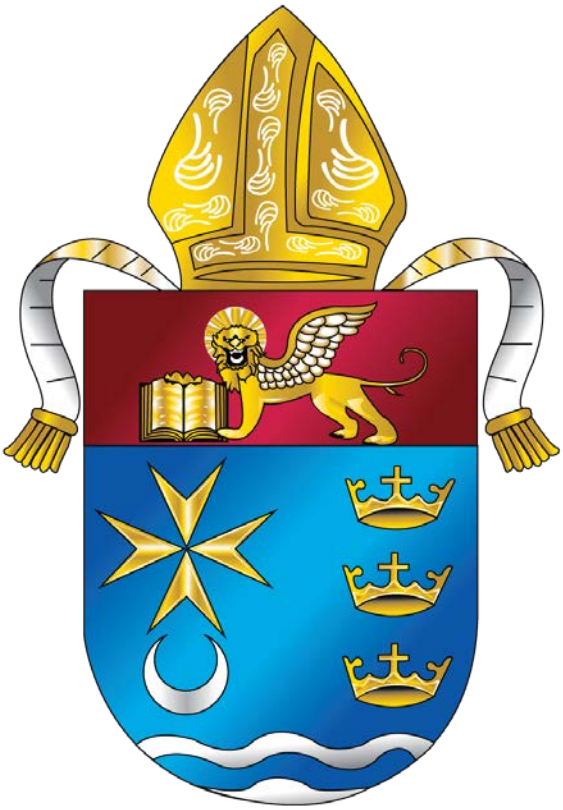
The Diocese of Venice
Catholic Academic Standards K-8
English Language Arts & Mathematics



- Incorporated with Catholic Curriculum Standards

June 2017

Acknowledgements and Authorship

The Academic standards used in this document were created through a collaboration with representatives from the Diocese of Venice: Dr. Kristy Swol, Superintendent, Dr. Vicki Parks, Assistant Superintendent; Tonya Peters, Principal, Petra Brant, Melissa Elsberry of St. Charles Borromeo School; Mary Gurley, Interim Principal, Nicole Eastman of St. Elizabeth Seaton School; Coleen Curlett, Principal, Lauren Turley of Incarnation School; Mary Ellen O'Callaghan of St. Mary, Erin Mulvihill, Elizabeth Carey, Maria Smith of St. Martha School; Katie Underwood, Julie Torrez of Epiphany Cathedral School; Maria Niebuhr, Patricia Gill, Mindy Pfleger, Susan Zell of St. Francis Xavier School; Bambi Giles, Assistant Principal, Julie Dudek, Christi Haytac of St. Andrew School; Sue McKenzie and Tracy Farley of St. Ann School. These standards were reviewed by Dr. Denise Donohue, Deputy Director K-12 Programs of Cardinal Newman Society and project co-leader for the Catholic Curriculum Standards.

DIOCESE OF VENICE IN FLORIDA
OFFICE OF THE BISHOP

July, 2017

Dear Friends in Christ,

Providing the highest quality of education, firmly rooted in the teachings of Christ, is the mission of the Catholic Schools of the Diocese of Venice. The schools of the Diocese strive to ensure that each child entrusted in their care is enriched with a strong faith and an education that will sustain them through college and life.

To this end, the Education Department has provided the schools of the Diocese with new academic standards for English Language Arts and Math that afford the academic rigor needed in today's world. More importantly, these standards are infused with our Catholic identity, thereby providing the foundation of evangelization throughout the academic program. Additionally, the Cardinal Newman Society collaborated with and helped to align the Diocese of Venice Academic Standards to the Catholic Curriculum Standards. During the past year, these standards were piloted by our schools and are now being released to the entire community.

The Diocese of Venice believes in the educational partnership it shares with parents, the first educators of their children. Through this partnership, the Catholic Schools of the Diocese extend the education learned in the home and works to build a community that values an education based on the teachings of Christ. This partnership is valued and is at the core of our educational offerings.

May our Heavenly Father bless the students, families, teachers and all those that make education in the Diocese a place where Christ dwells.

Sincerely yours in Christ,

+ Frank J. Dewane

+ Frank J. Dewane
Bishop of the Diocese of
Venice in Florida

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DIOCESE OF VENICE IN FLORIDA
Department of Education

June 23, 2017

Dear Friends,

It is my pleasure to present to you the Diocese of Venice Academic Standards for English Language Arts and Math. The creation of these standards is important to our schools in that they work to provide a strong foundation academically to the students entrusted in our care. More importantly, these academic standards are interwoven with the Cardinal Newman Society's Catholic Curriculum Standards.

Academic standards are the tool that teachers use to drive education. Standards ensure that students learn topics and skills at the appropriate age level, ensure subjects are learned sequentially to eliminate gaps in learning, and are the springboard for which courses delve in to subject matter. Standards are the foundation of learning, not the sole achievement of a class. Periodically, academic standards are evaluated for their relevancy in a world in which knowledge is growing exponentially. As such, the Education Department of the Diocese of Venice undertook the revision of our standards by reaching out to subject area experts from the schools and community eliciting feedback from parent representatives.

Each Catholic School within the Diocese of Venice will be using these English Language Arts and Mathematic Standards as the foundation of education in the Diocese of Venice beginning the 2017-18 school year. Additional subjects will be reviewed in the coming school years. The Diocese of Venice Catholic Academic Standards will provide excellence and rigor for our students, which our students will be expected to meet or exceed, and will provide a strong foundation in the Catholic faith.

Yours in Christ,

Kristy S. Swol

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Guide to the Academic Standards

The Diocesan of Venice Academic Standards and learning benchmarks have been designed to exceed both state and national performance norms. All resources and curriculum materials used in our schools are aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools.

The Diocese of Venice Academic Standards have been aligned with the new Cardinal Newman Society Catholic Curriculum Standards and the evangelical mission of Catholic education. Through a lens of the Catholic worldview, the Academic Standards in English Language Arts and Mathematics for grades kindergarten through grade eight were designed to guide teachers in the development of their classroom curriculum. The Catholic Curriculum Standards served as a resource for our diocesan Academic Standards writing team and are noted with the same designations assigned in the Cardinal Newman Society's Catholic Curriculum document. Dr. Denise Donahue, project lead for the Catholic Curriculum Standards noted that, "The dispositional standards so essential to Catholic formation, are primarily situated within the English Language Arts Literature strands allowing the use of rich examples from carefully chosen selections to form students' reasoning and aesthetic faculties as well as to provide opportunities for creativity, delight and wonder."

Each of the diocesan Academic Standards have been organized around a "*big idea*" and "*essential questions*". Big ideas represent an overarching principle or concept and serve as the "anchor" for a lesson or unit.

Essential questions differ from "who, what, when, where and how" questions. They challenge students to apply what they already know with deeper exploration of ideas and beliefs about the big idea. They have no right or wrong answers, promote inquiry, reflection, and deeper thinking. Essential questions are designed around a problem, concern or interest. Asking students "How many legs does a spider have?" would be answered with a "simple recall" level answer. However, an essential question may be posed as "What traits and characteristics determine a classification." Essential questions encourage students to think more deeply and to draw upon and apply previous learning.

Operational Guidance

These standards are incorporated from the Catholic Curriculum Standards developed by the Cardinal Newman Society.

Each academic discipline's standards are broadly grouped into two sets focusing on grades K-6 and 7-8, with general, intellectual, and dispositional standards for each academic discipline.

The general standards are tied to the five critical elements. Intellectual standards are cognitive standards and are primarily content and performance based. The dispositional standards involve the formation of character, beliefs, attitudes, values, interpersonal skills. Each standard is given a unique identifier for ease of location within the document and identification in teacher lesson plans. The following are examples of standards for English language arts and math:

CS	ELA.78 (English Language Arts 7-8)	GS3	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS	M.K6 (Math K-8)	DS2	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.

These will be shown in parenthesis following the related diocesan academic standard:

- CS = Catholic Standards
- GS = General Standards
- IS = Intellectual Standards
- WS = Writing Standards
- DS = Dispositional Standards

For a complete list of standards, visit https://cardinalnewmansociety.org/catholic-curriculum-standards/for-educators/.

Diocese of Venice

Language Arts Catholic Standards Grades K-5

Through Catholic education, we seek to better understand human nature, the choices we face, and the role our faith plays in these decisions. Through our study of Language Arts, we strive to better understand our role and identity as Christians, and our responsibility to social justice. Human virtues and a Catholic worldview are explored through reading, writing, discussion and reflection.

STANDARD: Integration of Faith

Big Ideas Truth, Catholic Worldview	**Essential Questions:** How does our study of Language Arts strengthen our faith and Catholic identity? How does literature help us to develop the faculty of personal judgement and our obligation to social justice?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
IF1	❑	Analyze literature that reflects the Catholic culture and worldview. (CSGS1)
IF2	❑	Share how literature can contribute to strengthening one's moral character. (CSGS4)
IF3	❑	Demonstrate how literature is used to develop a religious, moral, and social sense. (CSIS1)
IF4	❑	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories. (CSIS2)
IF5	❑	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil. (CSIS3)
IF6	❑	Identify the causes underlying why people do the things they do. (CSIS7)
IF7	❑	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times. (CSIS11)
IF8	❑	Use language as a bridge for communication with one's fellow man for the betterment of all involved. (CSWS1)
IF9	❑	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings. (CSWS2)
IF10	❑	Share how literature cultivates the aesthetic faculties within the human person. (CSDS3)
IF11	❑	Share how literature ignites the creative imagination. (CSDS5)
IF12	❑	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. (CSDS8)

Vocabulary: virtuous behaviors, values and attitudes

Diocese of Venice

Language Arts Standards Grade K

STANDARD: Foundational Skills

Big Ideas Tools for Reading	**Essential Questions:** How do letters on a page work together to create meaning when we read them? Why might authors use rhyming words?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Print Concepts
K.FS.1	❑	Demonstrate understanding of the one-to-one correspondence between a spoken word and a printed word or text.
K.FS.2	❑	Recognize that sentences are made of words separated by spaces.
		Phonological Awareness
K.FS.3	❑	Identify that a sentence is made up of a group of words.
K.FS.4	❑	Identify syllables in spoken words.
K.FS.5	❑	Orally generate rhymes in response to spoken words.
K.FS.6	❑	Distinguish between orally presented rhyming words and non-rhyming words.
K.FS.7	❑	Recognize spoken alliteration or groups of words that begin with the same onset or initial sounds.
K.FS.8	❑	Blend spoken onsets and rimes to form simple words (e.g., /C/, /A/, /T/ makes cat).
K.FS.9	❑	Blend spoken phonemes to form one syllable words.
K.FS.10	❑	Segment one syllable words into two or three phonemes (e.g., dog into /d/ /o/ /g/).
K.FS.11	❑	Isolate the initial and final sound into one-syllable spoken words.
	❑	Phonics and Word Recognition
K.FS.12	❑	Identify the letter names and then letter sounds.
K.FS.13	❑	Identify and read 30 high frequency words from a commonly used list.
K.FS.14	❑	Use letter sound knowledge to decode vowel/consonant (VC), consonant/vowel/consonant (CVC), and consonant/consonant/vowel/consonant words (CCVC).
K.FS.15	❑	Recognize that new words are created when letters are changed, added or deleted.
	❑	Fluency
K.FS.16	❑	Read emergent-reader texts with developmentally appropriate rate and accuracy.
		Comprehension
K.FS.17	❑	Identify and use words that name actions, directions, positions, sequences and locations.
K.FS.18	❑	Predict what might happen next based on the cover, title, and illustrations.
K.FS.19	❑	Retell or act out important events in the story.

Vocabulary: print features, syllables, phonemes, phonics, decoding, rhyme, illustrations, organization, onset, rime

Diocese of Venice

Language Arts Standards Grade K

STANDARD: Writing

Big Ideas Becoming an Author	**Essential Questions:** How can we use drawings, letters, and words to share stories about what we have heard, read or experienced? How does talking with friends about our writing help to make it better?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Writing Conventions
K.W.1	❑	Use complete simple sentences.
K.W.2	❑	Understand the use of past and future tenses in the context of reading.
K.W.3	❑	Understand and use nouns (singular/plural) in the context of reading, writing and speaking (with adult assistance).
K.W.4	❑	Understand and use pronouns and descriptive words in the context of reading, writing and speaking (with adult assistance).
K.W.5		Understand and use prepositions and simple prepositional phrases (e.g., in, on, under, over) in the context of reading, writing, and speaking
K.W.6	❑	Add drawings or visual display to descriptions as desired to provide additional details.
K.W.7	❑	Use drawings, dictating, and writing to tell about a single event or several loosely linked events in the order in which they occurred.
K.W.8	❑	Respond to questions and suggestions and add details to strengthen writing.
		Writing Process (with adult assistance)
K.W.9	❑	Dictate or write information for lists, captions, or simple sentences.
K.W.10	❑	Use a combination of drawing, dictating, and writing to tell a story (“We went to the zoo.”) or share an opinion (e.g., “My favorite book is…”)
K.W.11	❑	Recall information from experiences or gather information from provided sources to answer a question.
K.W.12	❑	Plan a first draft by generating ideas for writing through class discussion.
K.W.13	❑	Develop drafts by sequencing the action or details in the story.
K.W.14	❑	Edit drafts by leaving spaces between letters or words.
K.W.15	❑	Share writing with others through discussion and collaboration.
K.W.16	❑	Dictate or write sentences to tell a story and put the sentences in chronological order.

K.W.17	❑	Participate in shared research and writing projects (i.e. explore a number of books by a favorite author and express opinions about them).
K.W.18	❑	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		Handwriting
K.W.19	❑	Form upper and lower case letters using basic conventions of print (left-to-right and top-to-bottom progression).
K.W.20	❑	Capitalize the first letter in a sentence or name.
K.W.21	❑	Use punctuation at the end of a sentence.
Vocabulary: parts of speech, capitals, punctuation, illustrating, noun, plural, singular, topic, events, sequencing, peer editing, details, digital publishing, collaboration, opinion, recall		

Diocese of Venice

Language Arts Curriculum Grade K

STANDARD: Speaking and Listening		
Big Ideas Collaboration and Conversation	**Essential Questions:** How can we speak clearly so that others can understand us? Why is it important to be a good listener?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
K.SL.1	❑	Participate in collaborative conversations with peers and adults in small and larger groups.
K.SL.2	❑	Ask and answer questions in order to seek help, find information or clarify something that is not understood.
		Presentation of Knowledge and Ideas
K.SL.3	❑	Describe familiar people, places, events, and common objects.
K.SL.4	❑	Use new words acquired by listening to read-a-loud texts.
K.SL.5	❑	Predict the meaning of a new word from its context when listening to others speak.
Vocabulary: details, description, communicate, collaborate, clarify, nouns, events, illustrations, expression		

Diocese of Venice

Language Arts Standards Grade K

STANDARD: Literature

Big Ideas Story Elements	**Essential Question:** How do pictures help to tell a story? How do stories help us understand ourselves and how to live harmoniously with others? (CSDSI) How are characters from bible stories alike or different?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension
K.L.1	❑	Delight and wonder through the reading of creative, sound, and healthy stories, poems and prayers.
K.L.2	❑	Ask and answer questions about key details in a text.
K.L.3	❑	Retell familiar stories, including key details.
K.L.4	❑	Identify characters, setting, and major events in a story.
K.L.5	❑	Identify the author and illustrator of a story.
K.L.6	❑	Ask and answer questions about unknown words in a text.
K.L.7	❑	Experience delight and wonder through exposure to storybooks, poems, and plays. (CSDS)
K.L.8	❑	Compare and contrast the adventures and experiences of characters in familiar stories.
K.L.9	❑	Make connections between self, text, and the world around them.
K.L.10	❑	Engage actively in group reading activities with purpose and understanding.
K.L.11	❑	Identify examples of formal and informal language.
K.L.12	❑	Recognize Christian and Western symbols and symbolism.
K.L.13	❑	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
K.L.14	❑	Identify the causes underlying why people do the things they do. (CS 7)
K.L.15	❑	Share how literature can strengthen one's moral character. (CSGS4)
K.L.16	❑	Use imagination to create dialogue between readers and the characters in a story. (CSIS12)

Vocabulary: retell, details, characters, setting, events, illustrations, compare, contrast, author, illustrator

