

Reading/Literature: K-2

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.

RL.K.1 Educational Benchmark:		RL.1.1 Educational Benchmark:		RL.2.1 Educational Benchmark:	
With prompting and support, ask and answer questions about key details in a variety of Catholic/secular texts.		Ask and answer questions about key details in a variety of Catholic/secular texts.		Ask and answer questions to demonstrate understanding of key details in a variety of Catholic/secular texts.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.1a	Answer questions of who and what that are relevant to the text	RL.1.1a	Create and answer the questions of who, what, where, when, why and how that are relevant to the text	RL.2.1a	Create and answer the questions of who, what, where, when, why and how that are relevant to the text
RL.K.1b	Make inferences	RL.1.1b	Make inferences	RL.2.1b	Make inferences
RL.K.1c	Use picture clues to gain meaning	RL.1.1c	Use picture clues to gain meaning		

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.

RL.K.2	Educational Benchmark:	RL.1.2	Educational Benchmark:	RL.2.2	Educational Benchmark:
	With prompting and support, retell familiar stories, including key details.		Retell stories, including key details and demonstrate understanding of their central message or lesson.		Recount stories, including scripture, fables and folktales from diverse cultures and determine their central message, lesson or moral.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.2a	Retell a story in his/her own words in sequential order	RL.1.2a	Retell a story in his/her own words in sequential order	RL.2.2a	Retell a story in his/her own words in sequential order
RL.K.2b	Identify the main idea, characters and setting in a Catholic/secular text after hearing/reading a selection	RL.1.2b	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.2.2b	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.1.2c	Summarize after reading a selection	RL.2.2c	Summarize after reading a selection
				RL.2.2d	Use moral decision making models to evaluate characters' choices

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.

RL.K.3 Educational Benchmark:		RL.1.3 Educational Benchmark:		RL.2.3 Educational Benchmark:	
With prompting and support, ask and answer questions about unknown words in a text.		Ask and answer questions about unknown words in a text.		Determine the meaning of words and phrases as they are used in a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words and picture clues	RL.1.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words and picture clues	RL.2.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words
RL.K.3b	Increase vocabulary through the use of word structure	RL.1.3b	Increase vocabulary through the use of word structure	RL.2.3b	Increase vocabulary through the use of word structure
RL.K.3c	Increase vocabulary through the recognition of sight words	RL.1.3c	Increase vocabulary through the recognition of sight words	RL.2.3c	Increase vocabulary through the recognition of sight words
		RL.1.3d	Identify sensory vocabulary used in descriptive text	RL.2.3d	Identify literary devices: alliteration, rhyme and repetition
				RL.2.3e	Recognize how alliteration, rhyme, repetition affects the meaning of text

RL.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.

RL.K.4 Educational Benchmark:		RL.1.4 Educational Benchmark:		RL.2.4 Educational Benchmark:	
With prompting and support, compare genres.		Compare genres, using a variety of reading materials.		Compare genres, referring to parts of the stories, dramas and poems when writing or speaking about the text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.4a	Using a variety of reading materials to identify common types of texts	RL.1.4a	Explain the differences between a variety of genres (e.g. Biblical/secular stories, fairy tales, poems)	RL.2.4a	Compare genres, using a variety of reading materials (e.g. Scripture, fairy tale, poetry, realistic fiction)
RL.K.4b	Differentiate between fact and fiction	RL.1.4b	Differentiate between fact and fiction	RL.2.4b	Differentiate between fact and fiction
		RL.1.4c	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	RL.2.4c	Describe the overall structure of a text using terms such as chapter, scene and stanza; describe how each successive part builds on earlier section

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

RL.K.5	Educational Benchmark:	RL.1.5	Educational Benchmark:	RL.2.5	Educational Benchmark:
	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		With prompting and support, detect the point of view within the story.		Acknowledge differences in the points of view of characters.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.5a	Identify the author and illustrator and explain the role of each	RL.1.5a	Identify who is telling the story at various points in a text	RL.2.5a	Identify who is telling the story at various points in a text
				RL.2.5b	Compare and contrast the characters' differences of point of view at various points in a text.
				RL.2.5c	Recognize dialogue
				RL.2.5d	Perform expressive oral readings including speaking in a different voice for each character when reading dialogue aloud

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 (i.e. social justice), cultural teachings and ethnic heritage.

