



Diocese of Rockford

Language Arts Standards

2014

Special thanks for the hard work and dedication of the Language Arts Committee that met several times during the 2014/2015 school year to revise the Language Arts Standards for the Diocese of Rockford.

ELA Curriculum Revision Committee

Melissa Crisci, Committee Chair

Mary Carol Mignin Julie O'Neill Tricia Weis

Mary DeBlock Lauren Butler Jennifer Wardynski

Rocio Del Castillo Nancy Nardone Lisa Fitzgerald

Rachel Phelps Kelly Marcum Katie Stackowiak

Anderea Radcliffe Lynn Widhalm

Grade K

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards

Date Completed

Foundational Skills

Name the capital letters in alphabetical and random order	M	
Name the lower case letters in alphabetical and random order	M	
Apply basic phonetic analysis (initial and final constants, CVC word patterns)	I/D	
Apply basic phonetic analysis (initial diagraphs, two-letter blends)	I	
Know the constant sounds	M	
Know the short vowel sounds	M	
Know the long vowel sounds	I	
Divide words into syllables	D	
Name a word that rhymes with a clue word	M	
Name words that start with a specific sound	M	
Identify and use grade appropriate synonyms, antonyms, and homonyms	I	
Know to read from left to right, top to bottom, and from front to back	M	
Identify compound words	I	

Fluency and Comprehension Skills

Use picture clues to read and understand words	D	
Read and use grade appropriate sight words	M	
Perform sequencing task- 3-4 steps	M	
Listen to text and answer questions for important details	D	
Identify main topic and retell key details with prompting and support	D	
Identify setting, plot, characters, and main event of a story	I	
Read grade appropriate materials with fluency and accuracy	M	
Compare/contrast characters' life style to Catholic Values	I	

Text Features

Recognizes fiction from nonfiction	I	
Identify the role of authors and illustrators	M	

Grade K

Writing Standards

Date Completed

Conventions of Writing

Write from left to right and from top to bottom	D	
Print upper and lowercase letters	M	
Forms letters neatly and correctly	D	
Apply grade appropriate mechanics to a sentence to communicate clearly in writing	I	

Process of Writing

Express a complete thought in sentence form	I	
Demonstrates correct sequence in writing	I	
Draw a picture that shows the sequence of a story	D	
Use appropriate graphic organizers to assist in the writing process (webs, Venn Diagrams, set charts, story map)	I	

Forms of Writing

Draws, dictates, and writes to state an opinion	I/D	
Draws, dictates, and writes to compose an informative text	I/D	
Draws, dictates, and writes to narrate a single event	I/D	
Participates in shared research/explore: books, author studies, themes	I/D	

Grade 1

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards**Foundational Skills****Date Completed**

Name the capital letters in alphabetical and random order	m	
Name the lower case numbers in alphabetical and random order	m	
Apply basic phonetic analysis (initial and final constants, CVC word patterns)	M	
Apply basic phonetic analysis (initial diagraphs, two-letter blends)	D	
Know the constant sounds	M	
Know the short vowel sounds	M	
Know the long vowel sounds	M	
Divide words into syllables	D	
Name a word that rhymes with a clue word	m	
Name words that start with a specific sound	M	
Use grade appropriate root words, word origins, and derivations	I/D	
Identify and use grade appropriate synonyms, antonyms, and homonyms	D	
Alphabetize	I/D	
Know to read from left to right, top to bottom, and from front to back	m	
Identify compound words	D	

Fluency and Comprehension Skills

Use picture clues to read and understand words	D	
Read and use grade appropriate sight words	M	
Use context clues to determine word meaning	I/D	
Perform sequencing task- 6 steps	M	
Identify and use prefixes and suffixes	I	
Listen to text and answer questions for important details	M	

Distinguish between fact and opinion	I	
Read grade appropriate materials with fluency and accuracy	M	
Make predictions with text support	I	
Identify cause and effect	I	
Identify main topic and retell key details with prompting and support	D	
Make text to self, text to text and text to world connections	I	
Compare/contrast within a text	I	
Identify setting, plot, characters, and main event of a story	D	
Summarize text, including sequence of main events	I	
Compare/contrast characters' life style to Catholic values	D	

Text Features

Recognizes fiction from nonfiction	D	
Identify the role of authors and illustrators	m	
Identify various literary genre(s)	I	

Grade 1

Writing Standards

Conventions in Writing

Date Completed

Write from left to right and from top to bottom	M	
Print upper and lowercase letters	m	
Forms letters neatly and correctly	M	
Apply grade appropriate mechanics to a sentence to communicate clearly in writing	D	
Identify and demonstrate appropriate use of the parts of speech	I	
Use grade appropriate punctuation when forming a sentence	I/D	

Process of Writing

Express a complete thought in sentence form	D	
Demonstrates correct sequence in writing	M	
Draw a picture that shows the sequence of a story	M	
Use appropriate graphic organizers to assist in the writing process (webs, Venn Diagrams, step charts, story maps)	D	
Prewrite, organize, draft, revise and publish in writing	I	

Forms of Writing

Write opinion pieces that include the topics, reasons, and closure	I/D	
Write informative pieces that include the topic, facts, and closure	I/D	
Write narratives that include sequenced events, details, and closure	I/D	
Write personal letters in proper form	I	
Participate in shared research and write a “how-to” with sequence of instructions	I/D	
With prompting and support practice writing poetry	I	

Grade 2

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards

Foundational Skills

Date Completed

Apply basic phonetic analysis (initial and final constants, initial diagraphs, two-letter blends, CVC word patterns)	M	
Know the constant sounds	m	
Know the short vowel sounds	m	
Know the long vowel sounds	M	
Divide words into syllables	M	
Use grade appropriate root words, word origins, derivations	M	
Identify and use grade appropriate synonyms, antonyms and homonyms	M	
Alphabetize	D	
Identify compound words	M	