Diocese of Venice

Language Arts Curriculum Grade K

STANDARD: Informational Text		
Big Ideas Reading for Information	**Essential Questions:** How are informational books different from story books? How can pictures or charts be used to help us understand a topic?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
K.IT.1	❑	Ask/answer questions about key details in a text.
K.IT.2	❑	Identify the main topic and retell key ideas of the text.
K.IT.3	❑	Identify text and graphic textual features of nonfiction text.
K.IT.4	❑	Describe the connection between individuals, events, ideas, or pieces of information in a nonfiction text.
		Craft and Structure
K.IT.5	❑	Ask/answer questions about unknown subject or content related words in a text.
K.IT.6	❑	Identify basic similarities and differences between two texts on the same topic (i.e. in illustrations, descriptions, or procedures).
K.IT.7	❑	Name the author and illustrator of a nonfiction text; define the role of each in presenting the ideas or information in a text.
		Integration of Knowledge and Ideas
K.IT.8	❑	Describe the relationship between the illustrations, charts, or maps and the text in which they appear (i.e. what person, place, thing or ideas in the text and illustration depicts).
K.IT.9	❑	Identify the reasons an author gives to support points in a text.
K.IT.10	❑	Engage actively in group reading activities with purpose and understanding.
K.IT.11	❑	Analyze works of fiction or non-fiction to uncover authentic Truth. (CSGS2)
Vocabulary: details, retelling, decoding, compare, contrast, main idea, author, illustrator, illustrations, text, similarities, differences		

Diocese of Venice

Language Arts Curriculum Grade 1

STANDARD: Foundational Skills		
Big Ideas Tools for Reading	**Essential Questions:** How can we check our understanding to see if what we read makes sense? Why does reading smaller words help us to read bigger words?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Print Awareness
1.FS.1	❑	➢ Demonstrate understanding of the organization of print. ➢ Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation) ➢ Read texts by moving from top to bottom of the page and tracking words from left to write with a return sweep.
		Phonemic Awareness
1.FS.2	❑	➢ Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ➢ Distinguish long from short vowel sounds in spoken one syllable words. ➢ Produce single syllable words by blending sounds (phonemes) including consonant blends. ➢ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. ➢ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		Phonics and Word Recognition
1.FS.3	❑	➢ Know and apply grade-level phonics and word analysis skills in decoding words. ➢ Know the spelling-sound correspondence for common consonant digraphs. ➢ Decode regularly spelled one-syllable words. ➢ Know final –e and common vowel team conventions for representing long vowel sounds. ➢ Use and know that every syllable must have a vowel sound to determine the number of syllables in a printed word. ➢ Decode two-syllable words following basic patterns by breaking words into syllables. ➢ Read words with inflectional endings. ➢ Recognize and read grade- appropriate irregularly spelled words.
1.FS.4	❑	Identify and read at least 100 high-frequency words form a commonly used list.
		Fluency

1.FS.5	❑	Read grade level text with purpose and understanding.
1.FS.6	❑	Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
1.FS.7	❑	Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary: phonics, syllables, fluency, check for understanding, blend, decode, vowel, consonant, sentence structure, capitalization, punctuation		

Diocese of Venice

Language Arts Curriculum Grade 1

STANDARD: Language		
Big Ideas Communicating Clearly	**Essential Questions:** How does using correct language & grammar help us communicate clearly? What strategies can we use to decode unfamiliar words?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
1.LA.1	❑	Demonstrate command of the conventions of Standard English grammar when speaking or writing: - Print all upper and lower case letters. - Use common and proper nouns. - Use singular and plural nouns with matching verbs in basic sentences. - Use personal, possessive, and indefinite pronouns. - Use verbs to convey a sense of past, present and future. - Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners (articles, demonstratives). - Use frequently occurring prepositions (e.g. during, beyond, toward). - Produce and expand complete and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.LA.2	❑	Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing: - Capitalize names and dates. - Use punctuation to end sentences. - Use commas in dates and separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.LA.3	❑	Determine or clarify the meaning of unknown and multiple meaning words and phrases choosing appropriate strategies: - Use sentence–level context as a clue to the meaning of word or a phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring root words (e.g., look) and their inflectional forms (looks, looked, looking).
1.LA.4		Demonstrate understanding of word relationships and nuances in word meanings with guidance and support: - Sort words into categories to gain a sense of concepts the categories represent. - Define words by category and by one or more key attributes (e.g., a tiger is a cat with stripes). - Identify real life connections between words and their use (e.g., places at home are cozy). - Distinguish shades of meaning among verbs differing in Mannerism (e.g. look,

		peek, glance, glare, scowl,) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.LA.5	❑	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relations (e.g., because).
Vocabulary: Noun, adjective, verb, pronoun, complete sentence, punctuation, capitalization		

Diocese of Venice

Language Arts Curriculum Grade 1

STANDARD: Writing		
Big Idea Becoming an Author	**Essential Questions:** How do we research a topic of interest? What information do we need to know to write about a topic? What is the difference between writing to tell a story and writing to share information?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Text Types and Purpose
1.W.1	❑	Write in complete sentences with correct subject-verb agreement.
1.W.2	❑	Write two or more sentences on literary, science or social studies topics or texts.
1.W.3	❑	Write to tell a brief story including two or more sequenced events, details regarding what happened, and a sense of closure.
		Production and Distribution of Writing
1.W.4	❑	Write brief compositions about a topic of interest.
1.W.5	❑	Use a variety of digital tools to produce and publish writing, including in collaboration from peers with guidance and support from adults.
	❑	Research to Build and Present Knowledge
1.W.6	❑	Participate in shared research and writing projects with guidance and support from adults.
1.W.7	❑	Recall information from experiences or gather information from provided sources to answer a question.
1.W.8	❑	Create and present a poem, dramatization, art work or personal response to a particular author or theme studied.
1.W.9	❑	Ask questions with appropriate subject-verb inversion.
	❑	Handwriting/Grammar
1.W.10	❑	Form upper and lower case letters using basic conventions of print (left-to-right and top-to-bottom progression).
1.W.11	❑	Capitalize the first letter in a sentence or name.
1.W.12	❑	Use punctuation at the end of a sentence.
Vocabulary: opinion, narrative, informative, publishing		

Diocese of Venice

Language Arts Curriculum Grade 1

STANDARD: Speaking and Listening		
Big Idea Collaboration and Conversation	**Essential Questions:** What can you learn by listening? How can I communicate with others in small and large groups?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
1.SL.1	❑	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and larger groups.
1.SL.2	❑	Follow agreed upon rules of discussion (listening to others with care, speaking one at a time about the topics and texts under discussion).
1.SL.3	❑	Build on others' talk in conversations by responding to comments of others through multiple exchanges.
1.SL.4	❑	Ask questions to clear up any confusion about the topic and texts under discussion.
1.SL.5	❑	Seek to understand and communicate with individuals from different cultural backgrounds.
1.SL.6	❑	Ask and answer questions about what a speaker says in order to gather information or clarify something.
		Presentation of Knowledge and Ideas
1.SL.7	❑	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
1.SL.8	❑	Add drawings or other visual display to descriptions when appropriate to clarify ideas, thoughts and feelings.
1.SL.9	❑	Produce complete sentences when appropriate to task and situation.
Vocabulary: details, communicate, listen, speak, describe, complete sentences, discuss		

Diocese of Venice

Language Arts Curriculum Grade 1

STANDARD: Literature		
Big Idea Story Elements	**Essential Questions:** How do stories help us to better understand ourselves and our world? How does literature help us to share and understand our Catholic culture stories in order to share their experiences and ideas? (CSGS1)	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension- Key Ideas
1.L.1	❑	Delight and wonder through the reading of creative, sound and healthy stories, poems, and plays. (CSDS7)
1.L.2	❑	Ask and answer questions about key details in a text.
1.L.3	❑	Retell familiar stories, including key details, and demonstrate understanding of the central message/lesson.
1.L.4		Describe characters, settings, and major events in a story, using key details.
		Comprehension Craft and Structure
1.L.5	❑	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.L.6	❑	Explain major differences between books that tell stories and books that give information using a wide range of text types.
1.L.7	❑	Identify the narrator of the story.
1.L.8	❑	Retell the order of events in a story by referring to the words or pictures.
1.L.9	❑	Restate the main idea.
		Comprehension Integration of Knowledge and Ideas
1.L.10	❑	Use illustrations and details in a story to describe its characters, setting, or events.
1.L.11	❑	Compare and contrast the adventures and experiences of characters in familiar stories.
1.L.12	❑	Determine whether a story is true or a fantasy (fiction or nonfiction) and explain why.
1.L.13	❑	Describe the plot (problem and solution) and retell a story's beginning, middle and end.
1.L.14	❑	Share how literature can contribute to strengthening one's moral character. (CSGS4)
Vocabulary: setting, character, narrator, author purpose, events, compare and contrast, text detail, retell, message		

Diocese of Venice

Language Arts Curriculum Grade 1

STANDARD: Informational and Non-Fiction Text		
Big Idea Reading for Information	**Essential Questions:** What is the difference between nonfiction and fiction texts? How can picture, charts and headings be used to help us understand a topic? Is everything in a nonfiction book true? How can we tell?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
1.IT.1	❑	Analyze works of non-fiction to uncover authentic Truth. (CSGS1)
1.IT.2	❑	Ask and answer questions about key details in a text.
1.IT.3	❑	Identify the main topic and retell key ideas of the text.
1.IT.4	❑	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
		Craft and Structure
1.IT.5	❑	Know and use various text features (e.g. headlines, tables of contents, glossaries, electronic menus, icons) to locate key facts/information in a text.
1.IT.6	❑	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
		Integration and Knowledge of Ideas
1.IT.7	❑	Use the illustrations and details in a text to describe its key ideas.
1.IT.8	❑	Identify the reasons an author gives to support points in a text.
		Range of Reading
1.IT.9	❑	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.IT.10	❑	Read or listen to informational texts at the first grade level or above.
1.IT.11	❑	Make connections between self, text, and the world around them (text, media, and social interaction).
1.IT.12	❑	Identify how literature develops the capacity for personal judgment. (CSIS8)
Vocabulary: Key details, retell, main topic, events, ideas, facts, information, illustrations, compare and contrast		

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Language Arts Curriculum Grade 2

STANDARD: Foundational Skills		
Big Idea Tools for Reading	**Essential Questions:** How do the sounds of letters help us to spell and decode words? What strategies can we use to decode an unfamiliar word?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Phonics and Word Recognition
2.F.1	❑	Know and apply grade-level phonics and word analysis skills in decoding words.
2.F.2	❑	Distinguish long and short vowels when reading regularly spelled one –syllable words.
2.F.3	❑	Know spelling-sound correspondence for additional common vowel teams.
2.F.4	❑	Decode regularly spelled two-syllable words with long vowels.
2.F.5	❑	Decode words with common prefixes and suffixes.
2.F.6	❑	Identify words with inconsistent but common spelling –sound correspondence.
2.F.7	❑	Recognize and read grade appropriate irregularly spelled words.
		Fluency
2.F.8	❑	Read with sufficient accuracy and fluency to support comprehension:
2.F.8	❑	Read grade-level text with purpose and understanding.
2.F.8	❑	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.F.8	❑	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary: phonics, syllables, fluency, check for understanding, blend, decode, vowel, consonant, sentence structure, capitalization, punctuation, prefix, suffix, expression, rereading		

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Language Arts Curriculum Grade 2

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How can parts of words, such as prefixes and suffixes, help us determine the meaning of an unknown word? How can we improve our writing, spoken communication and understanding through a study of vocabulary?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
2.LA.1	❑	Demonstrate command of the conventions of Standard English grammar when writing or speaking, especially: - Collective nouns (e.g., group) - Frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) - Reflexive pronouns (e.g., myself, ourselves) - Past tense of frequently occurring irregular verbs (e.g., sat, hid, told) - Adjectives and adverbs, choosing between them depending on what is to be modified. - Complete simple and compound sentences
2.LA.2	❑	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing: - Capitalize holidays, product names, and geographic names. Use commas in greeting and closing of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words. (e.g., cage/badge; boy/boil). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		Knowledge of Language
2.LA.3	❑	Use knowledge of language and its conventions when writing, speaking, reading, or listening; compare formal and informal uses of English.
		Vocabulary
2.LA.4	❑	Determine or clarify the meaning of unknown and multiple meaning words and phrases and content, choosing appropriate strategies: - Use sentence–level context as a clue to the meaning of word or a phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook) - Use glossaries and beginning dictionaries, both print and digital, to determine

		or clarify the meaning of words and phrases.
2.LA.5	❑	Demonstrate understanding of word relationships and nuances in word meanings: - Identify connections between words and their use. - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl).
2.LA.6	❑	Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe.
Vocabulary: figurative, multiple meaning, reference sources, context clues, prediction, dictionary, adjectives, nouns, verbs, adverbs, pronouns, subject, predicate, contractions, punctuation.		

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Language Arts Curriculum Grade 2

STANDARD: Writing		
Big Idea Becoming an Author	**Essential Questions:** What tools do authors use to research and/or write about a topic? How can we use technology to strengthen our written communication? How can we structure our writing in order to make our meaning clear?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Text Types and Purpose
2.W.1	❑	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.2	❑	Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section.
2.W.3	❑	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.
		Production and Distribution of Writing
2.W.4	❑	Focus on a topic and strengthen writing as needed by revising and editing with guidance and support.
2.W.5	❑	Use a variety of digital tools to produce and publish writing, including in collaboration from peers.
2.W.6	❑	Participate in shared research and writing projects; read a number of books on a single topic to (e.g., produce a report, record science observations, etc.).
2.W.7	❑	Recall information from experiences or gather information from provided sources to answer a question.
		Responding To Literature
2.W.8	❑	Create and present a poem, narrative, play, artwork or personal response to a particular author or theme studied in class.
Vocabulary: internet, publish, editing, editors marks, rewriting, rereading, research, print and digital resources, narratives, persuade, opinion, informative text, explanatory text, revising, time order, rearrange, combine		

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Language Arts Curriculum Grade 2

STANDARD: Speaking and Listening

Big Idea Collaboration and Conversation	**Essential Questions:** How can we participate actively in a class discussion? How can we strengthen our own ideas and understanding through listening to others and sharing ideas?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
2.SL.1	❑	Participate in collaborative conversations with peers and adults in small and larger groups: - Follow agreed upon rules of discussion. - Build on others' ideas in conversations by responding to comments of others through multiple exchanges. - Ask questions to clear up any confusion about the topic and texts under discussion. - Seek to understand and communicate with individuals from different cultural backgrounds.
2.SL.2	❑	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.3	❑	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
		Presentation of Knowledge and Ideas
2.SL.4	❑	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.5	❑	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.SL.6	❑	Produce complete sentences appropriate to task and situations, in order to provide requested details or clarification.
2.SL.7	❑	Recite poems of substance that encourage a striving for virtue and goodness. (CSIS6)
Vocabulary: collaboration, partner, rules for discussion, conversation, complete sentences, expression, participate, visual, poetry, audible, exchange		

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Language Arts Curriculum Grade 2

STANDARD: Literature		
Big Idea Story Elements	**Essential Questions:** How do authors develop realistic and relatable characters? How can reading help us better understand ourselves and virtuous values and behaviors? (CSDS8)	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
2.L.1	❑	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
2.L.2	❑	Recount stories, including fables, and folktales from diverse cultures, and determine their central message, lesson or moral.
2.L.3	❑	Identify noble characteristics in stories of virtuous heroes and heroines. (CSIS6)
2.L.4	❑	Describe how characters in a story respond to major events and challenges.
		Craft and Structure
2.L.5	❑	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.L.6	❑	Describe overall structure of story, including how the beginning introduces the story and ending concludes the action.
2.L.7	❑	Acknowledge differences in the points of view of characters.
2.L.8	❑	Identify the causes underlying the character's actions. (CSIS7)
		Integration of Knowledge and Ideas
2.L.9	❑	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
2.L.10	❑	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
		Range of Reading
2.L.11	❑	Read and comprehend literature, including stories, poetry and plays.
		Responding to Literature
2.L.12	❑	Make connections between self, text, and the world.
Vocabulary: plot, key details, main idea, problem, main topic, compare, contrast, character, setting, solution		

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Language Arts Curriculum Grade 2