RL.K.6	Educational Benchmark:	RL.1.6	Educational Benchmark:	RL.2.6	Educational Benchmark:
	With prompting and support, describe the relationship between illustrations/images and the story in which they appear in print or digital text.		Describe the relationship between the illustrations/images and the story within print or digital text.		Make connections between illustrations/images and information gained in words in print or digital text to have a better understanding of basic literary elements.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.6a	Use illustrations/images to predict what a story is about	RL.1.6a	Use illustrations/images to predict what a story is about	RL.2.6a	Use information gained from the illustrations/images and words to demonstrate an understanding of its characters, setting, or plot
RL.K.2b	Identify what moment in a story an illustration/image depicts	RL.1.6b	Use illustrations/images and details in a story to describe its characters, setting, or events		

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

RL.K.7	Educational Benchmark:	RL.1.7	Educational Benchmark:	RL.2.7	Educational Benchmark:
With prompting and support, identify the differences in characters within a familiar text.		With prompting and support, identify the differences in characters within a text.		Compare different literary works to each other and real life experiences.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.7a	Use familiar stories to compare and contrast the adventures and experiences of characters	RL.1.7a	Use familiar stories to compare and contrast the adventures and experiences of characters	RL.2.7a	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
RL.K.7b	Relate a life experience to the text	RL.1.7b	Relate a life experience to the text	RL.2.7b	Interpret a life experience as it relates to a text

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

RL.K.8	Educational Benchmark:	RL.1.8	Educational Benchmark:	RL.2.8	Educational Benchmark:
	With prompting and support, participate in activities to develop reading comprehension skills.		By the end of the year, read and comprehend literature of appropriate complexity for grade 1 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 2 independently and proficiently, scaffolding as needed at the high end of the range.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RL.K.8a	Actively engage in group reading activities with purpose and understanding	RL.1.8a	Listen to and read Bible/secular stories, fairy tales and poetry	RL.2.8a	Listen to and read Bible/secular stories, realistic fiction, fairy tales and poems

Informational Text: K-2

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.					
RIT.K.1	Educational Benchmark:	RIT.1.1	Educational Benchmark:	RIT.2.1	Educational Benchmark:
With prompting and support, ask and answer questions about key details in a variety of Catholic/secular informational text.		Ask and answer questions about key details in a variety of Catholic/secular informational text.		Ask and answer questions to demonstrate understanding of key details in a variety of Catholic/secular informational text.	
	Learning Objective		Learning Objective		Learning Objective
	Students will be able to:		Students will be able to:		Students will be able to:
RIT.K.1a	Create and answer questions of who, what and where that are relevant to the text	RIT.1.1a	Create and answer the questions of who, what, where, when, why and how that are relevant to the text	RIT.2.1a	Create and answer the questions of who, what, where, when, why and how that are relevant to the text
RIT.K.1b	Make inferences	RIT.1.1b	Make inferences	RIT.2.1b	Make inferences
RIT.K.1c	Use picture clues to gain meaning	RIT.1.1c	Use picture clues to gain meaning	RIT.2.1c	Use pictures and captions to gain meaning

Informational Text: K-2

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.

