or written responses	RL.5.3c	Apply grade level vocabulary in verbal and/or written responses
RL.3.3d	Recognize and analyze the use of literary devices such as alliteration, onomatopoeia, rhythm, rhyme and repetition	RL.4.3d	Recognize and analyze the use of literary devices such as alliteration, onomatopoeia, rhythm, rhyme and repetition	RL.5.3d	Recognize and analyze the use of literary devices such as alliteration, onomatopoeia, rhythm, rhyme and repetition
RL.3.3e	Recognize the use of figurative language in the text : simile, metaphor, personification	RL.4.3e	Recognize the use of figurative language in the text : simile, metaphor, personification	RL.5.3e	Recognize and analyze the use of figurative language in the text : simile, metaphor, personification, hyperbole, symbolism
RL.3.3f	Distinguish between literal and nonliteral language	RL.4.3f	Distinguish between literal and nonliteral language	RL.5.3f	Distinguish between literal and nonliteral language

**RL.4. Anchor Standard** - Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

<b>RL.3.4</b>	<b>Educational Benchmark:</b>	<b>RL.4.4</b>	<b>Educational Benchmark:</b>	<b>RL.5.4</b>	<b>Educational Benchmark:</b>
	Compare genres, referring to parts of the stories, dramas and poems when writing or speaking about the text.		Explain major differences between genres and refer to their structural elements when writing or speaking about a text.		Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of genres when interpreting the meaning of a literary work.
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.4a	Compare genres, using a variety of reading materials (e.g., scripture, fairy tales, tall tales, fables, poetry, realistic fiction, historical fiction, dramas)	RL.4.4a	Compare genres, using a variety of reading materials (e.g., scripture, fairy tales, tall tales, fables, myths, poetry, realistic fiction, historical fiction, mysteries, dramas, short stories, humor)	RL.5.4a	Compare genres, using a variety of reading materials (e.g., scripture, fairy tales, tall tales, fables, myths, fantasy, poetry, realistic fiction, historical fiction, mysteries, dramas, short stories, humor)
RL.3.4b	Differentiate between types of non-fiction and fiction	RL.4.4b	Differentiate between types of non-fiction and fiction	RL.5.4b	Compare and contrast types of non-fiction and fiction
RL.3.4c	Describe the overall structure of a text using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections	RL.4.4c	Describe the overall structure of a text using terms such as casts of characters, settings, descriptions, dialogue, verse, rhythm, meter and stage directions	RL.5.4c	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a text

**RL.5. Anchor Standard:** In light of Catholic values, cultural traditions and ethnic heritage, assess how point of view and purpose shapes the content and style of a text.

<b>RL.3.5</b>	<b>Educational Benchmark:</b>	<b>RL.4.5</b>	<b>Educational Benchmark:</b>	<b>RL.5.5</b>	<b>Educational Benchmark:</b>
	Understand point of view and author's purpose.		Understand point of view and author's purpose.		Understand and analyze how point of view and author's purpose provide meaning.
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.5a	Identify point of view within a text	RL.4.5a	Distinguish the difference between first and third - person narrations	RL.5.5a	Describe how a narrator's or speaker's point of view influences how events are described
RL.3.5b	Compare and contrast the character's point of view with that of the narrator's at various points in a text	RL.4.5b	Compare and contrast the character's point of view with that of the narrator's at various points in a text	RL.5.5b	Compare and contrast the character's point of view with that of the narrator's at various points in a text
RL.3.5c	Compare and contrast own point of view with that of the narrator's at various points in a text	RL.4.5c	Compare and contrast own point of view with that of the narrator's at various points in a text	RL.5.5c	Compare and contrast own point of view with that of the narrator's at various points in a text
RL.3.5d	Identify the author's purpose	RL.4.5d	Define the author's purpose in choosing between first and third-person narrations	RL.5.5d	Deduce the author's purpose
RL.3.5e	Compare and contrast the point of view from which different stories are narrated	RL.4.5e	Compare and contrast the point of view from which different stories are narrated	RL.5.5e	Compare and contrast the point of view from which different stories are narrated

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**RL.6. Anchor Standard:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words, in accordance with Catholic values (e.g., social justice), cultural teachings and ethnic heritage.

<b>RL.3.6</b>	<b>Educational Benchmark:</b>	<b>RL.4.6</b>	<b>Educational Benchmark:</b>	<b>RL.5.6</b>	<b>Educational Benchmark:</b>
	Make connections between illustrations/images and information gained in words in print or digital text to have a better understanding of literary elements.		Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Identify and distinguish the elements of visual and multimedia content and how it enhances a literary work.
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.6a	Use information gained from the illustrations/images and words to demonstrate an understanding of its characters, setting, plot and/or mood	RL.4.6a	Compare and contrast the printed version and the visual version of a text using the literary elements of characters, setting, plot and mood	RL.5.6a	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)

## Literature: 3-5

**RL.7 Anchor Standard** - Analyze how two or more texts address similar themes or topics in order to build knowledge of themselves, others and their Catholic heritage.