Fluency and Comprehension Skills

Use picture clues to read and understand words	M	
Read and use grade appropriate sight words	M	
Perform sequencing task- 6 steps	m	
Listen to text and answer questions for important details	m	
Use context clues to determine word meaning	D	
Identify and use prefixes and suffixes	D	
Distinguish between fact and opinion	D	
Read grade appropriate materials with fluency and accuracy	M	
Identify cause and effect	D	

Identify the main topic and retell key details with prompting and support	D	
Make text to self, text to text, and text to world connections	D	
Compare/contrast within a text	D	
Make predictions and draw conclusions with text support	D	
Identify setting, plot, characters, main event, problem and solution	M	
Summarize text, include sequence of main events	D	
Compare/contrast characters' life style to Catholic Values	D	

Grade 2

Writing Standards

Conventions of Writing

Date Completed

Write from left to right and from top to bottom	m	
Forms cursive letters neatly and correctly	I	
Forms letters neatly and correctly in daily work	M	
Apply grade appropriate mechanics to a sentence to communicate clearly in writing	D	
Identify and demonstrate appropriate use of the parts of speech	D	
Use appropriate grammar, spelling, capitalization, punctuation, format, sentences, and word choice in daily work	I/D	

Process of Writing

Express a complete thought in sentence form	D	
Clearly communicate a main idea with support in correct sequence in paragraph form	I	
Use appropriate graphic organizers to assist in the writing process (webs, Venn Diagrams, step charts, story maps)	D	
Prewrite, organize, draft, revise, and publish in writing	D	

Forms of Writing

Write opinion/persuasive pieces on topics or texts, supporting a point of view with reason and closure	I/D	
Write informative texts: 1. Introduce a topic, 2. Provide supporting details, 3. Develop points, 4. Include concluding statement	D	
Write narratives that include 1. A sequence of events, 2. Details of actions 3. A sense of closure	D	
Participates in shared research by producing a report on a single topic	D	
Write personal letters in proper form	D	
With prompting and support practice writing poetry	D	

Grade 3

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards**Foundational Skills****Date Completed**

Apply basic phonetic analysis (initial and final consonants, initial digraphs, two-letter blends, CVC word patterns).	m	
Know long and short vowel sounds.	m	
Divide words into syllables.	m	
Use grade appropriate root words, word origins, and derivations.	M	
Identify and use grade appropriate synonyms, antonyms and homonyms.	M	
Alphabetize	M	
Identify compound words.	m	

Fluency and Comprehension Skills

Use picture clues to read and understand words.	M	
Use context clues to determine word meaning.	D	
Identify main topic/idea and retell key details.	D	
Identify and use prefixes and suffixes.	D	
Predict next step and outcome, and draw conclusions.	D	
Compare/contrast characters' lifestyle to Catholic values.	D	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	I	
Choose appropriate literature based on independent reading level.	D	
Reads grade level materials with fluency, accuracy, and comprehension.	M	
Identify and explain cause and effect patterns and use them to explain stories and make predictions.	M	
Make text to self, text to text, and text to world connections.	D	
Make predictions and draw conclusions with text support.	M	
Identify setting, plot characters, main event, problem, and resolution of a story.	I	

Distinguish between fact and opinion.	M	
Summarize a text, include sequence of main events.	D	
Compare/contrast characters' lifestyle to Catholic values.	D	
Comprehend a broad range of reading materials.	I	
Preview reading materials, make predictions and relate reading to information from other sources.	I	
Apply reading strategies to improve understanding and fluency.	I/D	
Use information from the text to form, explain, and support questions, and predictions.	I	
Identify the meaning that applies to the context when the word has multiple meanings.	I	

Text Features

Recognize fiction and nonfiction.	M	
Identify various literary genres.	D	
Identify and use organizational pattern, format, graphic elements, and visual keys.	I	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	

Grade 3

Writing Standards

Conventions of Writing

Date Completed

Forms cursive letters correctly and neatly.	D	
Use correct grammar, spelling, capitalization, punctuation, format, sentences and word	D	

choice in the final draft.		
Identify and demonstrate appropriate use of the parts of speech.	D	
Can edit and proofread throughout the writing process.	I	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	D	

Process of Writing

Expresses a complete thought in sentence form.	D	
Clearly communicate a main idea with support in correct sequence in paragraph form.	I	
Prewrite, organize, draft, revise, and publish in writing.	D	
Choose and use appropriate graphic organizers to assist in the writing process (webs, Venn Diagrams, step charts, and story maps).	D	
Use parts of speech appropriately.	I	
Supports main idea with facts, details, and/or examples.	I	
Chooses and narrows topic to support writing purpose.	I	
Use technology to produce and publish.	I	
Uses transitions effectively.	I	

Forms of Writing

Opinion/Persuasive

Chooses a side of an opinion topic.	I/D	
Provide reasons with details that support the opinion.	I/D	
Meets the standards in the Process of Writing.	D	

Informative

Can select a topic, identify, and gather relevant information to share with an audience.	I/D	
Meets the standards in the Process of Writing	D	

Narrative

Tells a story in chronological order.	I/D	
Develop a logical story line using narrative techniques (dialogue, pacing, and description).	I/D	
Use descriptions of actions, thoughts, and feelings to support experiences and events.	I/D	
Meets the standards in the Process of Writing.	D	

Letter Writing

Write personal letter in proper form.	D	
Writing business letter in proper form.	I	
Meets the standards in the Process of Writing.	D	