RIT.K.2 Educational Benchmark:		RIT.1.2 Educational Benchmark:		RIT.2.2 Educational Benchmark:	
With prompting and support, recount an informational text, including key details.		Identify the main topic and retell key details of informational text.		Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.2a	Identify main idea after hearing/reading a selection	RIT.1.2a	Identify main idea and recall details of a selection including who, what, where, when and why	RIT.2.2A	Identify main ideas and details after reading a selection
RIT.K.2b	Retell the selection in their own words	RIT.1.2b	Retell the selection in their own words	RIT.2.2B	Explain the main idea after hearing/reading a selection
		RIT.1.2c	Summarize after reading a selection	RIT.2.2c	Summarize after reading a selection

Informational Text: K-2

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.

RIT.K.3 Educational Benchmark:		RIT.1.3 Educational Benchmark:		RIT.2.3 Educational Benchmark:	
With prompting and support, ask and answer questions about unknown words in a text.		Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words and picture clues	RIT.1.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words and picture clues	RIT.2.3a	Infer meaning of unfamiliar words in the context of a passage by examining known words
RIT.K.3b	Increase vocabulary through the use of word structure	RIT.1.3b	Increase vocabulary through the use of context clues and word structure	RIT.2.3b	Increase vocabulary through the use of context clues and word structure
RIT.K.3c	Increase vocabulary through the recognition of sight words	RIT.1.3c	Increase vocabulary through the recognition of sight words	RIT.2.3c	Choose grade level vocabulary in verbal and/or written responses

Informational Text: K-2

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.

RIT.K.4 Educational Benchmark:		RIT.1.4 Educational Benchmark:		RIT.2.4 Educational Benchmark:	
Know and use various text features to locate key facts or information in a text.		Know and use various text features to locate key facts or information in a text.		Know and use various text features to efficiently locate key facts or information in a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.4a	Identify the front cover, back cover and title page of a book	RIT.1.4a	Identify and use parts of a textbook: title, table of contents, chapter headings, graphs, maps and glossary	RIT.2.4a	Identify and use parts of a textbook: table of contents, glossary, chapter headings, diagrams, graphs, captions, maps, bold print, subheadings and index
RIT.K.4b	Identify and use parts of an electronic page: scroll bar, icons and electronic menu	RIT.1.4b	Identify and use parts of an electronic page: electronic menus, icons, scroll bar and banner	RIT.2.4b	Identify and use parts of an electronic page: electronic menus, icons, scroll bars, banner and URL

Informational Text: K-2

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.

RIT.K.5 Educational Benchmark:		RIT.1.5 Educational Benchmark:		RIT.2.5 Educational Benchmark:	
Understand the role of the author and illustrator.		Understand that the author and illustrator have a purpose for their words and illustrations.		Understand the author's purpose of a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.5a	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	RIT.1.5a	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	RIT.2.5a	Identify the main purpose of a text, including what the author wants to answer, explain or describe+E41

Informational Text: K-2

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.

RIT.K.6 Educational Benchmark:		RIT.1.6 Educational Benchmark:		RIT.2.6 Educational Benchmark:	
With prompting and support, describe the relationship between illustrations and the text.		Use the illustrations and details in a text to describe the key points.		Understand how specific images contribute to and clarify a text.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.6a	Use illustrations/images to predict what a text is about	RIT.1.6a	Use illustrations/images to predict what a text is about	RIT.2.6a	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
RIT.K.6b	Identify where in a text an illustration/image is depicted	RIT.1.6b	Identify details to describe the key points after reading a text		

Informational Text: K-2

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.

RIT.K.7 Educational Benchmark:		RIT.1.7 Educational Benchmark:		RIT2.7 Educational Benchmark:	
With prompting and support, 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).		Compare different works to each other and to real life experiences (text to text, text to life).	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.7a	Identify real life experiences as they relate to a text	RIT.1.7a	Identify real life experiences as they relate to a text	RIT.2.7a	Identify real life experiences as they relate to a text
RIT.K.7b	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	RIT.1.7b	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	RIT.2.7b	Compare and contrast the most important points presented by two texts on the same topic.