<b>RL.3.7</b>	<b>Educational Benchmark:</b>	<b>RL.4.7</b>	<b>Educational Benchmark:</b>	<b>RL.5.7</b>	<b>Educational Benchmark:</b>
	Compare literary works produced by the same author.		Compare different literary works to each other identifying common themes as they relate to real life experiences.		Compare different literary works within the same genre identifying common themes as they relate to real life experiences.
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.7a	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	RL.4.7a	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures	RL.5.7a	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
RL.3.7b	Interpret a life experience as it relates to a text	RL.4.7b	Identify life experiences as they relate to a common theme within a text	RL.5.7b	Identify life experiences as they relate to a common theme within a text



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**RL.8. Anchor Standard:** Read and comprehend complex literary and informational texts independently and proficiently.

<b>RL.3.8</b>	<b>Educational Benchmark:</b>	<b>RL.4.8</b>	<b>Educational Benchmark:</b>	<b>RL.5.8</b>	<b>Educational Benchmark:</b>
	By the end of the year, read and comprehend literature of appropriate complexity for grade 3 independently and proficiently, scaffolding as needed at the high end of the range.		By the end of the year, read and comprehend literature of appropriate complexity for grade 4 independently and proficiently, scaffolding as needed at the high end of the range.		By the end of the year, read and comprehend literature of appropriate complexity for grade 5 independently and proficiently, scaffolding as needed at the high end of the range.
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RL.3.8a	Listen to and read Scripture, fairy tales, tall tales, fables, poetry, realistic fiction, historical fiction, dramas and short stories	RL.4.8a	Listen to and read Scripture, fairy tales, tall tales, fables, myths, poetry, realistic fiction, historical fiction, mysteries, dramas, short stories and humor	RL.5.8a	Listen to and read Scripture, fairy tales, tall tales, fables, myths, fantasy, poetry, realistic fiction, historical fiction, mysteries, dramas, short stories, humor and narrative fiction

## Informational Text: 3-5

**RIT.1. Anchor Standard** - Read closely a wide range of text material, from secular, Catholic and Christian spiritual/religious viewpoints to determine what it says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>RIT.3.1</b>	<b>Educational Benchmark:</b>	<b>RIT.4.1</b>	<b>Educational Benchmark:</b>	<b>RIT.5.1</b>	<b>Educational Benchmark:</b>
Ask and answer questions to demonstrate understanding of the informational text, referring explicitly to the text as the basis for the answers.		Refer to details and examples in informational text when explaining what the text says explicitly and when drawing inferences.		Quote accurately from informational text when explaining what the text says explicitly and when drawing inferences.	
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
RIT.3.1a	Create and answer the questions of who, what, where, when, why and how that are relevant to the text	RIT.4.1a	Demonstrate an understanding of the informational text by interpreting facts, predicting consequences and formulating questions and answers that are relevant to the text	RIT.5.1a	Write responses to informational text that develop an interpretation around clear ideas that shows careful reading and includes an awareness of Catholic values, traditions and heritage
RIT.3.1b	Make inferences that are supported by textual evidence	RIT.4.1b	Make inferences that are supported by textual evidence	RIT.5.1b	Cite textual evidence to support inferences
RIT.3.1c	Use pictures and captions to gain meaning	RIT.4.1c	Use pictures and captions to gain meaning	RIT.5.1c	Analyze how pictures and captions contribute to the understanding of the informational text

## Informational Text: 3-5

**RIT.2. Anchor Standard** - Determine and analyze the development of central ideas or themes of secular texts and text that reflect Catholic teachings, values, traditions and heritage and summarize the key supporting details and ideas.

<b>RIT.3.2 Educational Benchmark:</b>		<b>RIT.4.2 Educational Benchmark:</b>		<b>RIT.5.2 Educational Benchmark:</b>	
Determine the main idea of a text; recount the key details and explain how they support the main idea.		Determine the main idea of a text and explain how it is supported by key details; summarize the text.		Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RIT.3.2a	Identify the main idea and key details within a text	RIT.4.2a	Identify the main idea and key details within a text	RIT.5.2a	Identify two or more main ideas and key details within a text
RIT.3.2b	Explain the main idea	RIT.4.2b	Explain the main idea	RIT.5.2b	Explain the main idea
RIT.3.2c	Summarize after reading a selection	RIT.4.2c	Summarize after reading a selection	RIT.5.2c	Summarize after reading a selection
RIT.3.2d	Justify how the key details support the main idea	RIT.4.2d	Justify how the key details support the main idea	RIT.5.2d	Justify how the key details support the main ideas

## Informational Text: 3-5

**RIT.3. Anchor Standard** - Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning, tone and Catholic Identity.

<b>RIT.3.3</b>	<b>Educational Benchmark:</b>	<b>RIT.4.3</b>	<b>Educational Benchmark:</b>	<b>RIT.5.3</b>	<b>Educational Benchmark:</b>
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
RIT.3.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words	RIT4.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words	RIT.5.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words
RIT.3.3b	Develop word meaning by using background knowledge	RIT4.3b	Develop word meaning by using background knowledge	RIT.5.3b	Develop word meaning by using background knowledge
RIT.3.3c	Choose grade level vocabulary in verbal and/or written responses	RIT.4.3c	Choose grade level vocabulary in verbal and/or written responses	RIT.5.3c	Apply grade level vocabulary in verbal and/or written responses