Poetry

With prompting and support write various forms of poetry.	D	
Meets the standards in the Process of Writing	D	

Book Report

Can complete a comprehensive book report on a given topic (i.e. biography, mystery, science fiction, fiction, fantasy, etc.)	I	
Meets the standards in the Process of Writing	D	

Autobiography

Tells about personal life in chronological order with details and support including pictures and/or drawings.	I	
Meets the standards in the Process of Writing	D	

Research Paper

Use and organize a variety of research materials to support a piece of writing.	I	
Develop main idea in writing with appropriate and accurate support.	I	
Use a variety of research materials to locate information.	I	
Use key words to locate relevant information.	I	
Use text guides (table of contents, glossary, index) to locate information in a book	I	
Choose and narrow a topic.	I	
Determine appropriateness of reference materials.	I	

Speech and Communication

Delivery

Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	I	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings).	I	

Grade 4

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards**Foundational Skills****Date Completed**

Use grade appropriate root words, word origins, and derivations.	M	
Identify and use grade appropriate synonyms, antonyms, and homonyms.	M	
Alphabetize	m	

Fluency and Comprehension Skills

Use picture clues to read and understand words.	m	
Use context clues to determine word meaning.	D	
Identify main topic/idea and retell key details.	M	
Identify and use prefixes and suffixes.	D	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	D	
Choose appropriate literature based on independent reading level.	D	
Reads grade level materials with fluency, accuracy, and comprehension.	M	
Preview reading materials, make predictions and relate reading to information from other sources.	D	
Identify and explain cause and effect patterns and use them to explain stories and make predictions.	D	
Make text to self, text to text, and text to world connections.	M	
Make predictions and draw conclusions with text support.	m	
Identify setting, plot, characters, main event, problem, and resolution of a story.	D	
Compare/contrast characters' lifestyle to Catholic values.	D	
Summarize a text, include sequence of main events.	M	
Distinguish between fact and opinion.	m	
Comprehend a broad range of reading materials.	D	
Apply reading strategies to improve understanding and fluency.	D	

Use information from text to form, explain, and support questions and predictions.	D	
Identify the meaning that applies to the context when the word has multiple meanings.	D	

Text Features

Recognize fiction from nonfiction.	m	
Identify and define various literary genres.	D	
Recognize similarities and differences in classical, contemporary, and religious materials.	I	
Identify and use organizational pattern, format, graphic elements, and visual keys.	D	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	
Use a variety of research materials to locate information.	I	

Grade 4

Writing Standards

Conventions of Writing

Date Completed

Forms cursive letters correctly and neatly.	M	
Identify and demonstrate appropriate use of the parts of speech.	D	
Use correct grammar, spelling, capitalization, punctuation, format, sentences and word choice in the final draft.	D	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	D	
Can edit and proofread throughout the writing process.	D	

Process of Writing

Express a complete thought in sentence form.	D	
Clearly communicate a main idea with support in correct sequence in paragraph form	D	
Prewrite, organize, draft, revise, and publish in writing.	D	
Choose and use appropriate graphic organizers to assist the writing process (web, Venn Diagrams, step charts, and story maps).	D	
Uses parts of speech appropriately.	D	
Develop main idea in writing with appropriate and accurate support.	D	
Chooses and narrows topic to support writing purpose.	D	
Uses technology to produce and publish.	D	
Uses transitions effectively.	D	
Supports main idea with facts, details, and/or examples.	D	

Forms of Writing

Opinion/Persuasive

Chooses a side of an opinion topic.	D	
Provide reasons with details that support the opinion.	D	
Meets the standards in the Process of Writing.	D	

Informative

Can select a topic, identify, and gather relevant information to share with an audience.	D	
Meets the standards in the Process of Writing	D	

Narrative

Tells a story in chronological order.	D	
Develop a logical story line using narrative techniques (dialogue, pacing, and description).	D	

Use descriptions of actions, thoughts, and feelings to support experiences and events.	D	
Meets the standards in the Process of Writing.	D	

Letter Writing

Write personal letter in proper form.	M	
Writing business letter in proper form.	D	
Meets the standards in the Process of Writing.	D	

Poetry

With prompting and support write various forms of poetry.	D	
Meets the standards in the Process of Writing.	D	

Book Report

Can complete a comprehensive book report on a given topic (i.e. biography, mystery, science fiction, fiction, fantasy, etc.)	D	
Meets the standards in the Process of Writing.	D	

Biography

Tell about someone else's life in chronological order with details and digital support.	I	
Meets the standards in the Process of Writing.	D	

Research Paper

Use and organize a variety of research materials to support a piece of writing.	D	
Develop main idea in writing with appropriate and accurate support.	D	

Use a variety of research materials to locate information.	D	
Use key words to locate relevant information.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Choose and narrow a topic.	D	
Arrange information in an orderly manner (note taking, outlining, and sequencing).	I	
Determine appropriateness of reference materials.	D	

Speech and Communication

Delivery

Use and present information from a variety of sources in oral, written, and technological/multimedia forms.	I	
Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	D	
Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain).	I	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings).	D	

Response to Oral Presentation

Summarize, take notes on key points, and ask clarifying questions by listening and viewing.	I	
---	---	--

Use information from text to form, explain, and support questions and predictions.	D	
Identify the meaning that applies to the context when the word has multiple meanings.	D	

Text Features

Recognize fiction from nonfiction.	m	
Identify and define various literary genres.	D	
Recognize similarities and differences in classical, contemporary, and religious materials.	I	
Identify and use organizational pattern, format, graphic elements, and visual keys.	D	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	
Use a variety of research materials to locate information.	I	