STANDARD: Informational and Non-Fiction Text		
Big Idea Reading for Information	**Essential Questions:** When reading, how can we make judgments about what is true or false? How do headings, special print, images and graphics help us better understand the text?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
2.IT.1	❑	Demonstrate how text is used to uncover authentic Truth. (CSIS9)
2.IT.3	❑	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
2.IT.4	❑	Identify the main topic of the text and the focus of specific paragraphs within the text.
2.IT.5	❑	Describe the connection between a series of historical events, scientific ideas or concept, or steps in technical procedures in a text.
		Craft and Structure
2.IT.6	❑	Determine meaning of words/phrases in a text relevant to Grade 2 topics or subjects.
2.IT.7	❑	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.IT.8	❑	Describe overall structure of story, including how the beginning introduces the story and ending concludes the action.
2.IT.9	❑	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
		Integration of Knowledge and Ideas
2.IT.10	❑	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.IT.11	❑	Describe how the author supports specific points in a text.
2.IT.12	❑	Compare and contrast the most important points the author makes in a text.
		Range of Reading
2.IT.13	❑	Read and comprehend texts, including history/social studies, science and technical texts.
Vocabulary: captions, bold print, text features, icons, key facts, indexes, glossaries, diagrams, author's purpose		

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Language Arts Curriculum Grade 3

STANDARD: Foundational Skills		
Big Idea Tools for Reading	**Essential Question:** How does the ability to read fluently improve comprehension and understanding? How do you figure out words that are unfamiliar?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Phonics and Word Recognition
3.F.1	❑	Know and apply grade-level phonics and word analysis skills in decoding words.
3.F.2	❑	Identify and know the meaning of the most common prefixes and suffixes.
3.F.3	❑	Know spelling-sound correspondence for additional common vowel teams.
3.F.4	❑	Decode regularly spelled multi-syllable words.
3.F.5	❑	Identify words with inconsistent but common spelling –sound correspondence.
3.F.6	❑	Read grade appropriate irregularly spelled words.
		Fluency
3.F.7	❑	Read with accuracy and fluency to support comprehension:
3.F.8	❑	Read 3rd grade level text with purpose and understanding
3.F.9	❑	Read 3rd grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.F.10	❑	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.F.11	❑	Apply standards for comprehension for poetry, drama, myth, legend, and classical literature.
3.F.12	❑	Read and spell words that have blends, contractions, compounds, and common spelling patterns.
3.F.13	❑	Arrange words in alphabetical order.
3.F.14	❑	Write upper and lowercase cursive letters, and use them in words and sentences.
Vocabulary: prefixes and suffixes, fluency, checking for understanding, sentence structure, expression, prose and poetry		

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Language Arts Curriculum Grade 3

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Question:** How does using correct grammar and vocabulary help us to communicate more clearly? When is it acceptable for authors to use nonstandard English or slang?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
3.LA.1	❑	Demonstrate command of the conventions of Standard English grammar when writing or speaking: - Explain the function of nouns, pronouns, verbs, adjectives and adverbs, using them appropriately. - Use regular and irregular plural nouns. - Use abstract nouns (e.g., childhood, friendship, courage). - Ensure subject-verb and pronoun-antecedent agreement. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences.
3.LA.2	❑	Demonstrate command of standard English capitalization, punctuation, and spelling when writing: - Capitalize appropriate words in titles. - Use commas in addresses. - Form and use possessives. - Use conventional spelling for high-frequency and other content words, and for adding suffixes to base words (e.g., sitting, smiled, cries). - Use spelling patterns and generalizations (e.g., word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. - Consult reference materials, including online and beginning dictionaries, as needed to check and correct spellings.
		Knowledge of Language
3.LA.3	❑	Use knowledge of language and its conventions when writing, speaking, reading, or listening: - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written Standard English.
		Vocabulary

3.LA.4	❑	Determine or clarify the meaning of unknown and multiple meaning third grade words and phrases based on reading content, choosing appropriate strategies: • Use sentence–level context as a clue to the meaning of word or a phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion,). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.
3.LA.5	❑	Demonstrate understanding of word relationships and nuances in word meanings: • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew believed, suspected, heard, wondered).
3.LA.6	❑	Use conversational, academic, and subject specific words and phrases as found in literary and nonfiction texts.
Vocabulary: grammar, literal and nonliteral meanings of words, affixes, glossary		

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Language Arts Curriculum Grade 3

STANDARD: Writing		
Big Idea Becoming an Author	**Essential Question:** Why is planning, revising and editing necessary to help us to write more clearly? How does structure and language makes a story interesting and engaging?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Text Types and Purpose
3.LA.1	❑	Demonstrate command of the conventions of Standard English grammar when writing or speaking: - Explain the function of nouns, pronouns, verbs, adjectives and adverbs, using them appropriately. - Use regular and irregular plural nouns. - Use abstract nouns (e.g., childhood, friendship, courage). - Ensure subject-verb and pronoun-antecedent agreement. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences.
3.LA.2	❑	Demonstrate command of standard English capitalization, punctuation, and spelling when writing: - Capitalize appropriate words in titles. - Use commas in addresses. - Form and use possessives. - Use conventional spelling for high-frequency and other content words, and for adding suffixes to base words (e.g., sitting, smiled, cries). - Use spelling patterns and generalizations (e.g., word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. - Consult reference materials, including online and beginning dictionaries, as needed to check and correct spellings.
		Knowledge of Language
3.LA.3	❑	Use knowledge of language and its conventions when writing, speaking, reading, or listening: - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written Standard English.
		Vocabulary
3.LA.4	❑	Determine or clarify the meaning of unknown and multiple meaning third grade words and phrases based on reading content, choosing appropriate strategies:
3.LA.5	❑	Use sentence–level context as a clue to the meaning of word/phrase.
3.LA.6	❑	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

3.LA.7	❑	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion,).
3.LA.8	❑	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.
3.LA.9	❑	Demonstrate understanding of word relationships and nuances in word meanings.
3.LA.10	❑	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
3.LA.11	❑	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3.LA.12	❑	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew believed, suspected, heard, wondered).
3.LA.13	❑	Use conversational, academic, and subject specific words and phrases as found in literary and nonfiction texts.
Vocabulary: grammar, literal and nonliteral meanings of words, affixes, glossary		

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Language Arts Curriculum Grade 3

STANDARD: Speaking and Listening		
Big Idea Collaboration and Conversation	**Essential Questions:** How does sharing and listening to others help improve our understanding about a topic or text?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
3.SL.1	❑	Participate in collaborative conversations through one-on-one, groups, and teacher-led groups with diverse partners on 3rd grade topics and texts, building upon the ideas of others while expressing their own ideas clearly: - Participate respectfully and thoughtfully in discussions. - Listen for understanding. - Ask questions to check understanding about information presented or the topics under discussion. - Explain their own ideas and understanding in light of the discussion.
3.SL.2	❑	Recount or describe key ideas or details from a text read aloud or information presented in diverse media or formats, including visually, quantitatively, and orally.
3.SL.3	❑	Ask and answer questions about information from a speaker offering elaboration and detail.
		Presentation of Knowledge and Ideas
3.SL.4	❑	Report on a topic or text, tell a story, or share an experience with appropriate facts and relevant descriptive details, while speaking clearly at an appropriate pace.
3.SL.5	❑	Demonstrate fluid reading at an understandable pace, adding visual displays or digital displays (e.g., PowerPoint, Google Slides, QR Code, etc.) to emphasize or enhance certain facts or details.
3.SL.6	❑	Speak in complete sentences appropriate to the task and situation in order to provide requested detail or clarification.
Vocabulary: collaboration, discussion, conversation, descriptive details, key ideas, report		

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Language Arts Curriculum Grade 3

STANDARD: Literature		
Big Idea Story Elements	**Essential Questions:** How does reading stories help us to better understand ourselves and see beauty and goodness in our world? How can asking questions help us to better understand what we are reading? What are the various genres of literature and how are they structured differently?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
3.L.1	❑	Show understanding of a text by asking and answering questions based explicitly on the text.
3.L.2	❑	Recount stories, fables, and myths from diverse cultures, and determine their central message, lesson or moral.
3.L.3	❑	Describe the traits, motivations, feelings and point-of-view of the characters in a story and explain how their actions contribute to the culminating events.
		Craft and Structure
3.L.4	❑	Identify and describe the literal and nonliteral words and phrases as they are used in the text.
3.L.5	❑	Refer to the parts of a poem, story or drama using the correct terms of stanza, chapter, or scene while writing or speaking about a text; describe how each successive part builds on earlier parts.
3.L.6	❑	Distinguish between the narrators or characters' point of view from their personal point of view.
		Integration of Knowledge and Ideas
3.L.7	❑	Use information gained from a text's illustrations to enhance the mood or understanding of the story.
3.L.8	❑	Compare and contrast the themes, settings and plots of stories written by the same author, or similar characters in a series of books written by the same author.
3.L.9	❑	Read and comprehend authentic literature stories, and poetry.
		Responding to Literature
3.L.10	❑	Make connections between self, text, and the world around them.
3.L.10	❑	Analyze works of fiction to uncover authentic Truth. (K6GS2)
Vocabulary: plot, key details, main idea, problem, main topic, compare, contrast, character, setting, solution		

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Language Arts Curriculum Grade 3

STANDARD: Informational and Non-Fiction Text		
Big Idea Reading for Information	**Essential Questions:** What can we learn about our world, environment, and ourselves by reading nonfiction texts? How can we use details, facts, and graphics to write persuasively? How are nonfiction texts structured in order to best present the author's point of view or argument?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details for Informational Text
3.IT.1	❑	Show understanding of an informational text by asking and answering questions with explicit details from the text.
3.IT.2	❑	Identify the main topic of a text; recount key details that support the topic.
3.IT.3	❑	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using specific language pertaining to time, sequence, cause and effect.
		Craft and Structure
3.IT.4	❑	Determine the meaning of general academic and subject specific vocabulary in a text relevant to other topics or subject areas.
3.IT.5	❑	Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, and icons) to locate key facts or information in a text efficiently.
3.IT.6	❑	Identify the main purpose of a text, including the author's point of view, based on textual evidence.
		Integration of Knowledge and Ideas
3.IT.7	❑	Use information from illustrations, diagrams, maps, charts, or photographs to understand a text.
3.IT.8	❑	Describe how the author uses comparisons, cause and effect or sequencing to organize sentences or paragraphs.
3.IT.9	❑	Compare and contrast the important points and key details between two texts on the same topic.
		Range of Reading
3.IT.10	❑	Read and comprehend informational texts at the third grade level or above, including history/social studies, science and technical texts.
3.IT.11	❑	Analyze works of non-fiction to uncover authentic Truth. (K6GS2)
Vocabulary: captions, bold print, text features, icons, key facts, indexes, glossaries, diagrams, explain or describe, author's purpose,, specific points		

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Language Arts Curriculum Grade 4

STANDARD: Foundational Skills		
Big Idea Tools for Understanding	**Essential Questions:** How does understanding spelling patterns and rules help us to figure out unfamiliar words? How can knowing the meaning of root words and suffixes help us to figure out the meaning of new words?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Phonics , Spelling and Word Recognition
4.FS.1	❑	Know and apply grade-level phonics and word analysis skills in decoding words: - Use combined knowledge to read accurately unfamiliar multisyllabic words in context and out of context. - Spell base words with roots and affixes (e.g., -ion,-ment,-ly, dis-, pre-). - Spell words with orthographic patterns and rules, including plural rules (e.g., words ending in f as in leaf, to leaves). - Spell words with orthographic patterns and rules including double consonants in the middle of words. - Spell words with orthographic patterns and rules including silent letters (e.g., knee, wring).
		Fluency
4.FS.2	❑	Read with sufficient rate and accuracy: - Read aloud grade-level text with fluency (e.g, rate, accuracy, expression, appropriate phrasing) and comprehension. - Read grade-level prose and poetry aloud with fluency on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary: decode, syllabification, root, prefixes, suffixes		

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Language Arts Curriculum Grade 4

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How does learning English grammar help us to communicate more clearly? How do authors vary their language and sentence structure to create engaging texts?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
4.CSE.1	❑	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: • Use relative pronouns (who, whose, whom, which, that,) and relative adverbs (where, when, why). • Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Form and use prepositional phrases. • Use coordinating and correlative conjunctions (e.g., either/or, neither/nor). • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, two, their, there). • Use complete and simple compound sentences with correct subject-verb agreement.
4.CSE.2	❑	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: • Use punctuation to separate items in a sentence • Use correct capitalization. • Use commas and quotations marks to direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed.
		Knowledge of Language
4.CSE.3	❑	Use knowledge of language and its conventions when writing, speaking, reading, or listening: • Choose words and phrases to convey ideas precisely. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
		Vocabulary

4.CSE.4	❑	Determine or clarify meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies: • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
4.CSE.5	❑	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors in context: • Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.CSE.6	❑	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservations, and endangered when discussing animal preservations).
Vocabulary: conventions, mechanics, capitalization, punctuation, glossaries, thesauruses, metaphor		

Diocese of Venice

Language Arts Curriculum Grade 4

STANDARD: Writing		
Big Idea Becoming an Author	**Essential Questions:** Why is it necessary to support key ideas with details when writing to share information and/or opinions? How does the writing process help us to plan, shape and improve our writing?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Text Types and Purpose
4.W.1	❑	Write opinion pieces on topics or texts, supporting a point of view with reasons and information: - Introduce a topic or text clearly, state an opinion, and create organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., for instance, in order, in addition.) - Provide a concluding statement or section related to the opinion presented.
4.W.2	❑	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). - Use precise language and domain-specific vocabulary to inform about or explain a topic. - Provide a concluding statement or section related to the information or explanation presented.
4.W.3	❑	Write narratives to develop real/imagined experiences or events using effective technique, descriptive details, and clear event sequences: - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events. - Delight and wonder through creating stories of virtuous heroes and heroines. (K6.IS6)
		Writing Process and Distribution of Writing
4.W.4	❑	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience and genre.

4.W.5	❑	Develop and strengthen writing as needed by planning, revising, and editing.
4.W.6	❑	Revise drafts to clarify meaning and enhance style; include simple and compound sentences.
4.W.7		Revise drafts to improve transitions by adding, deleting, combining and rearranging sentences of larger units of text.
4.W.8	❑	Edit drafts for grammar, mechanics, and spelling.
		Research to Build and Present Knowledge
4.W.9	❑	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.10	❑	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of resources.
4.W.11	❑	Draw evidence from literary or informational texts to support analysis, reflection and research. • Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or action). • Explain how an author uses reasons and evidence to support particular points in a text.
4.W.12	❑	Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		Range of Writing
4.W.13	❑	Write routinely over extended time frames (time for research, reflection, revision).
4.W.14	❑	Write in shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.
		Responding to Literature
4.W.15	❑	Create and present a poem, narrative, play, artwork, or literary review in response to a particular author or theme studied in class.
Vocabulary: narrator, dialogue, transitional words, evidence, conclusion, opinion		

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Language Arts Curriculum Grade 4

STANDARD: Speaking and Listening		
Big Idea Collaboration and Conversation	**Essential Questions:** Why might we vary our patterns of speech depending on audience and context? How does collaboration increase our own understanding?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
4.SL.1	❑	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on and expressing ideas clearly. - Come to discussions prepared having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions to clarify or follow up on information. - Make comments that contribute to the discussion and link to others' remarks. - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. - Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. - State ideas coherently and concisely in group discussion.
4.SL.2	❑	Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally.
4.SL.3	❑	Identify the reasons / evidence a speaker provides to support particular points.
		Presentation of Knowledge and Ideas
4.SL.4	❑	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.5	❑	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	❑	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (e.g., small group discussion)
4.SL.7	❑	Use formal English appropriate to task and situations.
Vocabulary: persuasive, rhetoric, paraphrase, relevance		

Diocese of Venice

Language Arts Curriculum Grade 4

STANDARD: Literature		
Big Idea Story Elements	**Essential Questions:** Why do some books and stories stand the test of time? How does our faith and experiences shape how we understand things we read? How does literature contribute to strengthening moral character? (K6GS4)	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
4.L.1	❑	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.L.2	❑	Determine a theme of a story, poem or play from details in the text.
		Craft and Structure
4.L.3	❑	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.L.4	❑	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.L.5	❑	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
		Integration of Knowledge and Ideas
4.L.6	❑	Make connections between the text of a story or drama and a visual or oral presentation of the text.
4.L.7	❑	Compare and contrast the treatments of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		Range of Reading
4.L.8	❑	Read fluently and comprehend quality literature, including stories, dramas and poetry at the fourth-grade level or above.
		Responding to Literature
4.L.9	❑	Recognize, interpret, and make connections in narratives, poetry, and plays, to other texts, ideas and cultural perspectives, personal events and situations.
4.L.10	❑	Self-select text based upon personal preferences.