## Informational Text: 3-5

**RIT.4. Anchor Standard** - Analyze the structure of Catholic/secular texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

<b>RIT.3.4 Educational Benchmark:</b>		<b>RIT.4.4 Educational Benchmark:</b>		<b>RIT.5.4 Educational Benchmark:</b>	
Use text features and search tools (e.g. key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.		With prompting and support, recognize the overall structure of events, ideas, concepts or information in a text or part of a text.		Describe the overall structure of events, ideas, concepts or information in a text or part of a text.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RIT.3.4a	Identify and use parts of a textbook: index, table of contents, glossary, subheadings, diagrams, graphs, captions and maps	RIT.4.4a	Understand and identify text pattern: chronology, comparison, cause/effect, problem/solution, etc.	RIT.5.4a	Explain the author's text pattern: chronology, comparison, cause/effect, problem/solution, etc.
RIT.3.4.b	Identify and use parts of an electronic page: electronic menus, icons, sidebars, hyperlinks, key words, banner and URL				

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**RIT.5. Anchor Standard** - In light of Catholic values, traditions and heritage, assess how point of view or purpose shapes the content and style of a text.

<b>RIT.3.5 Educational Benchmark:</b>		<b>RIT.4.5 Educational Benchmark:</b>		<b>RIT.5.5 Educational Benchmark:</b>	
Distinguish their own point of view from that of the author of a text.		Compare different works to each other and to real life experiences (text to text, text to life).		Compare different works to each other and to real life experiences (text to text, text to life).	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
<b>RIT.3.5a</b>	Identify the author's purpose	<b>RIT.4.5a</b>	Describe the differences in focus and the information provided	<b>RIT.5.5a</b>	Describe the differences in focus and the information provided
<b>RIT.3.5b</b>	Compare and contrast their own point of view with that of the purpose of the author	<b>RIT.4.5b</b>	Compare and contrast real life experiences with the text	<b>RIT.5.5b</b>	Compare and contrast real life experiences with the text
		<b>RIT.4.5c</b>	Compare and contrast a firsthand and secondhand account of the same event or topic	<b>RIT.5.5c</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

## Informational Text: 3-5

**RIT.6. Anchor Standard** - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words, in accordance with Catholic values (e.g., social justice), teachings and heritage.

<b>RIT.3.6 Educational Benchmark:</b>		<b>RIT.4.6 Educational Benchmark:</b>		<b>RIT.5.6 Educational Benchmark:</b>	
Use information gained from illustrations and the words in a text to demonstrate an understanding of the text.		Make a connection between information presented visually, orally, or quantitatively and how the information contributes to an understanding of the text in which it appears.		Draw on information from multiple sources, demonstrating the ability to locate an answer to a question or to solve a problem.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RIT.3.6a	Interpret and use technical resources such as charts, graphs, diagrams, tables, travel schedules, timelines and manuals	RIT.4.6a	Interpret and use technical resources such as charts, graphs, diagrams, tables, travel schedules, timelines manuals, animations or interactive elements on web pages	RIT..5.6a	Produce an answer to a question by drawing on multiple print or digital resources
RIT.3.6b	Recall details of a text to demonstrate understanding (e.g. where, when ,why and how key events occur)	RIT.4.6b	Explain how the information presented visually, orally, or quantitatively contributes to an understanding of the text	RIT.5.6b	Produce a solution to a problem by drawing on multiple print or digital resources

## Informational Text: 3-5

**RIT.7. Anchor Standard** - Analyze how two or more texts address similar themes or topics in order to build knowledge of themselves, others and their Catholic heritage.

<b>RIT.3.7 Educational Benchmark:</b>		<b>RIT.4.7 Educational Benchmark:</b>		<b>RIT.5.7 Educational Benchmark:</b>	
Compare different works to each other and to real life experiences (text to text, text to life).		Use information from two texts on the same topic to demonstrate an understanding of knowledge.		Use information from several texts on the same topic to demonstrate an understanding of knowledge.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RIT.3.7a	Identify real life experiences as they relate to a text	RIT.4.7a	Identify real life experiences as they relate to a text	RIT.5.7a	Describe real life experiences as they relate to a text
RIT.3.7b	Compare and contrast the most important points and key details presented in two texts on the same topic	RIT.4.7b	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	RIT.5.7b	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably



## Informational Text: 3-5

**RIT.8. Anchor Standard** - Read and comprehend complex literary and informational texts independently and proficiently.