Informational Text: K-2

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

RIT.K.8 Educational Benchmark:		RIT.1.8 Educational Benchmark:		RIT.2.8 Educational Benchmark:	
With prompting and support, participate in activities to develop reading comprehension skills.		By the end of the year, read and comprehend at the high end of the grade text complexity band proficiently, with scaffolding as needed at the high end of the range.		By the end of the year, read and comprehend at the high end of the grade text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
RIT.K.8a	Listen to biblical, non-fictional and biographical texts	RIT.1.8a	Listen to biblical, non-fictional and biographical texts	RIT.2.8a	Listen to and read biblical, non-fictional, biographical, autobiographical, narrative non-fictional text, informational articles, essays, expository text, interviews, etc.

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

L.K.1	Educational Benchmark:	L.1.1	Educational Benchmark:	L.2.1	Educational Benchmark:
	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.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
L.K.1a	Identify, define and use sentences, phrases and clauses	L.1.1a	Identify, define and use sentences, phrases and clauses	L.2.1a	Identify, define and use sentences, phrases and clauses
	I. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>)		I. Understand that minimally every sentence must be about something (subject) and tell something (predicate) about its subject		I. Use complete subjects and complete predicates within a sentence
	II. Produce and expand complete sentences in shared language activities		II. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts		II. Produce and expand complete declarative, interrogative, imperative and exclamatory simple and compound sentences
	III. Understand and use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>)		III. Use frequently occurring prepositions (during, beyond, toward)		III. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>)
L.K.1b	Identify, define and use parts of speech: nouns	L.1.1b	Identify, define and use parts of speech: nouns	L.2.1b	Identify, define and use parts of speech: nouns
	I. Use frequently occurring nouns		I. Use common, proper and possessive nouns		I. Use common, proper, possessive and collective nouns (e.g., <i>group</i>)
	II. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)		II. Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop)		II. Identify common and proper nouns

					III. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>)
L.K.1c	Identify, define and use parts of speech: pronouns	L.1.1c	Identify, define and use parts of speech: pronouns	L.2.1c	Identify, define and use parts of speech: pronouns
	I. Use personal pronouns		I. Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)		I. Use personal, possessive, indefinite and reflexive pronouns (e.g., myself, ourselves)
L.K.1d	Identify, define and use parts of speech: verbs	L.1.1d	Identify, define and use parts of speech: verbs	L.2.1d	Identify, define and use parts of speech: verbs
	I. Use frequently occurring verbs		I. Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)		I. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)
		L1.1e	Use frequently occurring adjectives	L.2.1e	Use adjectives and adverbs and choose between them depending on what is to be modified
		L.1.1f	Use determiners (e.g., articles and demonstratives)	L2.1f	Use determiners (e.g., articles, demonstratives)
		L.1.1.g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>)	L2.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>)
L.K.1h	Print upper and lower case letters using correct letter formation, including numbers	L.1.1h	Print upper and lower case letters using correct letter formation, including numbers		
L.K.1i	Print first and last name with upper and lower case letters				

L2. Anchor Standard: Incorporate and apply the conventions of standard English capitalization and punctuation when writing

L.K.2	Educational Benchmark:	L.1.2	Educational Benchmark:	L.2.2	Educational Benchmark:
	Demonstrate command of the conventions of standard English capitalization and punctuation when writing.		Demonstrate command of the conventions of standard English capitalization and punctuation when writing.		Demonstrate command of the conventions of standard English capitalization and punctuation when writing.
	Learning Objective		Learning Objective		Learning Objective
	Students will be able to:		Students will be able to:		Students will be able to:
L.K.2a	Capitalize the first letter of their first and last name as well as the first word in a sentence and the pronoun I	L.1.2a	Capitalize dates and names of people	L.2.2a	Capitalize holidays, product names and geographic names
L.K.2b	Name and identify end punctuation, including periods, question marks and exclamation points	L.1.2b	Use end punctuation for sentences including periods, question marks and exclamation points	L.2.2b	Use end punctuation for sentences including periods, question marks and exclamation points
		L.1.2c	Use commas in dates and to separate single words in a series	L.2.2c	Use commas in dates, to separate single words in a series, in greetings and closings of letters
				L.2.2d	Use an apostrophe to form contractions and frequently occurring possessives
				L.2.2e	Identify use of quotation marks in dialogue