Grade 4

Writing Standards

Conventions of Writing

Date Completed

Forms cursive letters correctly and neatly.	M	
Identify and demonstrate appropriate use of the parts of speech.	D	
Use correct grammar, spelling, capitalization, punctuation, format, sentences and word choice in the final draft.	D	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	D	
Can edit and proofread throughout the writing process.	D	

Process of Writing

Express a complete thought in sentence form.	D	
Clearly communicate a main idea with support in correct sequence in paragraph form	D	
Prewrite, organize, draft, revise, and publish in writing.	D	
Choose and use appropriate graphic organizers to assist the writing process (web, Venn Diagrams, step charts, and story maps).	D	
Uses parts of speech appropriately.	D	
Develop main idea in writing with appropriate and accurate support.	D	
Chooses and narrows topic to support writing purpose.	D	
Uses technology to produce and publish.	D	
Uses transitions effectively.	D	
Supports main idea with facts, details, and/or examples.	D	

Forms of Writing

Opinion/Persuasive

Chooses a side of an opinion topic.	D	
Provide reasons with details that support the opinion.	D	
Meets the standards in the Process of Writing.	D	

Informative

Can select a topic, identify, and gather relevant information to share with an audience.	D	
Meets the standards in the Process of Writing	D	

Narrative

Tells a story in chronological order.	D	
Develop a logical story line using narrative techniques (dialogue, pacing, and description).	D	

Use descriptions of actions, thoughts, and feelings to support experiences and events.	D	
Meets the standards in the Process of Writing.	D	

Letter Writing

Write personal letter in proper form.	M	
Writing business letter in proper form.	D	
Meets the standards in the Process of Writing.	D	

Poetry

With prompting and support write various forms of poetry.	D	
Meets the standards in the Process of Writing.	D	

Book Report

Can complete a comprehensive book report on a given topic (i.e. biography, mystery, science fiction, fiction, fantasy, etc.)	D	
Meets the standards in the Process of Writing.	D	

Biography

Tell about someone else's life in chronological order with details and digital support.	I	
Meets the standards in the Process of Writing.	D	

Research Paper

Use and organize a variety of research materials to support a piece of writing.	D	
Develop main idea in writing with appropriate and accurate support.	D	

Use a variety of research materials to locate information.	D	
Use key words to locate relevant information.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Choose and narrow a topic.	D	
Arrange information in an orderly manner (note taking, outlining, and sequencing).	I	
Determine appropriateness of reference materials.	D	

Speech and Communication

Delivery

Use and present information from a variety of sources in oral, written, and technological/multimedia forms.	I	
Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	D	
Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain).	I	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings).	D	

Response to Oral Presentation

Summarize, take notes on key points, and ask clarifying questions by listening and viewing.	I	
---	---	--

Grade 5

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards**Foundational Skills****Date Completed**

Use grade appropriate root words, word origins, and derivations.	M	
Identify and use grade appropriate synonyms, antonyms, and homonyms.	M	

Fluency and Comprehension Skills

Use context clues to determine word meaning.	D	
Identify main topic/idea and retell key details.	m	
Identify and use prefixes and suffixes.	D	
Predict next step, outcome, and draw conclusions.	m	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	D	
Choose appropriate literature based on independent reading level.	D	
Reads grade level materials with fluency, accuracy, and comprehension.	M	
Preview reading materials, make predictions and relate reading to information from other sources.	D	
Make text to self, text to text, and text to world connections.	m	
Identify and explain cause and effect patterns and use them to explain stories and make predictions.	M	
Identify setting, plot, characters, main event, problem, and resolution of a story.	M	
Compare, contrast, and evaluate ideas information from various sources and genres.	I	
Summarize a text, including the sequence of main events.	m	
Compare/contrast characters' lifestyle to Catholic values.	D	
Draw inferences and justify conclusions in reading fiction and informational text.	I	
Comprehend a broad range of reading materials.	D	
Apply reading strategies to improve understanding and fluency.	D	
Use information from text to form, explain, and support questions and predictions.	D	
Identify the meaning that applies to the context when the word has multiple meanings.	D	
Analyze how characters in literature deal with conflict, solve problems, and relate to real life situations.	I	

Text Features

Identify and define various literary genres.	D	
Recognize similarities and differences in classical, contemporary, and religious materials.	D	
Identify characteristics of various literary forms (e.g. short stories, novels, dramas, fables, biographies, documentaries, poetry, and science fiction).	I	
Identify and use organizational pattern, format, graphic elements, and visual keys.	D	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	M	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	
Use a variety of research materials to locate information.	D	

Grade 5

Writing Standards

Conventions of Writing

Date Completed

Identify and demonstrate appropriate use of the parts of speech.	D	
Use correct grammar, spelling, capitalization, punctuation, format, sentences and word choice in the final draft.	D	
Can edit and proofread through the writing process.	D	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	D	

Process of Writing

Express a complete thought in sentence form.	M	
Clearly communicate a main idea with support in correct sequenced in paragraph form.	D	
Prewrite, organize, draft, revise, and publish in writing.	D	
Choose and use appropriate graphic organizers to assist the writing process (web, Venn Diagrams, step charts, and story maps).	D	
Uses parts of speech appropriately.	D	
Supports main idea with facts, details, and/or examples.	M	
Chooses and narrows topic to support writing purpose.	D	
Use technology to produce and publish.	D	
Uses transitions effectively.	D	

Forms of Writing

Opinion/Persuasive

Chooses a side of an opinion topic.	D	
Provide reasons with details that support the opinion.	D	
Meets the standards in the Process of Writing.	D	

Informative

Can select a topic, identify, and gather relevant information to share with an audience.	D	
Meets the standards in the Process of Writing.	D	