<b>RIT.3.8 Educational Benchmark:</b>		<b>RIT.4.8 Educational Benchmark:</b>		<b>RIT.5.8 Educational Benchmark:</b>	
By the end of the year, read and comprehend proficiently at the high end of the grade text complexity band, with scaffolding as needed at the high end of the range.		By the end of the year, read and comprehend proficiently at the high end of the grade text complexity band, with scaffolding as needed at the high end of the range.		By the end of the year, read and comprehend proficiently at the high end of the grade text complexity band, with scaffolding as needed at the high end of the range.	
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
RIT.3.8a	Listen to and read biblical, biographical, autobiographical, non-fictional, informational texts, including history/social studies, science, technical texts and informational articles, essays, etc.	RIT.4.8a	Listen to and read biblical, biographical, autobiographical, non-fictional, informational texts, including history/social studies, science, technical texts and informational articles, essays, etc.	RIT.5.8a	Listen to and read biblical, biographical, autobiographical, non-fictional, informational texts, including history/social studies, science and technical texts, informational articles, essays, etc.

**L.1. Anchor Standard:** Incorporate and apply the conventions of standard English grammar and usage when writing or speaking.

<b>L.3.1</b>	<b>Educational Benchmark:</b>	<b>L.4.1</b>	<b>Educational Benchmark:</b>	<b>L.5.1</b>	<b>Educational Benchmark:</b>
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
L.3.1a	Identify, define and use sentences, phrases and clauses	L.4.1a	Identify, define and use sentences, phrases and clauses	L.5.1a	Identify, define and use sentences, phrases and clauses
	I. Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)		I. Produce, expand and rearrange complete, simple, compound and complex sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)		I. Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate)
	II. Identify complete subject and complete predicate within a sentence		II. Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate)		II. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
	III. Identify compound subjects and predicates within a sentence		III. Identify, form and use compound subjects and predicates within a sentence		III. Use and punctuate the four types of sentences: declarative, interrogative, imperative and exclamatory
	IV. Identify the four types of sentences: declarative, interrogative, imperative and exclamatory		IV. Use and punctuate the four types of sentences: declarative, interrogative, imperative and exclamatory		IV. Identify and use prepositional phrases

## Language: 3-5

			V. Use and define subject/verb agreement		V. Use and define subject/verb agreement
			VI. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons		VI. Identify and use objects of prepositions
			VII. Form and use prepositional phrases		
L.3.1b	Identify, define and use parts of speech: nouns	L.4.1b	Identify, define and use parts of speech: nouns	L.5.1b	Identify, define and use parts of speech: nouns
	I. Identify, form and use singular and plural nouns		I. Identify, form and use singular and plural nouns		I. Identify, form and use singular and plural nouns
	II. Identify common and proper nouns		II. Identify and use common and proper nouns		II. Identify and use common and proper nouns
	III. Use concrete and abstract nouns		III. Identify and use concrete and abstract nouns		III. Identify and use concrete and abstract nouns
	IV. Explain the function of nouns in general and their functions in particular sentences				IV. Identify direct objects
L.3.1c	Identify, define and use parts of speech: pronouns	L.4.1c	Identify, define and use parts of speech: pronouns	L.5.1c	Identify, define and use parts of speech: pronouns
	I. Explain the function of pronouns in general and their function in particular sentences		I. Identify and use personal and possessive pronouns		I. Identify and use personal and possessive pronouns
	II. Ensure subject/verb and pronoun antecedent agreement		II. Identify the person, case, number and gender of pronouns		II. Identify the person, case, number and gender of pronouns
	III. Identify and use personal pronouns		III. Identify and use interrogative pronouns (who, whom, what, which)		III. Identify and use interrogative pronouns (who, whom, what, which)
			IV. Use relative pronouns (who, whose, whom, which, that)		IV. Identify demonstrative pronouns (this, that, these and those) and indefinite pronouns (most, some, all, everybody)

## Language: 3-5

L.3.1d	Identify, define and use parts of speech: verbs	L.4.1d	Identify, define and use parts of speech: verbs	L.5.1d	Identify, define and use parts of speech: verbs
	I. Explain the function of verbs in general and their functions in particular sentences		I. Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking)		I. Form and use the perfect verb tenses (e.g., I had walked, I have walked, I will have walked)
	II. Form and use regular and irregular verbs		II. Identify and use the appropriate tense of regular verbs		II. Use verb tense to convey various times, sequences, states and conditions
	III. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses		III. Identify and use linking/state of being verbs		III. Recognize and correct inappropriate shifts in verb tense
			IV. Use modal auxiliaries to convey various conditions (e.g., can, may, must)		IV. Identify and use the appropriate tense of regular verbs
			V. Identify and use irregular verbs		V. Identify and use linking/state of being verbs
					VI. Use modal auxiliaries to convey various conditions (e.g., can, may, must)
					VII. Identify and use irregular verbs
					VIII. Identify and use transitive and intransitive verbs
					IX. Identify active and passive voice
L.3.1e	Explain the function of adjectives in general and their functions in particular sentences	L.4.1e	Identify, define and use adjectives within a sentence	L.5.1e	Identify, define and use adjectives within a sentence
L.3.1f	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)	L.4.1f	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)	L.5.1f	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)