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

L.K.4	Educational Benchmark:	L.1.4	Educational Benchmark:	L.2.4	Educational Benchmark:
	Demonstrate understanding of spoken words, syllables and phonemes.		Demonstrate understanding of spoken words, syllables and phonemes.		Demonstrate command of the conventions of decoding and forming words in addition to understanding of word
	Learning Objective		Learning Objective		Learning Objective
	Students will be able to:		Students will be able to:		Students will be able to:
L.K.4a	Write a letter or letters for most consonant and short-vowel sounds (phonemes)	L.1.4a	Demonstrate understanding of spoken words, syllables and phonemes	L.2.4a	Demonstrate understanding of spoken words, syllables and phonemes
L.K.4b	Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel and final phonemes (sounds) in three phoneme (CVC) words (e.g./ save /ham/)	L.1.4b	Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel and final phonemes (sounds) in three phoneme (CVC) words (e.g./ save. /ham/)	L.2.4b	Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel and final phonemes (sounds) in three phoneme (CVC) words (e.g./ save. /ham/)
L.K.4c	Blend and segment consonants and rhymes of spoken words (/g/-oat/, /bl/-ack/)	L.1.4c	Segment spoken single syllable words into their complete sequence of individual phonemes (lap: /l/a/p/)	L.1.4c	Segment spoken single syllable words into their complete sequence of individual phonemes (lap: /l/a/p/)
L.K.4d	Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/sat/mat/map/)	L.1.4d	Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/sat/mat/map/)	L.2.4d	Add or subtract individual phonemes in simple, one-syllable words to make new words (e.g., /at/sat/mat/map/)
L.K.4e	Know the spelling sound correspondents for common consonant digraphs (e.g. ch, sh)	L.1.4e	Know the spelling sound correspondents for common consonant digraphs (e.g., ck, wr, tr, th, sh)	L.2.4e	Know spelling sound correspondence for additional common vowel teams (e.g., loud, cow, look, loop, boy, boil)
L.K.4f	Associate the long and short sounds of graphemes for the five major vowels	L.1.4f	Orally distinguish long vowels from short vowels in spoken single syllable words	L.2.4f	Distinguish long and short vowels when reading regularly spelled one syllable words (e.g., hop vs. hope)

Language: K-2

L.K.4g	Know final e and common vowel team conventions	L.1.4g	Associate the sound of "y" when it is used as a vowel with long e or long i	L.2.4g	Decode words with r controlled vowels
L.K.4h	Know the sound correspondence for hard and soft "c" and "g"	L.1.4h	Know the sound correspondence for hard and soft "c" and "g"	L.2.4h	Use knowledge of consonant/vowel sounds to identify misspelled words
L.K.4i	Count and pronounce syllables in spoken words	L.1.4i	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	L.2.4i	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
L.K.4j	Blend and segment syllables in spoken words	L.1.4j	Decode two syllable words following basic patterns by breaking the words into syllables	L.2.4j	Decode three syllable words following basic patterns by breaking the words into syllables
L.K.4k	Identify real-life connections between words and their use (e.g. environmental text)	L.1.4k	Identify real-life connections between words and their use (e.g., note places at home that are cozy)	L.2.4k	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
L.K.4l	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings	L.1.4l	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings	L.2.4l	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
L.K.4m	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, ful-, -less) as a clue to the meaning of an unknown word	L.1.4m	Use frequently occurring affixes as clues to the meaning of a word	L.2.4m	Decode words and determine their meaning when known prefixes and suffixes are added
L.K.4n	Identify frequently occurring root words	L.1.4n	Identify frequently occurring root words and their inflectional forms (look, looks, looked, looking)	L.2.4n	Use the knowledge of known root words as a clue to the meaning of an unknown word with the same root
L.K.4o	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	L.1.4o	Identify and use common antonyms, homonyms and synonyms	L.2.4o	Identify and use common homonyms, synonyms and antonyms