4.L.11	❑	Delight and wonder through the reading of creative, sound and healthy stories, poems, and plays. (K6DS7)
Vocabulary: inferences, explicit meaning, textual evidence, technical/connotative/figurative meaning		

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Language Arts Curriculum Grade 4

STANDARD: Informational and Non-Fiction Text		
Big Idea Reading for Information	**Essential Questions:** How do authors express their point of view or argument in a text? How can you verify the validity and truth of a non-fiction text?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
4.IT.1	❑	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.IT.2	❑	Determine the author's purpose of a text and explain how it is supported by key details; summarize the text.
4.IT.3	❑	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		Craft and Structure
4.IT.4	❑	Determine the meaning of general academic and domain specific words or phrases in a text relevant to a 4th grade topic or subject area.
4.IT.5	❑	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.IT.6	❑	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		Integration of Knowledge and Ideas
4.IT.7	❑	Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.IT.8	❑	Explain how an author uses reasons and evidence to support particular points in an article or text.
4.IT.9	❑	Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.
4.IT.10	❑	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the fourth-grade level or above.
Vocabulary: evaluate, compare, evidence, make connections, narrative, cultural perspectives		

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Language Arts Curriculum Grade 5

STANDARD: Foundational Skills		
Big Idea Tools for Understanding	**Essential Questions:** How does understanding root words help us figure out the meaning of new words? How does the context of sentences help us to determine the meaning of an unknown word?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Phonics and Word Recognition
5.FS.1	❑	Know and apply grade-level phonics and word analysis skills in decoding words.
5.FS.2	❑	Decode words using Latin and Greek roots and affixes.
5.FS.3	❑	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in and out of context.
		Fluency
5.FS.4	❑	Read with sufficient accuracy and fluency to support fifth grade level or above comprehension.
5.FS.5	❑	Read text (non-fiction, fiction, drama, myth, legend, narratives, and literature classics) at grade level or above with purpose and understanding.
5.FS.6	❑	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
5.FS.7	❑	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.FS.8	❑	Use reasoning to determine the logic of an author's conclusion.
5.FS.9	❑	Use knowledge of language and its conventions when writing, speaking, listening or reading.
Vocabulary: syllabification, prefix, suffix, fluency		

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Language Arts Curriculum Grade 5

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How can the use of figurative language add interest and depth to our writing? How does reading improve our vocabulary and, in turn, enable us to communicate more effectively with others?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
5.LG.1.	❑	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking: • Explain the functions of conjunctions, prepositions, and interjections. • Form and use the perfect verb tenses (*e.g., I had walked; I have walked; I will have walked)*. • Use verb tense to convey various times, sequences, states and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions (e.g., either/or, neither/nor).
5.LG. 2	❑	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: • Use punctuation to separate items in a series using the Oxford comma. • Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words *yes* and *no* (*e.g., Yes, thank you*), to set off a tag questions from the rest of the sentence (*e.g., It's true, isn't it?),* and to indicate direct address (*e.g., Is that you, Steve?).* • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade appropriate words correctly, consulting references as needed.
		Vocabulary Acquisition and Use
5.LG.3	❑	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content, choosing appropriate strategies: • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
5.LG.4	❑	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: • Interpret figurative language, including similes and metaphors in context. • Recognize and explain the meanings of common idioms, adages, and proverbs. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5.LG.6	❑	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Vocabulary: conventions, mechanics		

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Language Arts Curriculum Grade 5

STANDARD: Writing		
Big Idea Style, Purpose and Audience	**Essential Questions:** How do persuasive writers use evidence to convince the reader of the truth or validity of their arguments? How can we use the steps of the writing process to help us plan, structure, edit, revise and publish our writing?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Text Types and Purpose
5.W.1	❑	Present a position and use examples and information in support of that position on topics or texts, supporting a point of view with reasons and information: - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). - Provide a concluding statement or section related to the opinion presented.
5.W.2	❑	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). - Use precise language and domain specific vocabulary to inform about or explain a topic. - Provide a concluding statement or section related to the information or explanation presented.
5.W.3	❑	Write stories, poems or plays to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations: - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Provide a conclusion that follows from the narrated experiences or events.
		Production and Distribution of Writing

5.W.4	❑	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
5.W.5	❑	Produce text (print or non-print) that explores a variety of cultures and perspectives.
5.W.6	❑	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.7	❑	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum two pages in a single sitting.
		Research to Build and Present Knowledge
5.W.8	❑	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5.W.9	❑	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.10	❑	Draw evidence from literary or informational texts to support analysis, reflection and research.
5.W.11	❑	Compare and contrast two or more characters, settings or events in a story, or a play, drawing on specific details in the text (e.g., how characters interact).
		Range of Writing
5.W.12	❑	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purpose and audiences.
		Responding to Literature
5.W.13	❑	Create and present an original poem, narrative, play, artwork or literary critique in response to a particular author or theme studied in class.
5.W.14	❑	Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
5.W.15	❑	Write in various ways to naturally ordered thoughts and align them with Truth and express intent, knowledge, and feelings. (K6WS2)
Vocabulary: argument, claim, topic sentence, concluding sentence, transitions, narratives, organization, style, formal, informal, writing process (plan, revise, edit, rewrite, peer edit), research, source credibility and accuracy		

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Language Arts Curriculum Grade 5

STANDARD: Speaking and Listening		
Big Idea Collaboration and Conversation	**Essential Questions:** How can active listening help us to learn during group discussions? How can note-taking help us to become better listeners and learners?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
5.SL.1	❑	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) texts, building on others' ideas and summarizing points made by others: - Come to discussions prepared having read or studied required material. - Prepare to discuss the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions. - Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. - Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. - Use their experiences and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
5.SL. 2	❑	Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL. 3	❑	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		Presentation of Knowledge and Ideas
5.SL.4	❑	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.
5.SL.5	❑	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of the main ideas or themes.
5.SL.6	❑	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Vocabulary: collaborate, oral presentations, rhetoric, digital media		

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Language Arts Curriculum Grade 5

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How does enriching my vocabulary strengthen my ability to communicate effectively and also to understand increasingly difficult texts?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
8.LAN.1.	❑	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially: - Active and passive voice - Indicative, imperative, interrogative, conditional and subjunctive moods - Subject/verb agreement - Appositives - Coordinating and subordinating conjunctions
8.LAN.2	❑	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing, especially: - Use of commas, ellipses and dashes - Apostrophe, semicolon, colon & hyphen - Complex and compound sentences - Fragments and run-ons - Phrases and clauses
		Knowledge of Language
8.LAN.3	❑	Use knowledge of language and its convention when writing, speaking, reading, or listening.
		Vocabulary Acquisition and Use
8.LAN.4	❑	Acquire and use grade-appropriate vocabulary; use a range of strategies to determine meaning and enhance vocabulary (including context clues and reference materials).
8.LAN.5	❑	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
8.LAN.6	❑	Demonstrate understanding of figurative language & literary devices, such as: simile, metaphor, personification, onomatopoeia, hyperbole, alliteration, irony, and puns.
8.LAN.7	❑	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Vocabulary: prefixes, connotation, denotation, simile, metaphor, personification, onomatopoeia, hyperbole, alliteration, imagery, irony, puns		

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Language Arts Curriculum Grade 5

STANDARD: Literature		
Big Idea Story Elements	**Essential Questions:** How do we draw information to make predictions about a text or about the events of a story? How does our faith and experiences shape our understanding of the characters and theme? How do authors use figurative language to create engaging and relevant stories?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
5.L.1	❑	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.L.2	❑	Determine the theme of a story, play, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.L.3	❑	Compare and contrast two or more characters, settings or events in a story or play, drawing on specific details in the text (e.g., how characters interact).
		Craft and Structure
5.L.4	❑	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.L.5	❑	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play or poem.
5.L.6	❑	Describe how a narrator's or speaker's point of view influences how events are described.
5.L.7	❑	Recognize and describe how an author's background and culture affect his or her perspective.
		Integration of Knowledge and Ideas
5.L.8	❑	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
5.L.9	❑	Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories) on their approaches to similar themes and topics.)
5.L.10	❑	Read and comprehend historical fiction, contemporary realistic fiction, primary sources of literature and the bible.
		Responding to Literature
5.L.11	❑	Demonstrate how literature is used to develop a religious, moral, and social sense. (K6IS1)
5.L.12	❑	Choose books to develop personal preferences regarding favorite authors.
5.L.13	❑	Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

5.L.14	❑	Share how literature assists in identifying, interpreting, and assimilating the Catholic traditions handed down from generations. Analyze literature that reflects our Catholic culture and world view.
Vocabulary: close reading, logical inferences, textual evidence, drawing conclusions, key supporting details, interpret, technical meaning, connotative meaning, figurative meaning, word choice, tone, text structure, point of view, text style, stanza, media format, genre, prose		

Diocese of Venice

Language Arts Curriculum Grade 5

STANDARD: Informational and Non-Fiction Text		
Big Idea Reading for Information	**Essential Questions:** How will identifying key details and evidence help you summarize a nonfiction text? How might two authors have a different understanding of the same event or problem? How do we determine the validity of an author's argument?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
5.IT.1	❑	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.IT.2	❑	Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.
5.IT.3	❑	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text based on specific information in the text.
		Craft and Structure
5.IT.4	❑	Determine the meaning of general academic and subject specific words and phrases in a text such as science or social studies.
5.IT.5	❑	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
5.IT.6	❑	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Integration of Knowledge and Ideas
5.IT.7	❑	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.
5.IT.8	❑	Explain how an author uses reasons/ evidence to support points in a text.
5.IT.9	❑	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.IT.10	❑	Read and comprehend informational texts at the fifth grade level and above, including history/social studies, science, and technical.
Vocabulary: informational text, compare and contrast, argument validity, reflection, interpretation		

Diocese of Venice

Language Arts Catholic Standards Grades 6-8

Literature and the arts are important to understanding human nature, our problems and experiences in trying to know and perfect both ourselves and the world. Through our study of Language Arts, we strive to better understand our role and identity as Christians, and our responsibility to social justice.

STANDARD: Integration of Faith

Big Ideas Truth, Catholic Worldview	**Essential Questions:** How does our study of Language Arts strengthen our faith and Catholic identity? How does literature contribute to strengthening one's character?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
IF1	❑	Analyze literature that reflects the Catholic culture and worldview. (CSGS1)
IF2	❑	Share how literature can contribute to strengthening one's moral character. (CSGS4)
IF3	❑	Demonstrate how literature is used to develop a religious, moral, and social sense.
IF4	❑	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories. (CS1S3)
IF5	❑	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
IF6	❑	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times. (CSIS11)
IF7	❑	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings. (CSWS2)
IF8	❑	Share how literature cultivates the aesthetic faculties within the human person.
IF9	❑	Share how literature ignites the creative imagination. (CSDS5)
IF10	❑	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. (CSGS4)
IF11	❑	Share how the beauty / cadence of poetry impacts human sensibilities and forms the soul. (CCSIS5)
IF12	❑	Analyze works of fiction and non-fiction to uncover authentic truth. (CSGS2)
IF13	❑	Compare structural elements of dramatic literature (e.g. act scene, cast, and stage directions) and of a story from the Bible.
IF14	❑	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit. (CSIS4)

Vocabulary: virtuous behaviors, values and attitudes

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Language Arts Curriculum Grade 6

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How does vocabulary enhance our understanding of a topic or text? How can the knowledge under consideration be integrated with or from another discipline?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
6.SCL.1	❑	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially: - Use of pronouns - Written expression - Subject/verb agreement - Dependent & independent clauses - Prepositional phrases - Use of commas
6.SCL.2	❑	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.
6.SCL.3	❑	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.
		Knowledge of Language
6.SCL.4	❑	Use knowledge of language and its conventions when speaking, reading, or listening.
6.SCL.5	❑	Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.
		Vocabulary
6.SCL.6	❑	Determine or clarify meaning of unknown and multiple-meaning words and phrases, choosing appropriate strategies.
6.SCL.7	❑	Use context as a clue to a meaning of a word or phrase.
6.SCL.8	❑	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
6.SCL.9	❑	Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
6.SCL.11	❑	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6.SCL.12	❑	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6.SCL.13	❑	Distinguish among the connotations (associations) of words with similar (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).

6.SCL.15	❑	Acquire and use accurately grade-appropriate general and domain specific words and phrases.
Vocabulary: connotations, personification, conventions, figures of speech, Greek affixes		

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STANDARD: Writing		
Big Idea Style, Purpose and Audience	**Essential Questions:** How does reason, research and evidence enhance our ability to persuade others? How does figurative language and literary devices lead to engaging texts?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
6.W.1	❑	Write arguments to support claims with clear reasons and relevant evidence: - Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented.
6.W.2	❑	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content: - Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; - Including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform or explain about a topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the information or explanation presented.
6.W.3	❑	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences: - Engage and orient the reader by establishing a context, and introducing a narrator and /or characters; organize an event sequence that unfolds naturally and logically. - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. - Use precise words and phrases, relevant descriptive details and sensory

		language to convey experience and events. Provide a conclusion that follows from the narrated experiences or events.
		Production and Distribution of Writing
6.W.4	❑	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
6.W.5	❑	Produce texts that explore a variety of cultures and perspectives.
6.W.6	❑	Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
6.W.7	❑	Use technology to produce and publish writing as well as to interact and collaborate with others.
		Research to Build and Present Knowledge
6.W.8	❑	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.9	❑	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
6.W.10	❑	Draw evidence from literary or informational texts to support analysis, reflection and research.
6.W.11	❑	Compare and contrast texts in different forms or genres (e.g., stories or poems; historical novels and fantasy stories) in terms of their approaches to similar topics or themes.
6.W.12	❑	Trace and evaluate the argument and specific claims in a nonfiction text, distinguishing claims that are supported from claims that are not.
		Range of Writing
6.W.13	❑	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (single sitting or a week or two) for a range of tasks, purpose, and audiences.
		Responding to Literature
6.W.14	❑	Create and present a text or artwork in response to a literary work.
6.W.15	❑	Develop a perspective or theme supported by relevant details. Recognize and illustrate social, historical, and features cultural features in the presentation of literary texts.
Vocabulary: narrative, expository, claim, argument, transitions		

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Language Arts Curriculum Grade 6

STANDARD: Speaking and Listening		
Big Idea Public Speaking, Discussion and Collaboration	**Essential Questions:** What qualities makes a speaker or performer engaging? What makes an argument convincing?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Comprehension and Collaboration
6.SL.1	❑	Engage effectively in a range of collaborative discussions building on others' ideas while clearly expressing their own.
6.SL.2	❑	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.
6.SL.3	❑	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
6.SL.4	❑	Pose and respond to specific questions with elaborations and detail by making comments that contribute to the topic, text or issue under discussion.
6.SL.5	❑	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection or paraphrasing.
6.SL.6	❑	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
6.SL.7	❑	Use experience and knowledge of language and logic, as well as background information, to think analytically, address problems creatively, and advocate persuasively.
6.SL.8	❑	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
		Presentation of Knowledge and Ideas
6.SL.9	❑	Present claims and findings sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.10	❑	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6.SL.11	❑	Adapt speech in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6.SL.12	❑	Identify and apply basic rules for formal discussions and making decisions.
Vocabulary: elaboration, claims, opinions, evidence, argument		

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Language Arts Curriculum Grade 6

STANDARD: Literature		
Big Idea Analysis and Interpretation	**Essential Questions:** Why is storytelling an important aspect of the faith of a culture/society? What can we learn about ourselves and our world through a study of literature?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
6.L.1	❑	Demonstrate, familiarity with major authors of fiction and their works.
6.L.2	❑	Cite textual evidence to support an analysis of a text.
6.L.3	❑	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.L.4	❑	Describe how a text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.
6.L.5	❑	Identify the virtues and values evident within stories that involve an ideal and virtue.
		Craft and Structure
6.L.6	❑	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
6.L.7	❑	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
6.L.8	❑	Determine how literature cultivates contemplation, intuition, and creativity. (KS6IS13)
6.L.9	❑	Explain how an author's geographic location or culture affects his or her perspective.
6.L.10	❑	Evaluate complex literary selections for all that is implied in the concept of "person" from a Catholic perspective.
		Integration of Knowledge and Ideas
6.L.11	❑	Compare and contrast the experience of reading a story, play or poem to listening to or viewing an audio, video or live version of the text.
6.L.12	❑	Compare and contrast texts in different genres (e.g., stories and poems; historical novels and fantasy stories).
		Responding to Literature