Narrative

Tells a story in chronological order.	D	
Develop a logical story line using narrative techniques (dialogue, pacing, and description.)	D	
Use descriptions of actions, thoughts, and feelings to support experiences and events.	D	
Describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution).	I	
Meets the standards in the Process of Writing.	D	

Descriptive

Uses adjectives to create mood.	I	
Select and use either chronological or special order.	I	
Meets the standards in the Process of Writing.	D	

Letter Writing

Write personal letter in proper form.	m	
Writing business letter in proper form.	D	
Meets the standards in the Process of Writing.	D	

Poetry

With prompting and support write various forms of poetry.	D	
Meets the standards in the Process of Writing.	D	

Book Report

Can complete a comprehensive book report on a given topic (i.e. biography, mystery, science fiction, fiction, fantasy, etc.)	M	
Meets the standards in the Process of Writing.	D	

Research Paper

Use and organize a variety of research materials to support a piece of writing.	D	
Develop main idea in writing with appropriate and accurate support.	D	
Choose a narrowed topic that is manageable.	I	
Use key words to locate relevant information.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Arrange information in an orderly manner (note taking, outlining, and sequencing)	D	
Develop notecards.	I	
Determine appropriateness of reference materials.	D	
Cite appropriate information from other sources using parenthetical notations.	I	
Recognize the purpose of a work cited.	I	
Publish final draft in MLA format.	I	
Develop a work cited page using MLA format.	I	

Speech and Communication

Organization of Speech

Identify the purpose of specific communications (entertain, persuade, inform, and mixed purposes).	I	
Support the ideas of the speech with proper research and justified conclusion.	I	
Develop note-taking skills for oral presentation.	I	
Select, develop, and use visual aids and media when speaking in a non-distraction manner to clarify your ideas.	I	
Distinguish facts from opinions clearly and logically.	I	

Delivery

Use and present information from a variety of sources in oral, written, and technological/multimedia forms.	D	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings).	D	
Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	D	
Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain).	D	

Response to Oral Presentation

Summarize, take notes on key points, and ask clarifying questions by listening and viewing.	D	
---	---	--

Grade 6

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards**Foundational Skills****Date Completed**

Use grade appropriate root words, word origins, and derivations.	M	
Identify and use grade appropriate synonyms, antonyms, and homonyms.	M	
Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature. <ul style="list-style-type: none"> • Identify, summarize, and evaluate literary elements of theme, conflict, characterization, setting, and plot. • Identify components of plot (e.g. exposition, rising action, climax, falling actions, resolution) in a variety of literary works.) • Define and identify examples of imagery. 	I/D	
Identify and analyze a variety of literary techniques (e.g. figurative language, allusion, dialogue, description, word choices, dialect) within classical and contemporary works representing a variety of genres. <ul style="list-style-type: none"> • Locate, describe, and evaluate use of mood, tone, and symbolism in prose fiction, poetry, and drama. • Identify, summarize, and evaluate literary elements of theme and conflict in novels. • Explain and summarize setting, plot, characters, main event, conflict, and resolution. 	I/D	

Fluency and Comprehension Skills

Read grade-level materials with fluency, accuracy, and comprehension.	M	
Choose appropriate literature based on independent reading level.	D	
Adapt reading selection to genre and purpose (e.g. enjoyment, study, research, review, reading aloud).	D	
Comprehend a broad range of reading materials.	D	
Apply reading strategies to improve understanding and fluency.	D	
Preview reading materials, make predictions, and relate reading to information from other	D	

sources.		
Use information to form, explain, and support questions, and predictions.	D	
Use context clues to determine word meaning.	D	
Identify the meaning that applies to the context when a word has multiple meanings.	D	
Check and clarify for understanding (e.g. in addition to previous skills, draw comparisons to other reading).	I	
Summarize content and relate to purpose of text.	I/D	
Interpret and analyze narrative text using story elements, point of view, and theme.	I	
Analyze how characters in literature deal with conflict, solve problems, and relate to real life situations. <ul style="list-style-type: none"> Identify and describe techniques used in problem solving. 	D	
Compare/ contrast characters' lifestyle to Catholic values.	D	
Draw inferences and justify conclusion in reading fiction and informational text.	D	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	D	
Identify and use prefixes and suffixes.	D	

Text Features

Define literature in its various genres.	D	
Recognize and define similarities and differences of classical, contemporary, and religious materials.	I/D	
Identify characteristics of various literary forms (e.g. short stories, novels, dramas, fables, biographies, documentaries, poetry, and science fiction).	D	
Identify ways that an author uses language structure, word choice, mood, and style to convey the author's viewpoint.	I	
Recognize techniques used by authors and illustrators. (e.g. foreshadowing, flashbacks, languages that inspires, and color).	I	
Identify and use organizational pattern, format, graphic elements, and visual keys.	D	
Interpret tables that display textual information and data in visual formats.	I	
Connect information presented in tables, maps, and charts to printed or electronic text.	I	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	M	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	
Use a variety of research materials to locate information.	D	

Writing Standards

Conventions of Writing

Date Completed

Use correct grammar, spelling, capitalization, punctuation, format, sentences, and word choice in the final draft.	D	
Identify and demonstrate appropriate use of the parts of speech.	D	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	M	
Can edit and proof read throughout the writing process.	D	

Process of Writing

Date Completed

Choose and narrow topic to support writing purpose.	D	
Choose and use appropriate graphic organizers to assist in the writing process (e.g. webs, Venn Diagrams, step charts, story maps, etc.)	D	
Write a thesis statement of an essay in one sentence.	I	
Write an introduction that includes a thesis statement.	I	
Clearly communicate a main idea with support in correct sequence in paragraph form.	D	
Uses transitions effectively.	D	