## Language: 3-5

L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	L.4.1g	Form and use adjectives and adverbs (including comparative and superlative forms) placing appropriately within sentences	L.5.1g	Form and use adjectives and adverbs (including comparative and superlative forms) placing appropriately within sentences
L.3.1h	Explain the function of adverbs in general and their functions in particular sentences	L.4.1h	Identify, define and use adverbs within a sentence	L.5.1h	Identify, define and use adverbs within a sentence
		L.4.1i	Identify and use relative adverbs (where, when, why)	L.5.1i	Identify and use relative adverbs (where, when, why)
L.3.1j	Use coordinating and subordinating conjunctions	L.4.1j	Use coordinating and subordinating conjunctions	L.5.1j	Use correlative conjunctions (e.g., either/or, neither/nor)

**L.2. Anchor Standard:** Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

<b>L.3.2</b>	<b>Educational Benchmark:</b>	<b>L.4.2</b>	<b>Educational Benchmark:</b>	<b>L.5.2</b>	<b>Educational Benchmark:</b>
	Demonstrate conventions of capitalization and punctuation.		Demonstrate conventions of capitalization and punctuation.		Demonstrate conventions of capitalization and punctuation.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
L.3.2a	Capitalize and punctuate titles, abbreviations, greeting and closing of letters	L.4.2a	Capitalize and punctuate titles, abbreviations, greeting and closing of letters	L.5.2a	Use underlining, quotation marks, or italics to indicate titles of works.
L.3.2b	Identify and use capitalization rules for sentences and proper nouns	L.4.2b	Identify and use capitalization rules for sentences and proper nouns	L.5.2b	Write and punctuate simple and compound sentences
L.3.2c	Use commas in addresses	L.4.2c	Use a comma before a coordinating conjunction in a compound sentence	L.5.2c	Use a comma to indicate direct address (e.g., Is that you, Steve?)
L.3.2d	Use commas with series, dates and places	L.4.2d	Use commas to punctuate appositives	L.5.2d	Use a comma to separate an introductory element from the rest of the sentence
L.3.2e	Recognize correct use of commas and quotation marks in dialogue	L.4.2e	Use commas and quotation marks to mark direct speech and quotations from a text	L.5.2e	Use commas and quotation marks to mark direct speech and quotations from a text
L.3.2f	Form and use possessives	L.4.2f	Form and use possessive nouns	L.5.2f	Identify and use the following marks of punctuation: hyphen, colon and semi-colon

**L.4. Anchor Standard:** Incorporate and apply the understanding of word relationships and nuances in word meanings.

<b>L.3.4</b>	<b>Educational Benchmark:</b>	<b>L.4.4</b>	<b>Educational Benchmark:</b>	<b>L.5.4</b>	<b>Educational Benchmark:</b>
	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
L.3.4a	Apply phonetic principles to recognize incorrect spelling of phonemes within words	L.4.4a	Apply phonetic principles to recognize incorrect spelling of phonemes within words	L.5.4a	Apply phonetic principles to recognize incorrect spelling of phonemes within words
L.3.4b	Use knowledge of consonant and vowel sounds to spell phonetically	L.4.4b	Use knowledge of vowel/consonant sounds to identify misspelled words (from, frum)	L.5.4b	Use knowledge of vowel/ consonant sounds to identify misspelled words (from, frum)
L.3.4c	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, heat/preheat)	L.4.4c	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)	L.5.4c	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)
L.3.4d	decode words with common suffixes (e.g., -tion/-sion,-ture, -tive/sive, -ify, -ity, -ment)	L.4.4d	decode words with common suffixes (e.g., -tion/-sion,-ture, -tive/sive, -ify, -ity, -ment)	L.5.4d	Decode words with common suffixes (e.g., -tion/-sion,-ture, -tive/ -sive, -ify, -ity, -ment)
L.3.4e	identify and know the meaning of the most common prefixes and derivational suffixes (e.g., un-, re-, mis-, -ful, -less, -able)	L.4.4e	identify and know the meaning of the most common prefixes and derivational suffixes (e.g., un-, re-, mis-, -ful, -less, -able)	L.5.4e	identify and know the meaning of the most common prefixes and derivational suffixes (e.g., un-, re-, mis-, -ful, -less, -able)
L.3.4f	Decode words with common roots (e.g., object, reject, propel, repel)	L.4.4f	Decode words with common roots (e.g., object, reject, propel, repel)	L.5.4f	Decode words with common roots (e.g., object, reject, propel, repel)

## Language: 3-5

L.3.4g	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)	L.4.4g	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)	L.5.2g	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
L.3.4h	Decode multi-syllable words by breaking the words into syllables (e.g., supper, chimpanzee, refrigerator, terrible, frightening)	L.4.4h	Decode multi-syllable words by breaking the words into syllables	L.5.4h	Decode multi-syllable words by breaking the words into syllables
L.3.4i	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)	L.4.4i	Identify real-life connections between words and their use	L.5.4i	Identify real-life connections between words and their use
L.3.4j	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	L.4.4j	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	L.5.4j	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
L.3.4k	Identify and use common homonyms, synonyms and antonyms	L.4.4k	Explain the meaning of simple similes and metaphors in context (e.g., as pretty as a picture)	L.5.4k	Interpret figurative language, including similes and metaphors, in context
L.3.4l	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	L.4.4l	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	L.5.4l	Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, homographs)
L.3.4m	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)	L.4.4m	Recognize and explain the meaning of common idioms, adages and proverbs	L.5.4m	Recognize and explain the meaning of common idioms, adages and proverbs