6.L.13	❑	Recite poems of substance that inform the human soul and encourage the virtue of goodness.
6.L.14	❑	Recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.
6.L.15	❑	Use established criteria to classify, select, and evaluate texts to make informal judgments about the quality of a text.
6.L.16	❑	Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's disposition and humanity.
Vocabulary: inference, evidence, stanza, textual evidence, figurative and connotative meanings, genre, plot, theme		

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Language Arts Curriculum Grade 6

STANDARD: Informational and Non-Fiction Text		
Big Idea Perspective, Reliability and Relevance	**Essential Questions:** On what moral, intellectual, or intuitive principle is the text based on? How can we determine the validity of texts?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
6.IT.1	❑	Cite textual evidence to support an analysis of a text.
6.IT.2	❑	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.IT.3	❑	Analyze in detail how a key individual, event, or ideas is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
		Craft and Structure
6.IT.4	❑	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.IT.5	❑	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
6.IT.6	❑	Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.
		Integration of Knowledge and Ideas
6.IT.7	❑	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence and those that are not.
6.IT.9	❑	Compare and contrast one author's presentation of events with that of another.
6.IT.10	❑	Use experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
6.IT.11	❑	Read and comprehend literary nonfiction texts.
Vocabulary: figurative and connotative meanings, anecdotes, textual evidence, argument		

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Language Arts Curriculum Grade 7

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How does enriching my vocabulary strengthen my ability to communicate effectively and understand increasingly difficult texts? How can you determine if the presented information and reasoning is clear and precise?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
7.LAN.1	❑	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially: - Simple, compound, complex and compound-complex sentences - Active and passive voice - Prepositional phrases - Dependent and independent clauses
7.LAN.2	❑	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, especially: - Comma, ellipses and dash - Spelling in writing - Setting off titles
		Knowledge of Language
7.LAN.3	❑	Selection of language that conveys meaning precisely and concisely, eliminating wordiness and redundancy
		Vocabulary
7.LAN.4	❑	Use grammar as a measure of signifying concepts and the relationship to reason.
7.LAN.5	❑	Determine or clarify the meaning of words or phrases, choosing appropriate strategies, such as: - Context clues - Greek or Latin affixes and roots as clues to the meaning of a word - Reference materials
7.LAN.6	❑	Demonstrate understanding of figurative language and literary devices, such as: simile, metaphor, symbol, alliteration, personification, etc.
7.LAN.7	❑	Acquire and use grade appropriate words and phrases
7.LAN.8	❑	Make choices of words syntax and level of formulating that are appropriate to the topic, audience, and purpose.
Vocabulary: active voice, passive voice, context clues, affixes, roots, simile, metaphor, symbol, alliteration, personification		

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Language Arts Curriculum Grade 7

STANDARD: Writing		
Big Idea Audience, Purpose & Style	**Essential Questions:** What techniques can we employ to develop convincing and/or engaging narratives? How can we use technology and multimedia to strengthen and enrich the presentation of our writing?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Text Types and Purpose
7.W.1	❑	Write arguments to support claims with clear reasons and relevant evidence: - Introduce claim(s), acknowledge alternate claims, and organize evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. - Use words, phrases and clauses to create cohesion and clarify the relationships among claims, reasons and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented.
7.W.2	❑	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content: - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful in aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain specific vocabulary to explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.
7.W.3		Write narratives using effective technique, relevant descriptive details, and well-structured plot sequences. - Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters; organize and sequence events to unfold naturally and logically. - Use narrative techniques, such as dialogue, pacing, and description, to develop events and/or characters. - Use a variety of transition words, phrases and clauses to convey sequence and show the relationships among events.

		➢ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ➢ Provide a conclusion that follows from and reflects on the narrated experiences or events.
		Production and Distribution of Writing
7.W.4	❑	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
7.W.5	❑	Develop and strengthen writing as needed by planning, revising, editing and rewriting, focusing on how well purpose and audience have been addressed.
7.W.6	❑	Use technology to produce and publish writing as well as to interact and collaborate with others.
		Research to Build and Present Knowledge
7.W.7	❑	Conduct short research projects to answer a question (including a self-generated question); write a thesis statement to guide the structure and development of ideas.
7.W.8	❑	Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility/ accuracy of each source; quote or paraphrase ideas from sources, while avoiding plagiarism and following the Modern Language Association (MLA) format for citation.
		Range of Writing
7.W.11	❑	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purpose and audiences. Write under timed conditions.
		Responding to Literature
7.W.12	❑	Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
7.W.13	❑	Create a presentation, artwork, or text in response to a literary work; make well supported personal, cultural, textual, and thematic connections across the genres.
7.W.14	❑	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
Vocabulary: paraphrase, transitions, dialogue, citation, plagiarism		

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Language Arts Curriculum Grade 7

STANDARD: Speaking and Listening		
Big Idea Public Speaking, Discussion & Collaboration	**Essential Questions:** How can I pose questions to deepen my understanding of a topic or text? How can I determine the central argument and/or purpose of a speaker?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
7.SL.1	❑	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) on 7th grade topics, texts, and issues: - Come to discussions prepared, having read/researched material under study. - Follow rules for congenial discussion and decision-making, while working in cooperative learning groups. - Pose questions that connect ideas and respond to others' questions and comments with relevant evidence and observations. - Acknowledge new information expressed by others, and justify views in light of the evidence presented. - Seek to understand other perspectives and cultures.
7.SL.2	❑	Analyze the purpose of information and evaluate the motives (e.g., social, commercial, political) behind its presentation: - Use experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
7.SL.3	❑	Analyze a speaker's argument and specific claims, evaluating the soundness of reasoning and relevance of evidence.
		Presentation of Knowledge and Ideas
7.SL.4	❑	Present spoken presentations in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.5	❑	Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest.
7.SL.6	❑	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.
Vocabulary: persuasion, collaboration, purpose, style, audience		

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Language Arts Curriculum Grade 7

STANDARD: Literature		
Big Idea Analysis and Interpretation	**Essential Questions:** How do authors and filmmakers craft their stories? How can we make connections between texts, and to our understanding of the world through the lens of faith?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
7.LIT.1	❑	Cite multiple pieces of evidence from the text to support an analysis of a text.
7.LIT.2	❑	Summarize a theme of a text and analyze its development over the course of the text.
7.LIT.3	❑	Identify the elements of plot, setting, and characterization in a given text.
		Craft and Structure
7.LIT.4	❑	Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of literary devices on a specific verse or stanza of a poem, or section of a story or play.
7.LIT.5	❑	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
7.LIT.6	❑	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
		Integration of Knowledge and Ideas
7.LIT.7	❑	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
		Range of Reading
7.LIT.8	❑	Read 7th grade level texts silently and orally with fluency and accuracy.
7.LIT.9	❑	Articulate how spiritual knowledge and enduring truths are represented and communicated through different forms of literature.
Vocabulary: genre, plot, theme, characterization, alliteration, simile, metaphor, personification, stanza		

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Language Arts Curriculum Grade 7

STANDARD: Informational and Non-Fiction Text		
Big Idea Perspective, Reliability and Relevance	**Essential Questions:** How do authors express their point of view or argument in a text? How can you verify the validity and/or relevance of a non-fiction text? Is it true?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
7.IT.1	❑	Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
7.IT.2	❑	Summarize two or more central ideas in a text and analyze their development.
7.IT.3	❑	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
		Craft and Structure
7.IT.4	❑	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning.
7.IT.5	❑	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
7.IT.6	❑	Determine an author's point of view or purpose in a text.
		Integration of Knowledge & Ideas
7.IT.7	❑	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
7IT.8	❑	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.IT.9	❑	Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
		Range of Reading
7.IT.10	❑	Read subject specific content non-fiction texts with fluency, accuracy, and comprehension.
Vocabulary: point of view, connotation, denotation		

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Language Arts Curriculum Grade 8

STANDARD: Language		
Big Idea Communicating Clearly	**Essential Questions:** How can I use the conventions of standard English to communicate effectively? How does enriching my vocabulary strengthen and ignite creative imagination?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Conventions of Standard English
8.LAN.1.	❑	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially: - Active and passive voice - Indicative, imperative, interrogative, conditional and subjunctive moods - Subject/verb agreement - Appositives - Coordinating and subordinating conjunctions
8.LAN.2	❑	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing, especially: - Use of commas, ellipses and dashes - Apostrophe, semicolon, colon & hyphen - Complex and compound sentences - Fragments and run-ons - Phrases and clauses
		Knowledge of Language
8.LAN.3	❑	Use knowledge of language and its convention when writing, speaking, reading, or listening.
		Vocabulary Acquisition and Use
8.LAN.4	❑	Acquire and use grade-appropriate vocabulary; use a range of strategies to determine meaning and enhance vocabulary (including context clues and reference materials).
8.LAN.5	❑	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
8.LAN.6	❑	Demonstrate understanding of figurative language & literary devices, such as: simile, metaphor, personification, onomatopoeia, hyperbole, alliteration, imagery, irony, puns
8.LAN.7	❑	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Vocabulary: connotation, denotation, simile, metaphor, personification, onomatopoeia, hyperbole, alliteration, imagery, irony, puns, idiom		

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Language Arts Curriculum Grade 8

STANDARD: Writing		
Big Idea Purpose, Audience	**Essential Questions:** How can I examine a topic and convey ideas through explanatory and/or informative writing? What techniques can I employ to develop convincing and/or engaging narratives?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
8.W.1	❑	Write arguments to support claims with clear reasons and relevant evidence: - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize reasons and evidence logically to persuade the audience. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented.
8.W. 2	❑	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content: - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful in aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (K6DS4) - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.
8.W. 3	❑	Write narratives to share elements of harmony, unity, and radiance of form: - Engage the reader by establishing a point of view, developing characters, organizing a plot sequence that unfolds naturally/logically. - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases and clauses to convey sequence and show the relationships among experiences and events. - Use precise words and phrases, relevant descriptive details, and sensory

		language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
		Production and Distribution of Writing
8.W. 4	❑	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience; create a range of writing, such as: poetry, plays, stories, articles, reports, essays, and speeches.
8.W.5	❑	Write a compare/contrast essay or speech.
8.W.6	❑	Produce text (print or non-print) that explores a variety of cultures and perspectives and is used to develop a religious, moral, and social sense. (KSIS1)
8.W.7	❑	Develop/strengthen writing as needed by planning, revising, editing, rewriting, focusing on how well the purpose and audience have been addressed.
8.W.8	❑	Use technology to produce and publish writing and present relationships between information and ideas efficiently as well as to interact and collaborate with others.
		Research to Build and Present Knowledge
8.W.9	❑	Generate a thesis statement to guide the structure and development of ideas.
8.W.10	❑	Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility/ accuracy of each source; quote or paraphrase ideas from sources while avoiding plagiarism and following the Modern Language Association (MLA) format for citation.
		Range of Writing
8.W.11	❑	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or a week or two) for a range of discipline-specific tasks, purpose and audiences.
		Responding to Literature
8.W.12	❑	Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.
8.W.13	❑	Make well-supported moral, cultural, textual, and thematic connections across the genres.
Vocabulary: persuasive writing, informative/explanatory writing, narrative writing, compare/contrast		

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Language Arts Curriculum Grade 8

STANDARD: Speaking and Listening		
Big Idea Discussion and Collaboration	**Essential Questions:** How does purpose shape the style and content of spoken communication? How can I pose questions to deepen my understanding of a topic or text?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
8.SL.1	❑	Engage effectively in range collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners: - Come to discussions prepared, having read or researched material under study. - Follow rules for congenial discussion and decision-making, while working in cooperative learning groups. - Pose questions that connect ideas and respond to others' questions and comments with relevant evidence and observations. - Acknowledge new information expressed by others, and qualify or views in light of the evidence presented. - Seek to understand other perspectives and cultures.
8.SL.2	❑	Adjust use of spoken, written, and visual language to a variety of contexts, audiences and purposes; use appropriate eye contact, body language, volume, pace and enunciation.
8.SL. 3	❑	Analyze the purpose of information presented in diverse media and formats. Evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.SL.4	❑	Use experiences and knowledge of language and logic to address problems creatively and advocate persuasively.
8.SL.5	❑	Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
		Presentation of Knowledge and Ideas
8.SL.6	❑	Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and selective details.
8.SL.7	❑	Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest.
8.SL.8	❑	Deliver a formal speech using appropriate delivery.
Vocabulary: collaborative discussions, visual language, advocacy		

Diocese of Venice

Language Arts Curriculum Grade 8

STANDARD: Literature		
Big Idea Analysis & Interpretation	**Essential Questions:** How do authors develop theme, character and setting throughout their work? How do our prior experiences, knowledge and faith affect our understanding of a given text?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Key Ideas and Details
8.LIT.1	❑	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.LIT.2	❑	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.
8.LIT.3	❑	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		Craft and Structure
8.LIT.4	❑	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
8.LIT.5	❑	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		Integration of Knowledge and Ideas
8.LIT.6	❑	Analyze the extent to which film or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.LIT.7	❑	Analyze how writers draw upon themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible.
8.LIT.8	❑	Interpret, analyze, and evaluate narratives, poetry, and plays by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.
8.LIT.9	❑	Use criteria to classify, select, and evaluate texts to make informal judgments about the quality of the pieces.

Vocabulary: textual evidence, theme, figurative language, literary devices, allusions, characterization, connotation, denotation

Diocese of Venice

Language Arts Curriculum Grade 8

STANDARD: Informational and Non-Fiction Text		
Big Idea Perspective, Reliability and Relevance	**Essential Questions:** How can we determine the reliability and relevance of a given text? How does our prior knowledge affect our reading of texts?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
8.IT.1	❑	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.IT.2	❑	Summarize a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
8.IT.3	❑	Analyze how a text makes connections to individuals, ideas or events.
		Craft and Structure
8.IT.4	❑	Determine the meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings; analyze impact of specific word choices on meaning and tone, including analogies and allusions to other text.
8.IT.5	❑	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.IT.6	❑	Determine an author's point of view and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
		Integration of Knowledge & Ideas
8.IT.7	❑	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.IT.8	❑	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.IT.9	❑	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.
		Range of Reading
8.IT.10	❑	Read content specific and technical texts with accuracy and comprehension.
Vocabulary: inference, point of view, explicit evidence		

Diocese of Venice

Mathematics Catholic Standards Grades K-5

STANDARD: Integration of Faith		
Big Ideas Wonder and Awe Human Virtues	**Essential Questions:** How do mathematical concepts and relationships demonstrate God's presence in our lives and His gifts to us? How can the development of human virtues lead to interest and understanding of problem solving?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
K.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
K.IF.2	❑	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. (CSDS1)
K.IF.3	❑	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. (CSDS2)
K.IF.4	❑	Show interest in the pursuit of understanding for its own sake. (CSDS3)
K.IF.5	❑	Exhibit joy at solving difficult mathematical problems and operations. (CSDS4)
K.IF.6	❑	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the human virtues (such as self-discipline and fortitude). (CSDS5)
K.1F.7	❑	Understand why things are true and why they are false. (CSDS5)
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade K

STANDARD: Geometry		
Big Ideas Attributes	**Essential Questions:** Where do we see shapes in nature?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
K.G.1	❑	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.2	❑	Correctly name shapes regardless of their orientations or overall size.
K.G.3	❑	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
		Analyze, compare, create, and compose shapes.
K.G.4	❑	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
K.G.5	❑	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	❑	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
Vocabulary: square, circle, hexagon, cone, triangle, rectangle, cube, beside, solid, flat, side		

Diocese of Venice

Mathematics Standards Grade K

STANDARD: Measurement and Data

Big Ideas Measure and classify objects.	**Essential Questions:** How and why do we measure things? Why is sorting objects important? How can we identify a triangle?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Describe and compare measurable attributes.
K.MD.1	❑	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2	❑	Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the differences
K.MD.3	❑	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;
K.MD.4	❑	Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
		Classify objects and count the number of objects in each category.
K.MD.5	❑	Classify objects into given categories
K.MD.6	❑	Count the numbers of objects in each category and sort the categories by count.

Vocabulary: length, longer, heavier, shorter, lighter, longer, side, width, height, weight, measure, compare, sort, classify, attribute names: colors, sizes and shapes

Diocese of Venice

Mathematics Standards Grade K

STANDARD: Operations and Algebraic Thinking

Big Ideas Addition Subtraction Making 10 Problem Solving	**Essential Questions:** What happens when we combine groups? What happens when we take groups?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
K.OA.1	❑	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), dramatization situations, verbal explanations, expressions, or equations.
K.OA.2	❑	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. *Students are not required to independently read the word problems.
K.OA.3	❑	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.4	❑	Fluently add and subtract within 5.
K.OA.5	❑	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems).