Write an effective conclusion that summarizes the thesis and main points.	I	
Use parts of speech appropriately.	D	
Prewrite, organize, draft, revise, and publish in writing.	D	
Use technology to produce and publish.	D	

Forms of Writing

Persuasive/Argumentative

Date Completed

Chooses a side of an argument which causes debate in society.	D	
Support claims with relevant evidence.	D	
Meets the standards in the process of writing.	D	

Informative

Date Completed

Can select a topic, identify, and gather relevant information to share with audience.	D	
Meets the standards in the process of writing.	D	

Personal Narrative

Date Completed

Describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution).	M	
Develop a logical storyline using narrative techniques (dialogue, pacing, and description).	M	
Meets the standards in the process of writing.	D	

Descriptive

Date Completed

Uses adjectives to create mood.	D/M	
Select and use either chronological or spatial order.	D/M	
Meets the standards in the process of writing.	D	

Poetry**Date Completed**

Develop various forms of poetry.	D	
Meets the standards in the process of writing.	D	

Book Review**Date Completed**

Support an opinion with relevant information to persuade readership.	I	
Meets the standards in the process of writing.	D	

Research Paper**Date Completed**

Choose a narrowed topic that is manageable.	D	
Fully develop a thesis (attention-getting/previewing introduction, clear steps, summarizing conclusion).	I	
Develop the thesis with appropriate and accurate support.	I	
Use a variety of research materials to support thesis (e.g. Internet, periodicals).	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use key words to locate relevant information.	D	
Develop notecards.	D	
Arrange information in an orderly manner (note taking, outlining, sequencing).	D	
Determine appropriateness of reference materials.	D	
Cite appropriate information from other sources using parenthetical notations.	D	
Publish final draft in MLA format.	D	
Recognize the purpose of a works cited.	D	
Develop a work cited page using MLA format.	D	
Meets the standards in the process of writing.	D	

Speech and Communication

Organization of Speech

Date Completed

Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).	D	
Support the ideas of the speech with proper research and justified conclusion.	D	
Develop note taking skills for oral presentations.	D	
Select, develop, and use visual aids and multimedia components when speaking in a non-distracting manner to clarify your ideas.	D	
Distinguish facts from opinions clearly and logically.	D	

Delivery

Date Completed

Use and present information from a variety of sources in oral, written, and technological/multimedia forms.	D	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings).	D	
Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	D	
Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain).	D	

Response to Oral Presentation

Date Completed

Summarize, take notes on key points, and ask clarifying questions by listening and viewing.	D	
Paraphrase accurately and ask meaningful questions in a variety of listening situations.	I	
In discussion, answer questions politely and assertively to defend position.	I	
Identify, state, and react to the speaker's or writer's point of view and basis.	I	
Express and support an opinion about what you hear and view.	I	

Analyze, evaluate, and respond to speeches and other presentations.

I

--

Grade 7

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards**Foundational Skills****Date Completed**

Use grade appropriate root words, word origins, and derivations.	M	
Identify and use grade appropriate synonyms, antonyms, and homonyms.	M	
Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature. <ul style="list-style-type: none"> Identify, summarize, and evaluate literary elements of theme, conflict, characterization, setting, and plot. Identify components of plot (e.g. exposition, rising action, climax, falling action, resolution) in a variety of literary works. Define and identify examples of imagery. 	D	
Identify and analyze a variety of literary techniques (e.g. figurative language, allusion, dialogue, description, word choices, dialect) within classical and contemporary works representing a variety of genres. <ul style="list-style-type: none"> Locate, describe, and evaluate use of mood, tone, and symbolism in prose fiction, poetry, and drama. Identify, summarize, and evaluate literary elements of theme and conflict in novels. Explain and summarize setting, plot, characters, main event, conflict, and resolution. 	D	

Fluency and Comprehension Skills

Read grade-level materials with fluency, accuracy, and comprehension.	M	
Choose appropriate literature based on independent reading level.	D	
Adapt reading selection to genre and purpose (e.g. enjoyment, study, research, review, reading aloud.)	D	
Comprehend a broad range of reading materials.	D	
Apply reading strategies to improve understanding and fluency.	D	
Preview reading materials, make predictions, and relate reading to information from other	D	

sources.		
Use information to form, explain, and support questions, and predictions.	D	
Use context clues to determine word meaning.	D	
Identify the meaning that applies to the context when a word has multiple meanings.	D	
Check and clarify for understanding (e.g. in addition to previous skills, draw comparisons to other reading).	D	
Summarize content and relate to purpose of text.	D	
Interpret and analyze narrative text using story elements, point of view, and theme.	D	
Analyze how characters in literature deal with conflict, solve problems, and relate to real life situations. <ul style="list-style-type: none"> Identify and describe techniques used in problem solving. 	D	
Compare/ contrast characters' lifestyle to Catholic values.	D	
Draw inferences and justify conclusion in reading fiction and informational text.	D	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	D	
Identify and use prefixes and suffixes.	D	

Text Features

Define literature in its various genres.	D	
Define similarities and differences of classical, contemporary, and religious materials.	D	
Identify characteristics of various literary forms (e.g. short stories, novels, dramas, fables, biographies, documentaries, poetry, and science fiction).	D	
Identify ways that an author uses language structure, word choice, mood, and style to convey the author's viewpoint.	D	
Recognize techniques used by authors and illustrators. (e.g. foreshadowing, flashbacks, languages that inspires, and color).	D	
Identify and use organizational pattern, format, graphic elements, and visual keys.	D	
Interpret tables that display textual information and data in visual formats.	D	
Connect information presented in tables, maps, and charts to printed or electronic text.	D	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	M	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	
Use a variety of research materials to locate information.	D	