Language: K-2

L.K.4p	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)	L.1.4p	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)	L.2.4p	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
L.K.4q	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	L.1.4q	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	L.2.4q	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
L.K.4r	Decode regularly spelled one syllable words	L.1.4r	Decode regularly spelled one syllable words	L.2.4r	Decode regularly spelled two syllable words
L.K.4s	Spell simple words phonetically, drawing on knowledge of sound-letter relationships	L.1.4s	Use phonetic spelling for untaught words, drawing on phonemic awareness and spelling conventions	L.2.4s	Use phonetic spelling for untaught words, drawing on phonemic awareness and spelling conventions
		L.1.4t	With guidance and support, demonstrate understanding of word relationships and nuances in word meanings	L.2.4t	Demonstrate understanding of word relationships and nuances in word meanings
		L.1.4u	Use knowledge of the meaning of individual words to predict the meaning of compound words	L.2.4u	Use knowledge of the meaning of individual words to predict the meaning of compound words

Language: K-2

		L.1.4v	Orally produce single syllable words by blending phonemes including consonant blends (e.g., cats, black)	L.2.4v	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
		L.1.4w	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	L.2.4w	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
		L.1.4x	Recognize that the dictionary is organized in alphabetical order and demonstrate application of alphabetical sequencing by locating words in the dictionary	L.2.4x	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Writing: K-2

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.

W.K.1	Educational Benchmark:	W.1.1	Educational Benchmark:	W.2.1	Educational Benchmark:
	Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events.		With prompting and support, write narratives recounting two or more appropriately sequenced events.		With prompting and support, write narratives recounting two or more appropriately sequenced events.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
W.K.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.1.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.2.1a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.K.1b	Create writings using text and illustration	W.1.1b	Write personal narrative which includes details regarding events	W.2.1b	Write narratives recounting a well elaborated event or short sequence of events
W.K.1c	With prompting and support, include details regarding events	W.1.1c	Establish a situation and introduce characters to the audience	W.2.1c	Establish a situation and introduce characters to the audience
W.K.1d	Draw/write a story telling events in the order occurred and provide a reaction to what happened	W.1.1d	With prompting and support, include details to describe actions, thoughts and feelings	W.2.1d	Include details to describe actions, thoughts and feelings
W.K.1e	Dictate sentences to teacher for a class story	W.1.1e	Use temporal words to signal event order	W.2.1e	Use temporal words to signal event order
W.K.1f		W.1.1f	Use a concluding statement to provide a sense of closure	W.2.1f	Use a concluding statement to provide a sense of closure
W.K.1g	Conference with teacher to ask and answer questions to improve drafts	W.1.1g	Conference with teacher to ask and answer questions to improve drafts	W.2.1g	With some guidance and support conference with peers to ask and answer questions to improve drafts

Writing: K-2

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.

W.K.2	Educational Benchmark:	W.1.2	Educational Benchmark:	W.2.2	Educational Benchmark:
	Use a combination of drawing, dictating and writing to compose informative/explanatory pieces.		With prompting and support, write informative/explanatory texts.		Compose informative/explanatory texts.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
W.K.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.1.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.2.2a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.K.2.b	Create writings using text and illustration	W.1.2b	Create an organizational structure that provides a guide for writing	W.2.2b	Create an organizational structure that provides a guide for writing
W.K.2c	Name, draw/write about and supply information on topic	W.1.2c	Introduce a topic and group related information together; include illustrations when useful to aid comprehension	W.2.2c	Introduce a topic and group related information together; include illustrations when useful to aid comprehension
		W.1.2d	Develop the topic with facts and details	W.2.2d	Develop the topic with facts, definitions and details
		W.1.2e	Use a linking word (e.g., and) to connect ideas within categories of information	W.2.2e	Use linking words (e.g., also, and, but) to connect ideas within categories of information
		W.1.2f	Use domain-specific vocabulary to inform about or explain the topic	W.2.2f	Use domain-specific vocabulary to inform about or explain the topic