## Language: 3-5

L.3.4n	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	L.4.4n	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	L.5.4n	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
L.3.4o	Use effective resources (word list, thesaurus, dictionary) for spelling unfamiliar words correctly	L.4.4o	Spell grade-appropriate words correctly, consulting references as needed	L.5.4o	Spell grade-appropriate words correctly, consulting references as needed
L.3.4p	Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)	L.4.4p	Explain and use traditional spelling rules	L.5.4p	Explain and use traditional spelling rules
		L.4.4q	Correctly use frequently confused words (e.g., to, too, two; there, their)		

## Writing: 3-5

**W.1. Anchor Standard:** Write narratives to develop experiences or events (e.g. spiritual, religious, real, imagined) using effective techniques, well-chosen details and well-structured event sequences.

<b>W.3.1</b>	<b>Educational Benchmark:</b>	<b>W.4.1</b>	<b>Educational Benchmark:</b>	<b>W.5.1</b>	<b>Educational Benchmark:</b>
	Write a narrative that includes the elements of a story.		Write a narrative that includes the elements of a story.		Write a narrative that includes narrative techniques and the elements of a story.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
W3.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.4.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.5.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.3.1b	Develop plot by organizing an event sequence that unfolds naturally	W.4.1b	Develop plot by organizing an event sequence that unfolds naturally	W.5.1b	Develop plot by organizing an event sequence that unfolds naturally
W.3.1c	Establish a situation and introduce a narrator and/or characters and determine audience	W.4.1c	Orient the reader by establishing a situation and introducing a narrator and/or characters and determining audience	W.5.1c	Orient the reader by establishing a situation and introducing a narrator and/or characters and determining audience
W.3.1d	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations	W.4.1d	Use dialogue and description to develop experiences and events or show the responses of characters to situations	W.5.1d	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations
W.3.1e	Use temporal words and phrases to signal event order	W.4.1e	Use a variety of transitional words and phrases to manage the sequence of events	W.5.1e	Use a variety of transitional words, phrases and clauses to manage the sequence of events
W.3.1f	Use concrete words and phrases and sensory details to convey experiences and events precisely	W.4.1f	Use concrete words and phrases and sensory details to convey experiences and events precisely	W.5.1f	Use concrete words and phrases and sensory details to convey experiences and events precisely
W.3.1g	Provide a sense of closure	W.4.1g	Provide a conclusion that follows from the narrated experiences or events	W.5.1g	Provide a conclusion that follows from the narrated experiences or events

## Writing: 3-5

W.3.1h	With some guidance and support, conference with peers to ask and answer questions to improve writing	W.4.1h	Identify questions and strategies for improving drafts in writing conferences with others	W.5.1h	Identify questions and strategies for improving drafts in writing conferences with others
	Use proper editing marks and edit for spelling, punctuation, capitalization and grammar	W.4.1i	Use proper editing marks when revising, editing and proofreading, using an editing checklist	W.5.1i	Use proper editing marks when revising, editing and proofreading, using an editing checklist
		W.4.1j	Explain the reasons for revisions in conferences with a teacher or peer	W.5.1j	Explain the reasons for revisions in conferences with a teacher or peer

**W.2.Anchor Standard:** Write informative/explanatory texts to examine and convey complex ideas and information from secular and Catholic sources clearly and accurately through the effective selection, organization and analysis of content.

<b>W.3.2</b>	<b>Educational Benchmark:</b>	<b>W.4.2</b>	<b>Educational Benchmark:</b>	<b>W.5.2</b>	<b>Educational Benchmark:</b>
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		Write focused informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
W.3.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.4.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.5.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.3.2b	Create an organizational structure that provides a guide for writing	W.4.2b	Create an organizational structure in which related ideas are grouped to support the writer’s purpose	W.5.2b	Create an organizational structure in which related ideas are grouped to support the writer’s purpose
W.3.2c	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension	W.4.2c	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension	W.5.2c	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension
W.3.2d	Develop the topic with facts, definitions and details	W.4.2d	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic	W.5.2d	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic
W.3.2e	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information	W.4.2e	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)	W.5.2e	Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially)

## Writing: 3-5

W.3.2f		W.4.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic	W.5.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic
W.3.2g	Provide a concluding statement	W.4.2g	Provide a concluding statement or section related to the information or explanation presented	W.5.2g	Provide a concluding statement or section related to the information or explanation presented
W.3.2h	With some guidance and support, conference with peers to ask and answer questions to improve writing	W.4.2h	Identify questions and strategies for improving drafts in writing conferences with others	W.5.2h	Identify questions and strategies for improving drafts in writing conferences with others
W.3.2i	Use proper editing marks and edit for spelling, punctuation, capitalization and grammar	W.4.2i	Use proper editing marks when revising, editing and proofreading, using an editing checklist	W.5.2i	Use proper editing marks when revising, editing and proofreading, using an editing checklist
		W.4.2j	Explain the reasons for revisions in conferences with a teacher or peer	W.5.2j	Explain the reasons for revisions in conferences with a teacher or peer

## Writing: 3-5

**W.3. Anchor Standard:** Write arguments to support claims in an analysis of meaningful topics or texts using sufficient evidence and valid reasoning that uphold Catholic teachings, traditions and heritage.