Grade 7

Writing Standards

Conventions of Writing

Date Completed

Use correct grammar, spelling, capitalization, punctuation, format, sentences, and word choice in the final draft.	D	
Identify and demonstrate appropriate use of the parts of speech.	D	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	m	
Can edit and proof read throughout the writing process.	D	

Process of Writing

Date Completed

Choose and narrow topic to support writing purpose.	D	
Choose and use appropriate graphic organizers to assist in the writing process (e.g. webs, Venn Diagrams, step charts, story maps, etc.)	D	
Write a thesis statement of an essay in one sentence.	D	
Write an introduction that includes a thesis statement.	D	
Clearly communicate a main idea with support in correct sequence in paragraph form.	D	
Use transitions effectively.	D	
Write an effective conclusion that summarizes the thesis and main points.	D	
Use parts of speech appropriately.	D	

Prewrite, organize, draft, revise, and publish in writing.	D	
Use technology to produce and publish.	D	

Forms of Writing

Persuasive/Argumentative

Date Completed

Chooses a side of an argument which causes debate in society.	D	
Support claims with relevant evidence.	D	
Meets the standards of the process of writing.	D	

Informative

Date Completed

Can select a topic, identify, and gather relevant information to share with an audience.	M	
Meets the standards of the process of writing.	D	

Persuasive/Argumentative

Date Completed

Describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution)	m	
Develop a logical storyline using narrative techniques (dialogue, pacing, and description).	m	
Meets the standards of the process of writing.	D	

Descriptive

Date Completed

Uses adjectives to create mood.	m	
Select and use either chronological or spatial order.	m	
Meets the standards of the process of writing.	D	

Poetry**Date Completed**

Develop various forms of poetry.	D	
Meets the standards of the process of writing.	D	

Book Review**Date Completed**

Support an opinion with relevant information to persuade readership.	D	
Meets the standards of the process of writing.	D	

Research Paper**Date Completed**

Choose a narrowed topic that is manageable.	D	
Fully develop a thesis (attention-getting/previewing introduction, clear steps, summarizing conclusion).	D	
Develop the thesis with appropriate and accurate support.	D	
Use a variety of research materials to support thesis (e.g. Internet, periodicals).	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use key words to locate relevant information.	D	
Develop notecards.	D	
Arrange information in an orderly manner (note taking, outlining, sequencing).	D	
Determine appropriateness of reference materials.	D	
Cite appropriate information from other sources using parenthetical notations.	D	
Publish final draft in MLA format.	D	
Recognize the purpose of a work cited.	D	
Develop a work cited page using MLA format.	D	
Meets the standards of the process of writing.	D	

Speech and Communication

Organization of Speech

Date Completed

Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).	D	
Support the ideas of the speech with proper research and justified conclusion.	D	
Develop note taking skills for oral presentation.	D	
Select, develop, and use visual aids and multimedia components when speaking in a non-distracting manner to clarify your ideas.	D	
Distinguish facts from opinions clearly and logically.	D	

Delivery

Date Completed

Use and present information from a variety of sources in oral, written, and technological/multimedia forms.	D	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings.)	D	
Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	D	
Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain).	D	

Response to Oral Presentation

Date Completed

Summarize, take notes on key points, and ask clarifying questions by listening and viewing.	D	
Paraphrase accurately and ask meaningful questions in a variety of listening situations.	D	
In discussion, answer questions politely and assertively to defend position.	D	
Identify, state, and react to the speaker's or writer's point of view and bias.	D	
Express and support an opinion about what you hear and view.	D	
Analyze, evaluate, and respond to speeches and other presentations.	D	

Grade 8

I=Introduce	D=Develop	M=Mastery	m=maintain
-------------	-----------	-----------	------------

Reading Standards

Foundational Skills

Date Completed

Use grade appropriate root words, word origins, and derivations.	M	
Identify and use grade appropriate synonyms, antonyms, and homonyms.	M	
Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature. <ul style="list-style-type: none"> Identify, summarize, and evaluate literary elements of theme, conflict, characterization, setting, and plot. Identify components of plot (e.g. exposition, rising action, climax, falling action, resolution) in a variety of literary works. Define and identify examples of imagery. 	D	
Identify and analyze a variety of literary techniques (e.g. figurative language, allusion, dialogue, description, word choices, dialect) within classical and contemporary works representing a variety of genres. <ul style="list-style-type: none"> Locate, describe, and evaluate use of mood, tone, and symbolism in prose fiction, poetry, and drama. Identify, summarize, and evaluate literary elements of theme and conflict in novels. Explain and summarize setting, plot, characters, main event, conflict, and resolution. 	D	

Fluency and Comprehension Skills

Read grade-level materials with fluency, accuracy, and comprehension.	M	
Choose appropriate literature based on independent reading level.	D	
Adapt reading selection to genre and purpose (e.g. enjoyment, study, research, review, reading aloud.)	D	
Comprehend a broad range of reading materials.	D	
Apply reading strategies to improve understanding and fluency.	D	
Preview reading materials, make predictions, and relate reading to information from other sources.	D	

Use information to form, explain, and support questions, and predictions.	D	
Use context clues to determine word meaning.	D	
Identify the meaning that applies to the context when a word has multiple meanings.	D	
Check and clarify for understanding (e.g. in addition to previous skills, draw comparisons to other reading).	D	
Summarize content and relate to purpose of text.	D	
Interpret and analyze narrative text using story elements, point of view, and theme.	D	
Analyze how characters in literature deal with conflict, solve problems, and relate to real life situations. <ul style="list-style-type: none"> Identify and describe techniques used in problem solving. 	D	
Compare/ contrast characters' lifestyle to Catholic values.	D	
Draw inferences and justify conclusion in reading fiction and informational text.	D	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	D	
Identify and use prefixes and suffixes.	D	