Vocabulary: altogether, equal, minus, number, plus, sum, subtract, number sentence, number story, equation

Diocese of Venice

Mathematics Standards Grade K

STANDARD: Number and Operations in Base Ten

Big Ideas Base 10 Place Value	**Essential Question:** How many ways are there to make 10? How can math be used to help us solve problems?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Work with numbers 11-19 to understand place value.
K.NBT.1	❑	Compose and decompose numbers from 11 to 19 into ten ones and some additional ones, e.g., by using objects or drawings
K.NBT.2	❑	Record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)
K.NBT.3	❑	Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

Vocabulary: base ten, altogether, sum, ten(s), one(s), place value, value

Diocese of Venice

Mathematics Standards Grade K

STANDARD: Counting and Cardinality

Big Ideas Counting Numbers Quantity	**Essential Questions:** How does counting help us to solve problems? Why are numbers true?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Know number names and the count sequence.
K.NO.1	❑	Count to 100 by 1's and by 10's.
K.NO.2	❑	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.NO.3	❑	Read and write numerals 0 to 20. Represent a number of objects within a written numeral zero to 20 (with 0 representing a count of no objects).
		Count to tell the number of objects, connecting counting to cardinality
K.NO.4	❑	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said, tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger.
K.NO.5	❑	Count to answer "how many?" Questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.
K.NO.6	❑	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
K.NO.7	❑	Compare two numbers between 1 and 10 presented as written numerals.

Vocabulary: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, ordinal numbers, number words 0-20, greater than, less than, equal to, more than

Diocese of Venice

Mathematics Catholic Standards Grades K-5

STANDARD: Integration of Faith		
Big Ideas Wonder and Awe Human Virtues	**Essential Questions:** How do mathematical concepts and relationships demonstrate God's presence in our lives and His gifts to us? How can the development of human virtues lead to interest and understanding of problem solving?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
1.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
1.IF.2	❑	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. (CSDS1)
1.IF.3	❑	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. (CSDS2)
1.IF.4	❑	Show interest in the pursuit of understanding for its own sake. (CSDS3)
1.IF.5	❑	Exhibit joy at solving difficult mathematical problems and operations. (CSDS4)
1.IF.6	❑	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the human virtues (such as self-discipline and fortitude). (CSDS5)
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 1

STANDARD: Geometry/Fractions

Big Ideas Shapes Attributes	**Essential Questions:** How do we use shapes to create new shapes? How are shapes found in nature like the shapes in mathematics?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Reason with shapes and their attributes.
1.GF.1	❑	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.GF.2	❑	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.GF.3	❑	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Vocabulary: square, rectangle, trapezoid, hexagon, three dimensional, cube, cone, cylinder, half, quarter, attribute, shape, closed, side(s), angle(s), two dimensional, triangle, circle, fourth, divide equal shares, whole, part, fraction

Diocese of Venice

Mathematics Standards Grade 1

STANDARD: Measurement and Data

Big Ideas Measuring Telling time Interpreting data	**Essential Questions:** How do we measure the world around us? How do we measure time? Why is telling time important?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Measure lengths indirectly and by iterating length units.
1.MD.1	❑	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2	❑	Understand how to use a ruler to measure length to the nearest inch.
		Tell and write time.
1.MD.3	❑	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4	❑	Identify and combine values of money in cents up to one dollar working with a single unit of currency.
		Represent and interpret data.
1.MD.5	❑	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Vocabulary: time, clock, hour(s), minute(s), digital, o'clock, hour hand, minute hand, analog, second hand, penny, nickel, dime, quarter, coin, cent(s), money, value, decimal point, data, graph

Diocese of Venice

Mathematics Standards Grade 1

STANDARD: Operations and Algebraic Thinking

Big Ideas Using Addition and Subtraction to Problem Solve	**Essential Questions**: Why are there different ways to solve addition and subtraction word problems? How can models help to solve addition and subtraction word problems and /or equations?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Represent and solve problems involving addition and subtraction.
1.OA.1	❑	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions Using objects, drawings, and equations with a symbol for the unknown number to represent the problem. *Students are not required to independently read the word problems
1.OA.2	❑	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.3	❑	Apply properties of operations as strategies to add and subtract.
1.OA.4	❑	Understand subtraction as an unknown-addend problem.
		Add and subtract within 20.
1.OA.5	❑	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6	❑	Add and subtract within 20, fluency for addition and subtraction within 10.
		Work with addition and subtraction equations.
1.OA.7	❑	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
1.OA.8	❑	Students will model, write, and evaluate addition and subtraction equations.
1.OA.9	❑	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] – 3, 6 + 6 = [].

Vocabulary: addend, sum, equal, difference, part, whole, in all, altogether, left, unknown, symbol, equation, solve, fact family, addition, subtraction, related fact

Diocese of Venice

Mathematics Standards Grade 1

STANDARD: Number and Operations in Base Ten		
Big Ideas Extended Counting Place Value	**Essential Questions:** Why do we need mental math? How can solutions to addition and subtraction be proved?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Extend the counting sequence.
1.NBT.1	❑	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent several objects with a written numeral.
		Understand place value.
1.NBT.2	❑	Understand that the two digits of a two-digit number represent amounts of tens and ones.
1.NBT.3	❑	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
		Use place value understanding and properties of operations to add and subtract.
1.NBT.4	❑	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.5	❑	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.6	❑	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Vocabulary: number, before, after, between, least, greatest, order, digit, ten(s), one(s), place value, value, group, bundle, compare, greater than >, less than <, more, less, two-digit number, group, regroup, strategy, skip counting		

Diocese of Venice

Mathematics Catholic Standards Grades K-5

STANDARD: Integration of Faith		
Big Ideas Wonder and Awe Human Virtues	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How do mathematical concepts and relationships demonstrate God's presence in our lives and His gifts to us? How can the development of human virtues lead to interest and understanding of problem solving?	
	The Learner Will:	
Standard Number	Date Completed	Skills
2.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
2.IF.2	❑	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. (CSDS1)
2.IF.3	❑	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. (CSDS2)
2.IF.4	❑	Show interest in the pursuit of understanding for its own sake. (CSDS3)
2.IF.5	❑	Exhibit joy at solving difficult mathematical problems and operations. (CSDS4)
2.IF.6	❑	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the human virtues (such as self-discipline and fortitude). (CSDS5)
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 2

STANDARD: Geometry/Fractions

Big Ideas Shapes Attributes Partitions Angles	**Essential Questions:** Why is it important to use models to represent mathematical ideas? To what extent is math connected to real world applications?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Reason with shapes and their attributes.
2.G.1	❑	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.2	❑	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.3	❑	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Vocabulary: attribute, shape, closed, side(s), angle(s), face(s), two dimensional, three dimensional, triangle, quadrilateral, pentagon, hexagon, cube, vertex, array, multiplication, rows, columns, factor, area model, divide, half, half of, quarter, fourth, divide, equal shares, whole, part, fraction.

Diocese of Venice

Mathematics Standards Grade 2

STANDARD : Measurement and Data

Big Ideas Telling Time Counting Money Measurement	**Essential Questions:** How do we estimate and measure the length of an object? How can tally marks be used to record data for a survey? How do we decide what type of measurement to use to find the length of an object?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Measure and estimate lengths in standards units.
2.MD.1	❑	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	❑	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.
2.MD.3	❑	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
2.MD.4	❑	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
		Relate addition and subtraction to length.
2.MD.5	❑	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	❑	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
		Work with time and money.
2.MD.7	❑	Tell and write time from analog and digital clocks to the nearest five minutes.
2.MD.8	❑	Solve problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins. Word problems may involve addition, subtraction, and equal groups situation: • Identify the value of coins and paper currency. • Compute the value of any combination of coins within one dollar. • Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?). • Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in

		one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).
		Represent and interpret data.
2.MD.9	❑	Create measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.MD.10	❑	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Vocabulary: length, measure, measurement, ruler, yardstick, meter stick, tape measure, units, feet/ foot, inches/ inch, yard(s), centimeter(s), width, measurement, solve, compare, difference, total, in all, equation, whole number, number line, analog clock, digital clock, a.m., p.m., minutes, time, hour(s), line plot		

Diocese of Venice

Mathematics Standards Grade 2

STANDARD : Operations and Algebraic Thinking

Big Ideas Addition Subtraction Multiplication	**Essential Questions:** How do we use mental math to solve word problems? How do we know that we used reason in mathematics?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Represent and solve problems involving addition and subtraction.
2.OA.1	❑	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.2	❑	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations 37 + 10 + 10 = _____ + 18, ? – 6 = 13 – 4, and 15 – 9 = 6 + ☐.
		Add and subtract within 20.
2.OA.3	❑	Fluently add and subtract within 20 using mental strategies. Memorize basic facts to 20.
		Work with equal groups of objects to gain foundations for multiplication.
2.OA.4	❑	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.5	❑	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Vocabulary: addend, sum, equal, difference, part, whole, in all, altogether, left, word problem, question, unknown, symbol, equation, solve, count on, count back, subtract, even, odd, equal groups, unequal groups, pairing, skip count, array, multiplication, total, skip count, row(s), column(s), repeated addition, factor, product

Diocese of Venice

Mathematics Standards Grade 2

STANDARD: Number and Operations in Base Ten

Big Idea Place Value Number Patterns	**Essential Questions:** Why are number patterns important in math? Where do we see patterns in nature?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Understand place value.
2.NBT.1	❑	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: - 100 can be thought of as a bundle of ten tens — called a "hundred." - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.2	❑	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.3	❑	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.4	❑	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
		Use place value understanding and properties of operation to add and subtract.
2.NBT.5	❑	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.6	❑	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.7	❑	Add and subtract within 1000, using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and it is necessary to compose or decompose tens or hundreds.
2.NBT.8	❑	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.9	❑	Explain why addition and subtraction strategies work, using place value and the properties of operations.

Vocabulary: one(s), ten(s), hundred(s), thousand(s), place value, three digit, digit, model, base ten, skip count, place value, expanded notation, word form, base-ten, numeral, digit, compare, greater than >, less than <, more less, equal, worth, group, regroup, add, subtract, strategies, associative property, commutative property, mentally, sum, difference, place value, expanded form

Diocese of Venice

Mathematics Catholic Standards Grades K-5

STANDARD: Integration of Faith

Big Ideas Wonder and Awe Human Virtues	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How do mathematical concepts and relationships demonstrate God's presence in our lives and His gifts to us? How can the development of human virtues lead to interest and understanding of problem solving?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
3.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
3.IF.2	❑	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. (CSDS1)
3.IF.3	❑	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. (CSDS2)
3.IF.4	❑	Show interest in the pursuit of understanding for its own sake. (CSDS3)
3.IF.5	❑	Exhibit joy at solving difficult mathematical problems and operations. (CSDS4)
3.IF.6	❑	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the human virtues (such as self-discipline and fortitude). (CSDS5)
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 3

STANDARD : Geometry

Big Idea Shapes	**Essential Question:** How can objects be represented and compared? What kind of problems can be solved with geometry?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Reason with shapes and their attributes.
3.G.1	❑	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).
3.G.2	❑	Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Vocabulary: perimeter, area, polygon, rectangle, quadrilaterals, rhombus, square, parallelogram, trapezoid, rectangle, angles, vertices, sides

Diocese of Venice

Mathematics Standards Grade 3

STANDARD: Measurement and Data

Big Ideas Measurement Data Analysis	**Essential Questions:** How do we choose the appropriate unit of measurement? What kind of problems can be solved with data analysis?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
3.MD.1	❑	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.2	❑	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
		Represent and interpret data.
3.MD.3	❑	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs
3.MD.4	❑	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
		Understand concepts of area and relate area to multiplication and to addition.
3.MD.5	❑	Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
3.MD.6	❑	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7	❑	Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
		Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
3.MD.8	❑	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths,
3.MD.9	❑	Solve real world and mathematical problems finding an unknown side length, and exhibiting rectangles with the same perimeter and/or different areas
3.MD.10	❑	Solve real world and mathematical problems with the same area and different perimeters.
Vocabulary: analog clock, digital clock, minute, hour, elapsed time, interval, volume, mass, liquid, solid, grams, kilograms, liters, graph, customary unit, metric, unit		

Diocese of Venice

Mathematics Standards Grade 3

STANDARD: Operation and Algebraic Thinking

Big Ideas Multiplication Division	**Essential Questions:** How are multiplication and division related? How do we use multiplication and division to solve problems?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Represent and solve problems involving multiplication and division.
3.OA.1	❑	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
3.OA.2	❑	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
3.OA.3	❑	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3.OA.4	❑	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
		Explain properties of multiplication and the relationship between multiplication and division.
3.OA.5	❑	Apply properties of operations as strategies to multiply and divide.
	❑	Understand division as an unknown-factor problem.
		Multiply and divide within 100.
3.OA.6	❑	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
		Solve problems involving the four operations, and identify and explain patterns in arithmetic.
3.OA.7	❑	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.OA.8	❑	Analyze arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Vocabulary: products, whole numbers, multiplication, array, equal groups, solve, factor(s), equal groups/ parts, division, dividend, quotient, divisor, digit, Commutative property, associative property, distributive property, fact family, inverse operation, product, operation, relationship, Equation, estimation

Diocese of Venice

Mathematics Standards Grade 3

STANDARD: Number and Operations in Base Ten		
Big Idea Place Value	**Essential Questions:** Why is understanding place value an important life skill?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Use place value understanding and properties of operations to perform multi-digit arithmetic.
3.NBT.1	❑	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.2	❑	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3.NBT.3	❑	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
Vocabulary: place value, round, number line, digit, ones, tens, hundreds, thousands, ten thousands, expanded form, standard form, word form, identity property, sum, difference, product		

Diocese of Venice

Mathematics Standards Grade 3

STANDARD : Number and Operations- Fractions

Big Idea Fractions	**Essential Questions:** What is a fraction? How are fractions used in our daily lives?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Develop understanding of fractions as numbers
3.NF.1	❑	▪ Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into equal parts ▪ Understand a fraction a/b as the quantity formed by a parts of size 1/b. ▪ Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.NF.2	❑	Understand a fraction as a number on the number line; ▪ Represent fractions on a number line diagram. ▪ Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. ▪ Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. ▪ Represent fraction *a/b* on number line diagram by marking off *a* lengths *1/b* from 0. ▪ Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.
3.NF.3	❑	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size: ▪ Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. ▪ Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. ▪ Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* ▪ Compare two fractions with the same numerator or the same denominator by reasoning about their size. ▪ Recognize comparisons are valid only when the two fractions refer to the same whole. ▪ Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Vocabulary: partition, numerator, denominator, partition, number line, fraction, equivalent, fractions, equal to, greater than, less than, hundreds

Diocese of Venice

Mathematics Catholic Standards Grades K-5

STANDARD: Integration of Faith		
Big Ideas Wonder and Awe Human Virtues	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How do mathematical concepts and relationships demonstrate God's presence in our lives and His gifts to us? How can the development of human virtues lead to interest and understanding of problem solving?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills
4.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
4.IF.2	❑	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. (CSDS1)
4.IF.3	❑	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. (CSDS2)
4.IF.4	❑	Show interest in the pursuit of understanding for its own sake. (CSDS3)
5.IF.5	❑	Exhibit joy at solving difficult mathematical problems and operations. (CSDS4)
5.IF.6	❑	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the human virtues (such as self-discipline and fortitude). (CSDS5)
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 4

STANDARD: Geometry

Big Ideas Two Dimensional Figures Angles	**Essential Questions:** How do we draw and identify characteristics of two-dimensional figures? How do we classify two dimensional shapes?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
4.G.1	❑	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.2	❑	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.3	❑	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Vocabulary: angle, circular, arc, points, rays, endpoints, degree, intersect, “one degree angle”, protractor, n degrees, straight, obtuse, acute, right, vertex, equation, variable, angle, difference, total, right angle, right triangle

Diocese of Venice

Mathematics Standards Grade 4

STANDARD : Measurement and Data

Big Ideas Area Perimeter Data Analysis Angles	**Essential Questions:** How do you know if a shape is symmetrical? What things in God's creation are symmetrical? How do we correctly select which unit of measurement to used?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
4.MD.1	❑	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
4.MD.2	❑	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models. Solve problems involving elapsed time
4.MD.3	❑	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
		Represent and interpret data.
4.MD.4	❑	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots
		Understand concepts of angle and measure angles.
4.MD.5	❑	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.