<b>W.3.3</b>	<b>Educational Benchmark:</b>	<b>W.4.3</b>	<b>Educational Benchmark:</b>	<b>W.5.3</b>	<b>Educational Benchmark:</b>
	Write opinion pieces on topics or texts, supporting a point of view with reasons.		Write opinion pieces on topics or texts, supporting the writer's purpose and point of view.		Write opinion pieces on topics or texts, which are logically organized to support the writer's purpose and point of view.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
W.3.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.4.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.5.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.3.3b	Create an organizational structure that provides a guide for writing	W.4.3b	Create an organizational structure in which related ideas are grouped to support the writer's purpose	W.5.3b	Create an organizational structure in which ideas are logically grouped to support the writer's purpose
W.3.3c	Introduce a topic or text that clearly states an opinion	W.4.3c	Introduce a topic or text clearly	W.5.3c	Introduce a topic or text clearly
W.3.3d	Provide supportive evidence using linking words and phrases to connect opinion and reasons (e.g., because, therefore, since, for example)	W.4.3d	Provide supportive evidence linking opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)	W.5.3d	Provide supportive evidence linking opinion and reasons using words, phrases and clauses (e.g., consequently, specifically)
W.3.3e	Provide reasons that are supported by facts and details	W.4.3e	Provide reasons that are supported by facts and details	W.5.3e	Provide reasons that are supported by facts and details
W.3.3f	Provide a concluding statement	W.4.3f	Provide a concluding statement or section related to the opinion presented	W.5.3f	Provide a concluding statement or section related to the opinion presented
W.3.3g	With some guidance and support, conference with peers to ask and answer questions to improve writing	W.4.3g	Identify questions and strategies for improving drafts in writing conferences with others	W.5.3g	Identify questions and strategies for improving drafts in writing conferences with others

## Writing: 3-5

W.3.3h	Use proper editing marks and edit for spelling, punctuation, capitalization and grammar	W.4.3h	Use proper editing marks when revising, editing and proofreading, using an editing checklist	W.5.3h	Use proper editing marks when revising, editing and proofreading, using an editing checklist
		W.4.3i	Explain the reasons for revisions in conferences with a teacher or peer	W.5.3i	Explain the reasons for revisions in conferences with a teacher or peer

**W.4. Anchor Standard:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation from Catholic and secular perspectives.

<b>W.3.4</b>	<b>Educational Benchmark:</b>	<b>W.4.4</b>	<b>Educational Benchmark:</b>	<b>W.5.4</b>	<b>Educational Benchmark:</b>
	Conduct short research projects that build knowledge about a topic.		Conduct short research projects that build knowledge through investigation of different aspects of a topic.		Conduct short research projects that use several sources to build knowledge through investigation of different aspects
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
W.3.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.4.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.5.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.3.4b	Use an organizational structure to map related ideas to support the writer’s purpose posing relevant questions which require research	W.4.4b	Create an organizational structure in which related ideas are grouped to support the writer’s purpose posing relevant questions which require research	W.5.4b	Create an organizational structure in which related ideas are grouped to support the writer’s purpose posing relevant questions which require research
W.3.4c	Take brief notes on sources and sort evidence into provided categories	W.4.4c	Take notes, categorize information and provide a list of sources	W.5.4c	Summarize or paraphrase information in notes and finished work and provide a list of sources
W.3.4d	Write research papers from multiple authoritative sources such as speakers, newspapers, magazines, reference books and online information searches	W.4.4d	Write research papers from multiple authoritative sources such as speakers, newspapers, magazines, reference books and online information searches	W.5.4d	Write research papers from multiple authoritative sources such as speakers, newspapers, magazines, reference books and online information searches
W.3.4e	Develop the topic with facts, definitions and details	W.4.4e	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic	W.5.4e	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic



## Writing: 3-5

W.3.4f	Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but)	W.4.4f	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)	W.5.4f	Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially)
W.3.4g		W.4.4g	Use precise language and domain-specific vocabulary to inform about or explain the topic	W.5.4g	Use precise language and domain-specific vocabulary to inform about or explain the topic

## Speech and Listening: 3-5

**SL. 1 Anchor Standard:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and Catholic values while expressing one's own clearly and persuasively.