Text Features

Define literature in its various genres.	M	
Define similarities and differences of classical, contemporary, and religious materials.	D	
Identify characteristics of various literary forms (e.g. short stories, novels, dramas, fables, biographies, documentaries, poetry, and science fiction).	D	
Identify ways that an author uses language structure, word choice, mood, and style to convey the author's viewpoint.	D	
Recognize techniques used by authors and illustrators. (e.g. foreshadowing, flashbacks, languages that inspires, and color).	D	
Identify and use organizational pattern, format, graphic elements, and visual keys.	D	
Interpret tables that display textual information and data in visual formats.	D	
Connect information presented in tables, maps, and charts to printed or electronic text.	D	

Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	M	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	
Use a variety of research materials to locate information.	D	

Grade 8

Writing Standards

Conventions of Writing

Date Completed

Use correct grammar, spelling, capitalization, punctuation, format, sentences, and word choices in the final draft.	D	
Identify and demonstrate appropriate use of the parts of speech.	D	
Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.	m	
Can edit and proof read throughout the writing process.	D	

Process of Writing

Date Completed

Choose and narrow topic to support writing purpose.	D	
Choose and use appropriate graphic organizers to assist in the writing process (e.g. webs, Venn Diagrams, step charts, story maps, etc.)	D	
Write a thesis statement of an essay in one sentence.	D	
Write an introduction that includes a thesis statement.	D	
Clearly communicate a main idea with support in correct sequence in paragraph form.	D	
Use transitions effectively.	D	
Write an effective conclusion that summarizes the thesis and main points.	D	
Use parts of speech appropriately.	D	

Prewrite, organize, draft, revise, and publish in writing.	D	
Use technology to produce and publish.	D	

Forms of Writing

Persuasive/Argumentative

Date Completed

Chooses a side of an argument which causes debate in society.	D	
Support claims with relevant evidence.	D	
Meets the standards of the process of writing.	D	

Informative

Date Completed

Can select a topic, identify, and gather relevant information to share with an audience.	m	
Meets the standards of the process of writing.	D	

Persuasive/Argumentative

Date Completed

Describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution)	m	
Develop a logical storyline using narrative techniques (dialogue, pacing, and description).	m	
Meets the standards of the process of writing.	D	

Descriptive

Date Completed

Uses adjectives to create mood.	m	
Select and use either chronological or spatial order.	m	
Meets the standards of the process of writing.	D	

Poetry**Date Completed**

Develop various forms of poetry.	D	
Meets the standards of the process of writing.	D	

Book Review**Date Completed**

Support an opinion with relevant information to persuade readership.	D	
Meets the standards of the process of writing.	D	

Research Paper**Date Completed**

Choose a narrowed topic that is manageable.	D	
Fully develop a thesis (attention-getting/previewing introduction, clear steps, summarizing conclusion).	D	
Develop the thesis with appropriate and accurate support.	D	
Use a variety of research materials to support thesis (e.g. Internet, periodicals).	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	M	
Use key words to locate relevant information.	D	
Develop notecards.	D	
Arrange information in an orderly manner (note taking, outlining, sequencing).	D	
Determine appropriateness of reference materials.	D	
Cite appropriate information from other sources using parenthetical notations.	D	
Prepare a paper citing primary sources (interviews, journals, diaries, letters, notes, electronic sources) in a consistent and approved format.	I	
Document non-text sources appropriately (interviews, Internet, media, artifacts).	I	
Publish final draft in MLA format.	D	
Recognize the purpose of a work cited.	D	
Develop a work cited page using MLA format.	D	
Meets the standards of the process of writing.	D	

Speech and Communication

Organization of Speech

Date Completed

Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).	M	
Support the ideas of the speech with proper research and justified conclusion.	M	
Develop note taking skills for oral presentation.	M	
Select, develop, and use visual aids and multimedia components when speaking in a non-distracting manner to clarify your ideas.	M	
Distinguish facts from opinions clearly and logically.	M	

Delivery

Date Completed

Use and present information from a variety of sources in oral, written, and technological/multimedia forms.	D	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings.)	D	
Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	D	
Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain).	D	

Response to Oral Presentation

Date Completed

Summarize, take notes on key points, and ask clarifying questions by listening and viewing.	D	
Paraphrase accurately and ask meaningful questions in a variety of listening situations.	D	
In discussion, answer questions politely and assertively to defend position.	D	
Identify, state, and react to the speaker's or writer's point of view and bias.	D	
Express and support an opinion about what you hear and view.	D	
Analyze, evaluate, and respond to speeches and other presentations.	D	

Forms of Writing

K	1	2
Opinion Informative Narrative	Opinion Informative Narrative Personal Letters How-to	Opinion/Persuasive Informative/Explanatory Narrative Personal Letters Poetry Research
3	4	5
Opinion/Persuasive Informative Narrative Letter Writing Poetry Book Report Autobiography Research Paper	Opinion/Persuasive Informative Narrative Letter Writing Poetry Book Report Biography Research Paper	Opinion/Persuasive Informative Narrative Descriptive Letter Writing Poetry Book Report Descriptive Research Paper
6	7	8
Persuasive/Argumentative Informative Personal Narrative Descriptive Poetry Book Review Research Paper	Persuasive/Argumentative Informative Personal Narrative Descriptive Poetry Book Review Research Paper	Persuasive/Argumentative Informative Personal Narrative Descriptive Poetry Book Review Research Paper