		An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
4.MD.6	❑	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7	❑	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
Vocabulary: units, equivalent, standard measurement, conversion table, mass, volume, time, intervals, money, distance, fractions, decimals, operations, rectangle, perimeter, formula, area, width, line plot, angle, circular, arc, points, rays, endpoints, degree, intersect, “one degree angle”, protractor, straight, obtuse, acute, right, vertex, equation, variable, difference, total, right angle, right triangle		

Diocese of Venice

Mathematics Standards Grade 4

STANDARD : Operations and Algebraic Thinking		
Big Ideas Number Sense Patterns	**Essential Questions:** How are division and multiplication related to subtraction and addition? What patterns can we find in multiplication and division facts?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Use the four operations with whole numbers to solve problems.
4.OA.1	❑	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
4.OA.2	❑	Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.3	❑	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4.OA.4	❑	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
4.OA.5	❑	Represent these problems using equations with a letter standing for the unknown quantity.
4.OA.6	❑	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.OA.7	❑	Determine whether an equation is true or false by using comparative relational thinking.
4.OA.8	❑	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking.
		Investigate factors and numbers
4.OA.9	❑	Find all factor pairs for a whole number in the range 1–100.
4.OA.10	❑	Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.
4.OA.11	❑	Determine whether a given whole number in the range 1–100 is prime or composite.
		Generate and analyze patterns
4.OA.12	❑	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself

Vocabulary: numeric equations, multiplication, verbal statements, equations, commutative property, divide, multiply, equations, unknown factor, repeated addition, add, subtract, rounding, estimation, remainder, prime, composite, factors, multiples, rule, input, output, pattern, base ten, place value, names

Diocese of Venice

Mathematics Standards Grade 4

STANDARD: Number and Operations in Base Ten		
Big Idea Place Value	**Essential Questions:** What are the factors of a number? How do you multiply whole numbers?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Generalize place value understanding for multi-digit whole numbers.
4.NBT.1	❑	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
4.NBT.2	❑	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4.NBT.3	❑	Use place value understanding to round multi-digit whole numbers to any place.
		Use place value understanding and properties of operations to perform multi-digit arithmetic.
4.NBT.4	❑	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NBT.5	❑	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6	❑	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Vocabulary: place value names, digit, compare, greater than, less than, equal to, standard form, word form, expanded form, rounding, standard algorithm, multiply, properties of operations, place value names, equations, rectangular arrays, area models, divisor, remainder, quotient, dividend, operations, numerator

Diocese of Venice

Mathematics Standards Grade 4

STANDARD: Number and Operations- Fractions

Big Ideas Fractions Decimals	**Essential Questions:** How do we use symbols to represent unknown quantities to solve word problems? How do fractions relate to other number concepts?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Extend understanding of fraction equivalence and ordering.
4.NF.1	❑	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NF.2	❑	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
4.NF.3	❑	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4	❑	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of 1/b. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?* *Between what two whole numbers does your answer lie?*
		Understand decimal notation for fractions, and compare decimal fractions.
4.NF.5	❑	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
4.NF.6	❑	Use decimal notation for fractions with denominators 10 or 100.
4.NF.7	❑	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
Vocabulary: numerator, denominator, fraction, common denominator, common numerator, benchmark, visual fraction model, greater than, less than, equal to, part whole fractions, decomposition, equation, mixed number, improper fraction, equivalent, properties of operations, whole, total difference, unit fraction, multiple, denominator, equivalent fraction, decimal, tenths, hundredths, number line, units		

Diocese of Venice

Mathematics Catholic Standards Grades K-5

STANDARD: Integration of Faith		
Big Ideas Wonder and Awe Human Virtues	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How do mathematical concepts and relationships demonstrate God's presence in our lives and His gifts to us? How can the development of human virtues lead to interest and understanding of problem solving?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills
5.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
5.IF.2	❑	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. (CSDS1)
5.IF.3	❑	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. (CSDS2)
5.IF.4	❑	Show interest in the pursuit of understanding for its own sake. (CSDS3)
5.IF.5	❑	Exhibit joy at solving difficult mathematical problems and operations. (CSDS4)
5.IF.6	❑	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the human virtues (such as self-discipline and fortitude). (CSDS5)
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 5

STANDARD: Geometry

Big Ideas Graphing Polygons	**Essential Questions:** Why do we graph ordered pairs? What are the properties of 2 dimensional figures?	
		The Learner Will:
Standard	Date Completed	Benchmark/Skills Graph points on the coordinate plane to solve real-world and mathematical problems
5.G.1	❑	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond e.g., x-axis and x-coordinate, y-axis and y-coordinate.
5.G.2	❑	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
		Classify two-dimensional figures into categories based on their properties.
5.G.3	❑	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
5.G.4	❑	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

Vocabulary: coordinate plane, perpendicular lines, origin, y-coordinate, x-coordinate, y-axis, x-axis, coordinates, quadrant, axes, ordered pairs, polygons, attributes, category, subcategory, two-dimensional figures, hierarchy, properties

Diocese of Venice

Mathematics Standards Grade 5

STANDARD: Measurement and Data		
Big Ideas Data Volume	**Essential Questions:** How do we convert measurements within systems? How do we represent the inside of a 3-dimensional figure?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Convert like measurement units within a given measurement system.
5.MD.1	❑	Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
		Represent and interpret data.
5.MD.2	❑	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
5.MD.3	❑	Use operations on fractions for this grade to solve problems involving information presented in line plots.
		Understand concepts of volume and relate volume to multiplication and to addition.
5.MD.4	❑	Recognize volume as an attribute of solid figures and understand concepts of volume measurement: - A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
5.MD.5	❑	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.MD.6	❑	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
5.MD.7	❑	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
5.MD.8	❑	Apply the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
5.MD.9	❑	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Vocabulary: measurement systems, convert, line plot, data, average (mean), fractions, lowest terms, repeated addition, volume, solid, figure, 2D figures, 3D figures, unit, cube, solid figure, volume, right rectangular, prism, base, length, width, height, Area of the base (B), non-overlapping parts

Diocese of Venice

Mathematics Standards Grade 5

STANDARD : Operations and Algebraic Thinking		
Big Ideas Number Sense Patterns	**Essential Questions:** What can affect the relationship between numbers?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Write and interpret numerical expressions.
5.OA.1	❑	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.2	❑	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
		Analyze patterns and relationships.
5.OA.3	❑	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Vocabulary: parentheses, brackets, braces, Symbol, sum, difference, product, quotient, ordered pairs, corresponding terms, patterns, numerical patterns, coordinate plane, variable, corresponding terms, place value		

Diocese of Venice

Mathematics Standards Grade 5

STANDARD: Number and Operations in Base Ten

Big Ideas Place Value Decimals	**Essential Questions:** What patterns occur in our number system? How do we solve problems with whole numbers and decimals?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Understand the place value system.
5.NBT.1	❑	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.2	❑	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.3	❑	Read, write, and compare decimals to thousandths. Read number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NBT.4	❑	Use place value understanding to round decimals to any place.
		Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NBT.5	❑	Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NBT.6	❑	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NBT.7	❑	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; Relate the strategy to a written method and explain the reasoning used

Vocabulary: place value, names, base ten, powers of ten, exponents, product, place value, names, base ten numerals, number names, expanded form, greater than, less than, equal to, Round, Estimation, decimals, Factors, Product, algorithm, divisor, Dividend, Quotient, rectangular array, area model, add, hundredths, addend, difference, simplify

Diocese of Venice

Mathematics Standards Grade 5

STANDARD: Number and Operations- Fractions

Big Idea Fractions	**Essential Questions:** How does multiplying fractions relate to real world problems? How can you show multiplying fractions in a visual model?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Use equivalent fractions as a strategy to add and subtract fractions.
5.NF.1	❑	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
5.NF.2	❑	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5.NF.3	❑	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
5.NF.4	❑	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem
5.NF.5	❑	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. - Interpret the product *(a/b)* × *q* as a parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b*. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.6	❑	Interpret multiplication as scaling (resizing), by: - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence *a/b = (n×a)/(n×b)* to the effect of multiplying *a/b* by 1.

5.NF.7	❑	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5.NF.8	❑	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
5.NF.9	❑	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
5.NF.10	❑	Interpret division of a whole number by a unit fraction, and compute such quotients.
5.NF.8	❑	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
Vocabulary: simplify, common denominators, unlike denominators, benchmark fractions, estimation, numerator, denominator, division, part of, area, tiling, unit fraction, unit square, equivalence, product, factor, improper fraction, mixed number, product, equivalent fraction, fractions, mixed number, visual models, whole number, divide, estimation, lowest terms, unit fraction, whole number, estimation, quotients		

Diocese of Venice

Mathematics Catholic Standards Grades 6-8

STANDARD: Integration of Faith

Big Ideas Transcendent Truth Human Virtues Catholic Worldview	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How can we recognize the power of the human mind as a gift from God and a reflection of Him? How can the natural virtues of temperance and fortitude help us with the discipline of mathematics?	
	The Learner Will	
Standard Number	Date Completed	Bookmark/Skills
6.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
6.IF.2	❑	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning. (CSGS1) - Connecting the discipline within mathematics to the development of natural virtues
6.IF.3	❑	Seek transcendent Truth in mathematics: - Examine truths about mathematical objects and relationships that are interesting in their own right and a creation of God - Develop lines of inquiry to understand why things are true and why they are false (CSGS2)
6.IF.4	❑	Display a sense of wonder about mathematical relationships in the world. (CSDS1) - Identify mathematical certitude in the world which is independent of human opinion
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 6

STANDARD: Geometry

Big Ideas Area Surface Area Volume	**Essential Question:** How does our world measure up using figures and prisms? Where in God's creation do we see the beauty of prisms?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Solve real-world and mathematical problems involving area, surface area, and volume.
6.G.1	❑	Find the area of triangles, special quadrilaterals, and polygons by composing rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world problems.
6.G.2	❑	Find the volume of a rectangular prism by filling it with unit cubes of the appropriate unit lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas to find volumes of rectangular prisms with edge lengths in the context of solving real-world and mathematical problems.
6.G.3	❑	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side, joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.4	❑	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Vocabulary: right triangle, triangle, quadrilaterals, polygons, area, compose, decompose, volume, right rectangular prism, base, width, height, length, coordinate plane, vertices, ordered pairs, nets, 3-dimensional figures, surface area

Diocese of Venice

Mathematics Standards Grade 6

STANDARD: Number System

Big Ideas Fractions Decimals GCF LCM Integers Coordinate Plane	**Essential Question:** How we do we represent numbers in different ways? How are points represented within the coordinate plane? Why are decimals and fractions important in everyday life?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
6.NS.1	❑	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.
6.NS.2	❑	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.3	❑	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
		Compute fluently with multi-digit numbers and find common factors and multiples.
6.NS.4	❑	Find the greatest common factor of two whole numbers less than or equal to 100. Find the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
		Apply and extend previous understandings of numbers to the system of rational numbers.
6.NS.5	❑	Understand that positive and negative numbers are used together in real world situations to describe quantities having opposite directions or values and explain the meaning of 0 in each situation.
6.NS.6	❑	Understand a rational number as a point on the number line. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; - Find and position integers and other rational numbers on a horizontal or vertical number line diagram and coordinate plane.

6.NS.7	❑	Understand ordering and absolute value of rational numbers. • Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. • Write, interpret, and explain statements of order for rational numbers in real-world contexts. • Understand the absolute value of a rational number as its distance from 0 on the number line. • Distinguish comparisons of absolute value from statements about order.
6.NS.8	❑	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points.
Vocabulary: fraction, visual fraction, standard algorithm, dividend, divisor, remainder, quotient, decimal place value, product, sum, difference, greatest common factor, least common multiple, distributive property, compute, whole numbers, positive, negative, opposite, zero, integer, opposite sign, number line, ordered pairs, coordinate plane, x-axis, y-axis, reflection, equidistant, horizontal number line, vertical number line, rational numbers, plot, inequality, greater than, less than, equal to, absolute value, ordered pairs, quadrant		

Diocese of Venice

Mathematics Standards Grade 6

STANDARD: Expressions and Equations

Big Ideas Operations Expressions Equations Inequalities	**Essential Question:** How do I represent the unknown using expressions, equations, and inequalities to solve real-world problems?	
	The Learner Will:	
Standard	Date Completed	Benchmark/Skills Apply and extend previous understandings of arithmetic to algebraic expressions.
6.EE.1	❑	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.2	❑	Write, read, and evaluate expressions in which variables stand for numbers. Translate verbal expressions into mathematical and algebraic expressions. Identify parts of an expression using mathematical terms. Evaluate expressions using the Order of Operations by substituting values for variables to solve real-world problems.
6.EE.3	❑	Identify when two expressions are equivalent.
6.EE.4	❑	Apply the properties of operations, including the Distributive Property, to generate equivalent expressions.
		Reason about and solve one-variable equations and inequalities.
6.EE.5	❑	Understand solving an equation or inequality as a process of answering a question. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.6	❑	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.
6.EE.7	❑	Solve real-world and mathematical problems by writing and solving one-step equations using rational numbers.
6.EE.8	❑	Write an inequality to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
		Represent and analyze quantitative relationships between dependent and independent variables.

6.EE.9	❑	Use variables to represent two quantities in a real-world problem that change in relationship to one another Write an equation to express one quantity, as the dependent or independent variable, in terms of the other quantity. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
Vocabulary: numerical expressions, whole-number exponents, verbal expressions, algebraic expressions, term, product, factor, coefficient, formula, order of operations, equivalent, distributive property, variable, combine like terms, equivalent expressions, equation, rational numbers		

Diocese of Venice

Mathematics Standards Grade 6

STANDARD: Statistics and Probability

Big Ideas Data sets Data displays Central Tendency Variability	**Essential Question:** How do we organize and analyze data to solve problems?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Develop understanding of statistical variability.
6.SP.1	❑	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
6.SP.2	❑	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.SP.3	❑	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
		Summarize and describe distributions
6.SP.4	❑	Display numerical data in plots: number line, scatter plot, histogram, stem and leaf, and box and whisker.
6.SP.5	❑	Summarize numerical data sets in relation to their context by: - Reporting the number of observations. - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. - Giving quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. - Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Vocabulary: statistical question, non-statistical question, variability, data, center, mean, median, mode, range, spread, interquartile range, mean absolute, deviation, overall shape, measure of center, scatter plot, stem and leaf, histogram, box and whisker, number line, observations, data set, units of measurement, overall pattern, measures of center, measures of variability, data distribution, context of data collection

Diocese of Venice

Mathematics Standards Grade 6

STANDARD: Ratios & Proportional Relationships		
Big Ideas Ratio Proportion Unit Rate Coordinate Plane	**Essential Question:** Why do we compare and express quantities with the same or different units?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Understand ratio concepts and use ratio reasoning to solve problems.
6.RP.1	❑	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
6.RP.2	❑	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.
6.RP.3	❑	Use ratio and rate reasoning to solve real-world and mathematical problems. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. Find a percent of a quantity as a rate per 100; Solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.
Vocabulary: ratio, relationship, quantities, unit rate, ratio relationship, table, coordinate plane, equivalent ratios, x-coordinate /x-axis, y-coordinate /y-axis, constant speed, unit pricing, proportion, part, whole, percent, quantity, fraction, standard units of measurement, customary units of measurement		

Diocese of Venice

Mathematics Standards Grade 6

STANDARD: Mathematical Practice

Big Ideas Problem solving Quantitative Reasoning Model and communicate Structure and precision	**Essential Questions:** What can mathematically proficient students accomplish?	
	The Learner Will:	
6.MP.1	❑	Make sense of problems and persevere in solving them: - Explain the meaning of a problem and its solution. - Analyze givens, estimate the solution and plan a solution pathway. - Monitor and evaluate progress and change course if necessary. - Explain correspondences between equations, verbal descriptions, tables, and graphs. Search for regularity or trends.
6.MP.2	❑	Reason abstractly and quantitatively: - Make sense of quantities and their relationships. - Use the ability to decontextualize and the ability to contextualize.
6.MP.3	❑	Construct viable arguments and critique the reasoning of others: - Understand and use assumptions, definitions, and previously established results in constructing arguments. - Make conjectures. - Justify, communicate conclusions, and respond to the arguments of others. - Compare the effectiveness of two plausible arguments.
6.MP.4	❑	Model with mathematics: - Apply mathematics to solve problems arising in everyday life. - Make assumptions and approximations to simplify, realizing that these may need revision later. - Identify and map important quantities using diagrams. - Analyze relationships to draw conclusions and consider its plausibility.
6.MP.5	❑	Use appropriate tools strategically: - Consider the available tools when solving a problem. - Detect possible errors by using estimation and other knowledge. - Identify relevant external resources and use them to solve problems. - Use technological tools to explore and deepen their understanding of concepts.
6.MP.6	❑	Attend to precision: - Communicate precisely by using accurate definitions - State the meaning of symbols and use them appropriately. - Specify units of measure and label axes in correspondence with quantities given. Calculate accurately and efficiently with a degree of precision.
6.MP.7	❑	Look for and make use of structure: - Look to discern a pattern. - Recognize the significance of an existing line in a geometric figure.