Writing: K-2

		W.1.2g	Provide a concluding statement	W.2.2g	Provide a concluding statement
		W.1.2h	Conference with teacher to ask and answer questions to improve drafts	W.2.2h	With some guidance and support conference with peers to ask and answer questions to improve drafts
W.K.2i	With guidance and support use proper punctuation and capitalization	W.1.2i	Use proper punctuation and capitalization	W.2.2i	Use proper editing marks and edit for spelling, punctuation and capitalization

Writing: K-2

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.

W.K.3	Educational Benchmark:	W.1.3	Educational Benchmark:	W.2.3	Educational Benchmark:
	Use a combination of drawing, dictating and writing to compose opinion pieces.		With prompting and support, compose opinion pieces.		With supporting evidence compose opinion pieces.
	Learning Objective		Learning Objective		Learning Objective
	Students will be able to:		Students will be able to:		Students will be able to:
W.K.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.1.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.2.3a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.K.3b	Create and illustrate writings using text	W.1.3b	Create an organizational structure that provides a guide for writing	W.2.3b	Create an organizational structure that provides a guide for writing
W.K.3c	Draw/write an opinion and express a preference about an identified topic	W.1.3c	Introduce a topic that states an opinion; include illustrations when useful to aide comprehension	W.2.3c	Introduce a topic or text that clearly states an opinion
		W.1.3d	Provide a supporting reason	W.2.3d	Provide supportive evidence
		W.1.3e	Use a linking word (e.g. because) to connect opinion and reasons	W.2.3e	Use linking words (e.g. for example, since, because) to connect opinion and reasons
		W.1.3f	Use domain-specific vocabulary to support opinion and reasons	W.2.3f	Use domain-specific vocabulary to support opinion and reasons
		W.1.3g	Provide a concluding statement	W.2.3g	Provide a concluding statement
		W.1.3h	Conference with teacher to ask and answer questions to improve drafts	W.2.3h	With some guidance and support conference with peers to ask and answer questions to improve drafts
		W.1.3i	Use proper punctuation and capitalization	W.2.3i	Use proper editing marks and edit for spelling, punctuation and capitalization

Writing: K-2

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.					
W.K.4 Educational Benchmark:		W.1.4 Educational Benchmark:		W.2.4 Educational Benchmark:	
Participate in shared research and writing projects.		Participate in shared research and writing projects.		Participate in shared research including scientific observation and write reports.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
W.K.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.1.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W.2.4a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.K.4b	Create writings using text and illustration	W.1.4b	Create an organizational structure that provides a guide for writing	W.2.4b	Create an organizational structure that provides a guide for writing
W.K.4c	Explore a number of non-fiction books by topic and restate information	W.1.4c	Explore a number of non-fiction books on a given topic and restate information	W.2.4c	Read a number of non-fiction books on a single topic and/or make and record observations
W.K.4d	Name, draw/write about and supply information on topic	W.1.4d	Write a report including illustrations when useful to aid comprehension	W.2.4d	Write a report including illustrations when useful to aid comprehension
		W.1.4e	Develop the report with facts and details	W.2.4e	Develop the report with facts, definitions and details
		W.1.4f	Use a linking word (e.g. and) to connect ideas within categories of information	W.2.4f	Use linking words (e.g. also, and, but) to connect ideas within categories of information
		W.1.4g	Use domain-specific vocabulary to inform about or explain the topic	W.2.4g	Use domain-specific vocabulary to inform about or explain the topic
		W.1.4h	Provide a concluding statement	W.2.4h	Provide a concluding statement
		W.1.4i	Conference with teacher to ask and answer questions to improve drafts	W.2.4i	With some guidance and support conference with peers to ask and answer questions to improve drafts

Writing: K-2

		W.1.4j	Use proper punctuation and capitalization	W.2.4j	Use proper editing marks and edit for spelling, punctuation and capitalization
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Speech and Listening: K-2

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.