<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>	
SL.3.1	Participate in discussions by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others without dominating the discussion.	SL.4.1	Participate in discussions by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others without dominating the discussion.	SL.5.1	Contribute and collaborate in discussions by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others without dominating the discussion.
<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>	
<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>	
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
SL.3.1b	Practice Christian responses to use in conflict situations	SL.4.1b	Practice Christian responses to use in conflict situations	SL.5.1b	Practice Christian responses to use in conflict situations
SL.3.1c	Apply the rules of good listening as part of an audience including showing respect toward a speaker and waiting turn to speak	SL.4.1c	Apply the rules of good listening as part of an audience including showing respect toward a speaker and waiting turn to speak	SL.5.1c	Apply the rules of good listening as part of an audience including showing respect toward a speaker and waiting turn to speak
SL.3.1d	Explain their own ideas and understanding in light of the discussion	SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

## Speech and Listening: 3-5

SL.3.1e	Build on others' comments and questions in conversations by linking the comments to the remarks of others	SL.4.1e	Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others	SL.5.1e	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
SL.3.1f	Display and maintain facial expressions, body language, eye contact and other response cues that indicate respect for the speaker	SL.4.1f	Display and maintain facial expressions, body language, eye contact and other response cues that indicate respect for the speaker	SL.5.1f	Display and maintain facial expressions, body language, eye contact and other response cues that indicate respect for the speaker
SL.3.1g	Respond to the comments and questions of peers respectfully	SL.4.1g	Respond to the comments and questions of peers respectfully	SL.5.1g	Respond to the comments and questions of peers respectfully
SL.3.1h	Ask questions to gain understanding of information presented, stay on topic and link their comments to the remarks of others	SL.4.1h	Ask questions to gain understanding of information presented, stay on topic and link their comments to the remarks of others	SL.5.1h	Ask questions to gain understanding of information presented, stay on topic and link their comments to the remarks of others
SL.3.1i	Draw conclusions from key points and discussions	SL.4.1i	Draw conclusions from key points and discussions	SL.5.1i	Draw conclusions from key points and discussions
		SL.4.1j	Differentiate between formal and informal contexts or situations	SL.5.1j	Differentiate between formal and informal contexts or situations

## Speech and Listening: 3-5

**SL.2 Anchor Standard:** Using a Christ-like model, evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

	<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>
SL.3.2	Gain a deeper understanding of a topic or issues through listening to a speaker.	SL.4.2	Evaluate a speaker's point of view.	SL.5.2	Evaluate a speaker's point of view.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
SL.3.2a	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	SL.4.2a	Identify the reasons and evidence a speaker provides to support particular points	SL.5.2a	Follow a speaker' argument and take notes
SL.3.2b	Summarize a speaker's main points	SL.4.2.b	Summarize a speaker's main points	SL.5.2b	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
		SL.4.2c	Evaluate the stated ideas and opinions of the speaker, seeking clarification through questions	SL.5.2c	Evaluate the stated ideas and opinions of others, seeking clarification through questions
				SL.5.2d	Distinguish between supported and unsupported statements

## Speech and Listening: 3-5

**SL.3 Anchor Standard:** Based on Catholic standards, present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style that are appropriate to task, purpose and audience.

	<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>
SL.3.3	Report on a topic or text, tell a story, or recount an experience.	SL.4.3	Report on a topic or text, tell a story, or recount an experience in an organized manner.	SL.5.3	Report on a topic or text or present an opinion.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
SL.3.3a	Use appropriate facts, as well as relevant and descriptive details	SL.4.3a	Use appropriate facts, as well as relevant and descriptive details to support main ideas or themes	SL.5.3a	Sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes
SL.3.3b	Enunciate words and use correct pronunciation when speaking while employing appropriate volume, expression and pace	SL.4.3b	Enunciate words and use correct pronunciation when speaking while employing appropriate volume, expression and pace	SL.5.3b	Enunciate words and use correct pronunciation when speaking while employing appropriate volume, expression and pace
SL.3.3c	Apply appropriate eye contact, posture and gestures	SL.4.3c	Apply appropriate eye contact, posture and gestures	SL.5.3c	Apply appropriate eye contact, posture and gestures
SL.3.3d	Discuss criteria for effective oral presentations, including rate and enunciation	SL.4.3d	Discuss criteria for effective oral presentations, including rate and enunciation	SL.5.3d	Discuss criteria for effective oral presentations, including rate and enunciation
		SL.4.3e	Speak from notes or a brief outline to communicate information clearly organized in a sequential manner	SL.5.3e	Speak from notes or a brief outline to communicate information clearly organized in a sequential manner

## Speech and Listening: 3-5

**SL.4 Anchor Standard:** Make strategic and morally appropriate use of digital media and visual displays of data to express information and enhance understanding of presentations.

	<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>		<b>Educational Benchmark:</b>
SL.3.4	Use visual displays and audio recordings to express information and enhance understanding.	SL.4.4	Use digital media to enhance oral presentations.	SL.5.4	Use digital media to enhance oral presentations.
	<b>Learning Objective</b>		<b>Learning Objective</b>		<b>Learning Objective</b>
	<b>Students will be able to:</b>		<b>Students will be able to:</b>		<b>Students will be able to:</b>
SL.3.4a	Create visual/audio displays, using digital media when appropriate, to clarify ideas, thoughts and feelings	SL.4.4a	Create presentations using digital media such as audio recordings, videos, etc. to develop main ideas or themes	SL.5.4a	Create presentations using multimedia components (e.g., graphics, sound) and visual displays to develop main ideas or themes