	Educational Benchmark:		Educational Benchmark:		Educational Benchmark:
SL.K.1	Participate in conversations that show respect for others.	SL.1.1	Participate in conversations that show respect for others.	SL.2.1	Participate in conversations that show respect for others through multiple exchanges.
	Learning Objective		Learning Objective		Learning Objective
	Students will be able to:		Students will be able to:		Students will be able to:
SL.K.1a	Follow agreed-upon rules for discussions	SL.1.1a	Follow agreed-upon rules for discussions	SL.2.1a	Follow agreed-upon rules for discussions
SL.K.1b	Practice Christian responses to use in conflict situations	SL.1.1b	Practice Christian responses to use in conflict situations	SL.2.1b	Practice Christian responses to use in conflict situations
SL.K.1c	Continue a conversation through multiple exchanges	SL.1.1c	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges	SL.2.1c	Build on others’ comments and questions in conversations by linking the comments to the remarks of others
SL.K.1d	Display and maintain facial expressions, body language and other response cues that indicate respect for the speaker	SL.1.1d	Display and maintain facial expressions, body language and other response cues that indicate respect for the speaker	SL.2.1d	Display and maintain facial expressions, body language and other response cues that indicate respect for the speaker
		SL.1.1e	Ask questions to clear up any confusion about the topics and texts under discussion	SL.2.1e	Ask questions to clear up any confusion about the topics and texts under discussion
				L.2.1f	Apply the rules of good listening as part of an audience including showing respect toward a speaker and waiting

Speech and Listening: K-2

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

SL.K.2	Educational Benchmark:	SL.1.2	Educational Benchmark:	SL.2.2	Educational Benchmark:
	Gain information through listening.		Gain information through listening to a speaker.		Gain a deeper understanding of a topic or issues through listening to a speaker.
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
SL.K.2a	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	SL.1.2b	Ask and answer questions about what a speaker says in order to demonstrate understanding	SL.2.2c	Ask and answer questions about what a speaker says in order to clarify comprehension and gather additional information

Speech and Listening: K-2

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.

	Educational Benchmark:		Educational Benchmark:		Educational Benchmark:
SL.K.3	Relate experiences.	SL.1.3	Relate experiences using complete sentences.	SL.2.3	Tell a story or recount an experience.
	Learning Objective		Learning Objective		Learning Objective
	Students will be able to:		Students will be able to:		Students will be able to:
SL.K.3a	Describe familiar people, places, things and events and, with prompting and support, provide additional detail	SL.1.3a	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly	SL.2.3a	Use appropriate facts and relevant, descriptive details when retelling a story or recounting an experience
		SL.1.3b	Enunciate words and use correct pronunciation when speaking while employing appropriate volume	SL.2.3b	Enunciate words and use correct pronunciation when speaking while employing appropriate
		SL.1.3c	Demonstrate appropriate posture and gestures	SL.2.3c	Demonstrate appropriate eye contact, posture and gestures

Speech and Listening: K-2

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.

SL.K.4	Educational Benchmark:	SL.1.4	Educational Benchmark:	SL.2.4	Educational Benchmark:
Use visual displays to express information.		Use visual displays to express information and enhance understanding.		Use visual displays and audio recordings to express information and enhance understanding.	
Learning Objective		Learning Objective		Learning Objective	
Students will be able to:		Students will be able to:		Students will be able to:	
SL.K4a	Use drawings or other visual displays to provide additional detail to share information	SL.1.4a	Use drawings or other visual displays to provide additional detail to share information	SL.2.4a	Create visual/audio displays using digital media when appropriate to clarify ideas, thoughts and feelings