		▪ Reflect for an overview and shift perspective. ▪ Visualize complicated objects as single or as being composed of several objects.
6.MP.8	❑	Look for and express regularity in repeated reasoning: ▪ Notice if calculations are repeated and look for general methods and shortcuts. ▪ Continually evaluate the process, assessing reasonability, while attending to the details.

Diocese of Venice

Mathematics Catholic Standards Grades 6-8

STANDARD: Integration of Faith

Big Ideas Transcendent Truth Human Virtues Catholic Worldview	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How can we recognize the power of the human mind as a gift from God and a reflection of Him? How can the natural virtues of temperance and fortitude help us with the discipline of mathematics?	
	The Learner Will	
Standard Number	Date Completed	Skills
7.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
7.IF.2	❑	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning: (CSGS1) - Connecting the discipline within mathematics to the development of natural virtues
7.IF.3	❑	Seek transcendent Truth in mathematics: - Examine truths about mathematical objects and relationships that are interesting in their own right and a creation of God - Develop lines of inquiry to understand why things are true and why they are false (CSGS2)
7.IF.4	❑	Display a sense of wonder about mathematical relationships in the world (CSDS1) - Identify mathematical certitude in the world which is independent of human opinion
Vocabulary: virtuous behaviors, values and attitudes		

Diocese of Venice

Mathematics Standards Grade 7

STANDARD: Geometry

Big Ideas Scale Plane Sections Area and Circumference of Circle Angles of Triangles Area, Volume, Surface Area of other figures	**Essential Questions:** Why is it important to understand and relate the properties of two-and three-dimensional geometric figures? How are geometric properties of circles, their angles and arcs used to describe and solve real-world problems?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Draw, construct, and describe geometrical figures and describe the relationships between them
7.G.1	❑	Solve problems involving scale drawings of geometric figures.
7.G.2	❑	Draw geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.G.3	❑	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of rectangular prisms and rectangular pyramids.
		Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
7.G.4	❑	Know and use the formulas for area and circumference of a circle; infer the relationship between the circumference and area of a circle.
7.G.5	❑	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.G.6	❑	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Vocabulary: scale drawing, area, lengths, geometric figures, triangle inequality, theorem, triangle angle sum, theorem, geometric figures, uniquely defined triangle, ambiguously defined triangle, nonexistent triangle, slice, two-dimensional figures, pyramid, rectangular prism, cylinder, triangular pyramid, cube, cone, circle, circumference, diameter, radius, vertical angles, supplementary, complementary, adjacent angles, volume, surface area, two- and three-dimensional figures

Diocese of Venice

Mathematics Standards Grade 7

STANDARD: The Number System

Big Ideas Rational Numbers Operations	**Essential Questions:** How do we represent numbers in different forms? Why is it important to understand the properties of numbers?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
7.NS.1	❑	Apply and extend previous understandings of addition and subtraction to rational numbers and represent on a horizontal or vertical number line diagram. Describe situations in which opposite quantities combine to make 0.
7.NS.2	❑	Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums and differences of rational numbers on the number line and by describing real-world contexts.
7.NS.3	❑	Understand subtraction of rational numbers as adding the additive inverse. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
7.NS.4	❑	Apply properties of operations as strategies to add and subtract rational numbers. Apply and extend previous understandings of multiplication and division to rational numbers.
7.NS.5	❑	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations and the rules for multiplying signed numbers.
7.NS.6	❑	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.
7.NS.7	❑	Apply properties of operations as strategies to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.NS.8	❑	Solve real-world and mathematical problems involving the four operations with rational numbers.

Vocabulary: x-coordinate, y-coordinate, additive inverse, rational numbers, distance, addend, sum, additive inverse, absolute value, distance, commutative property, associative property, distributive property, fractions, signed numbers, division, rational numbers, negative symbol, integer, numerator, denominator, quotient divisor, long division, numerator, denominator, divide, terminates, repeats, add, subtract, multiply, rational numbers, order of operations

Diocese of Venice

Mathematics Standards Grade 7

STANDARD: Expressions and Equations

Big Ideas Order of Operations Modeling and solving expressions and equations Distributive Property Solving and graphing inequalities	**Essential Questions:** What strategies are used for representing and solving equations? How can related quantities be expressed algebraically? Why are expressions and equations useful in real-world problems?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Use properties of operations to generate equivalent expressions.
7.EE.1	❑	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE.2	❑	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
		Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
7.EE.3	❑	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically.
7.EE.4	❑	Apply properties of operations to calculate with numbers in any form; convert between forms; and assess the reasonableness of answers using mental computation and estimation strategies.
7.EE.5	❑	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
7.EE.6	❑	Solve word problems leading to equations. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
7.EE.7	❑	Solve word problems leading to inequalities. Graph the solution set of the inequality and interpret it in the context of the problem.

Vocabulary: rational, coefficients, factor, GCF, properties of operations, constant, like terms, monomial, binomial, variable expressions, rational numbers, estimation, mental computation, integers, fractions, decimals, equivalent, algebraic solution, arithmetic solution, two-step linear equations, Property of Equality, inverse operations, linear equations, Distributive Property, two-step linear inequalities, at least, at most, ≤, <,>, ≥, inequalities, number line, closed dot, open dot, solution set, graph the solution set

Diocese of Venice

Mathematics Standards Grade 7

STANDARD: Statistics and Probability

Big Ideas Inferences Probability Statistics	**Essential Questions:** How do you explain real world problems using statistics? Why is it important to communicate data using different strategies?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Use random sampling to draw inferences about a population.
7.SP.1	❑	Understand that statistics can be used to gain information about a population by examining a sample of the population
7.SP.2	❑	Understand generalizations about a population from a sample are valid only if the sample is representative of that population.
7.SP.3	❑	Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.4	❑	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
7.SP.5	❑	Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
		Draw informal comparative inferences about two populations.
7.SP.6	❑	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
7.SP.7	❑	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
		Investigate chance processes and develop, use, and evaluate probability models.
7.SP.8	❑	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood.
7.SP.9	❑	Understand that a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
7.SP.10	❑	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
7.SP.11	❑	Develop a probability model and use it to find probabilities of events.

7.SP.12	❑	Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
7.SP.13	❑	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
7.SP.14	❑	Develop a probability model by observing frequencies in data generated from a chance process.
7.SP.15	❑	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
7.SP.15	❑	Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
7.SP.16	❑	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams.
7.SP.17	❑	Design and use a simulation to generate frequencies for compound events.
Vocabulary: population, sample, representative sample, biased sample, random sampling, inferences, validity, inference, random sampling, population characteristic, variable		

Diocese of Venice

Mathematics Standards Grade 7

STANDARD: Ratios & Proportional Relationships

Big Ideas Ratio Proportion Unit Rate Coordinate Plane	**Essential Questions:** Why are proportional relationships important in everyday life? How is proportional reasoning applied using fractions, decimals and percentages?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Analyze proportional relationships and use them to solve real-world and mathematical problems.
7.RP.1	❑	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
7.R.P2	❑	Recognize and represent proportional relationships between quantities.
7.R.P3	❑	Decide whether two quantities are in a proportional relationship.
7.R.P4	❑	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7.R.P5	❑	Represent proportional relationships by equations.
7.R.P6	❑	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
7.RP.7	❑	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Vocabulary: ratio, complex fraction, unit rate, rate, proportion, equivalent, constant of proportionality, rate of change, slope, cross product, origin, quantities, proportional relationship, rate of change, direct proportional relationship, x-coordinate, y-coordinate, additive inverse, rational numbers, distance, addend, sum, additive inverse, absolute value, distance, commutative property, associative property, distributive property, fraction

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Mathematics Standards Grade 7

STANDARD: Mathematical Practice		
Big Ideas Problem solving Quantitative Reasoning Model and communicate Structure and precision	**Essential Questions:** What can mathematically proficient students use their gifts to help others?	
	The Learner Will:	
7.MP.1	❑	Make sense of problems and persevere in solving them: - Explain the meaning of a problem and its solution. - Analyze givens, estimate the solution and plan a solution pathway. - Monitor and evaluate progress and change course if necessary. - Explain correspondences between equations, verbal descriptions, tables, and graphs. Search for regularity or trends.
7.MP.2	❑	Reason abstractly and quantitatively: - Make sense of quantities and their relationships. - Use the ability to decontextualize and the ability to contextualize.
7.MP.3	❑	Construct viable arguments and critique the reasoning of others: - Understand and use assumptions, definitions, and previously established results in constructing arguments. - Make conjectures. - Justify, communicate conclusions, and respond to the arguments of others. - Compare the effectiveness of two plausible arguments.
7.MP.4	❑	Model with mathematics: - Apply mathematics to solve problems arising in everyday life. - Make assumptions and approximations to simplify, realizing that these may need revision later. - Identify and map important quantities using diagrams. - Analyze relationships to draw conclusions and consider its plausibility.
7.MP.5	❑	Use appropriate tools strategically: - Consider the available tools when solving a problem. - Detect possible errors by using estimation and other knowledge. - Identify relevant external resources and use them to solve problems. - Use technological tools to explore and deepen their understanding of concepts.
7.MP.6	❑	Attend to precision: - Communicate precisely by using accurate definitions - State the meaning of symbols and use them appropriately. - Specify units of measure and label axes in correspondence with quantities given. Calculate accurately and efficiently with a degree of precision.
7.MP.7	❑	Look for and make use of structure: - Look to discern a pattern. - Recognize the significance of an existing line in a geometric figure. - Reflect for an overview and shift perspective.

		▪ Visualize complicated objects as single or as being composed of several objects.
7.MP.8	❑	Look for and express regularity in repeated reasoning: ▪ Notice if calculations are repeated and look for general methods and shortcuts. ▪ Continually evaluate the process, assessing reasonability, while attending to the details.
Vocabulary: axes, calculation, contextualize, decontextualize, givens, graphs, symbols		

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Mathematics Catholic Standards Grades 6-8

STANDARD: Integration of Faith

Big Ideas Transcendent Truth Human Virtues Catholic Worldview	**Essential Questions:** How does the study of mathematics and our Catholic faith contribute to the formation of the whole person? How can we recognize the power of the human mind as a gift from God and a reflection of Him? How can the natural virtues of temperance and fortitude help us with the discipline of mathematics?	
	The Learner Will	
Standard Number	Date Completed	Benchmark/Skills
8.IF.1	❑	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CSGS3)
8.IF.2	❑	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning. (CSGS1)
8.IF.3	❑	Connecting the discipline within mathematics to the development of natural virtues. (CSDS5)
8.IF.4	❑	Seek transcendent Truth in mathematics: - Examine truths about mathematical objects and relationships that are interesting in their own right and a creation of God. - Develop lines of inquiry to understand why things are true and why they are false. (CSGS2)
8.IF.5	❑	Display a sense of wonder about mathematical relationships in the world. (CSDS1) - Identify mathematical certitude in the world which is independent of human opinion.
Vocabulary: virtuous behaviors, values and attitudes		

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Mathematics Standards Grade 8

STANDARD: Geometry		
Big Ideas Transformations Congruency Similarity Sum of Angles Pythagorean Theorem	**Essential Questions:** How and why do we measure the physical world around us? Why are geometric properties important to use in making conclusions about relationships in the real world?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Understand congruence and similarity using physical models, transparencies, or geometry software.
8.G.1	❑	Verify experimentally the properties of rotations, reflections, and translations: comparing lines and angles of the image created.
8.G.2	❑	Understand that a two-dimensional figure is congruent to another if one can be obtained from the other by a sequence of transformations; be able to describe those movements.
8.G.3	❑	Describe the effect of transformations on two-dimensional figures using coordinates.
8.G.4	❑	Understand that a two-dimensional figure is similar to another if one can be obtained from the other by a sequence of transformations; be able to describe these movements.
8.G.5	❑	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
		Understand and apply the Pythagorean Theorem.
8.G.6	❑	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7	❑	Apply Pythagorean Theorem to determine unknown side lengths in right triangles
8.G.8	❑	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system and discover the Distance Formula.
		Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
8.G.9	❑	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Vocabulary: rotation, reflection, translation, congruence, transformation, corresponding parts, properties, sequence, coordinate, figure, ordered pair, prime, image, x-axis, y-axis, dilation, transformation, similarity, triangle, parallel lines, transversal, supplementary, linear pair; vertical, alternate, exterior, and interior angles; Pythagorean theorem, converse, proof, legs, hypotenuse, right angle, square root, radical, diagonals, ordered pair, coordinate plane, distance formula, volume, cone, cylinder, sphere, area of base

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Mathematics Standards Grade 8

STANDARD: Number System

Big Ideas Rational Numbers Irrational Numbers Approximations Number Line Location	**Essential Question:** How are rational and irrational numbers used in real world situations?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Know that there are numbers that are not rational, and approximate them by rational numbers.
8.NS.1	❑	Know that there are irrational numbers. Understand that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats into a rational number.
8.NS.2	❑	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

Vocabulary: rational, irrational, square root, Pi, decimal expansion

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Mathematics Standards Grade 8

STANDARD: Expressions and Equations

Big Ideas Expressions Equations Exponents Square Root Order of Operations Linear Equations Slope	**Essential Questions:** Why and how are the properties of integer exponents used to evaluate, simplify numerical expressions and equations? How can characteristics of real world exponential growth/decay be modeled using exponents? What is the relationship between squares and square roots and cube and cube roots?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Work with radicals and integer exponents.
8.EE.1	❑	Know and apply the properties of integer exponents to generate equivalent numerical expressions.
8.EE.2	❑	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.
8.EE.3	❑	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
8.EE.4	❑	Perform operations with numbers expressed in scientific notation.
		Understand the connections between proportional relationships, lines, and linear equations.
8.EE.5	❑	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
8.EE.6	❑	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
		Analyze and solve linear equations and pairs of simultaneous linear equations.
8.EE.7	❑	Solve linear equations in one variable: • Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. • Solve linear equations with rational number coefficients.
8.EE.8	❑	Analyze and solve pairs of simultaneous linear equations:

		- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs. - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. - Solve real-world and mathematical problems leading to two linear equations in two variables.
Vocabulary: base, exponent, integer, expression, monomial, coefficient, numerical expression, cube, root, squared, cubed, solution, perfect square, perfect cube, exponent, inverse operation, index, rational, irrational, scientific notation, magnitude, standard form, estimate, expand, decimal notation, powers of 10, proportions, unit rate, slope, direct variation, Y-intercept, slope intercept form, similar triangles, non-vertical line, origin, constant, rate of change		

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Mathematics Standards Grade 8

STANDARD: Statistics and Probability

Big Ideas Scatter Plots Line of best fit Slope Frequencies Linear Equation	**Essential Question** How do we construct, interpret and make conjectures about patterns in bivariate data?	
		The Learner Will:
Standard Number	Date Completed	Benchmark/Skills Investigate patterns of association in bivariate data.
8.SP.1	❑	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SP.2	❑	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association find the line of best fit.
8.SP.3	❑	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
8.SP.4	❑	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

Vocabulary: scatter plots, bivariate, outliers, positive/negative association, linear/nonlinear association, clustering, ordered pairs, trend, correlation, linear relationship, independent, dependent, trend, line of best fit, quantitative data, slope, rate of change, equation of a line, linear equation, Y-intercept, two-way table, frequency, relative frequency, association (correlation) variable

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Mathematics Standards Grade 8

STANDARD: Functions

Big Ideas Linear functions Non-linear functions Graph analysis & creation	**Essential Questions:** How do we represent, describe, define, model, evaluate and compare functions? How can functions describe real world situations, model, predict, and solve problems?	
	The Learner Will:	
Standard Number	Date Completed	Benchmark/Skills Define, evaluate, and compare functions.
8.F.1	❑	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
8.F.2	❑	Compare properties of two functions each represented in a different way.
8.F.3	❑	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
		Use functions to model relationships between quantities.
8.F.4	❑	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8.F.5	❑	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Vocabulary: function, function rule, input, output, ordered pair(x,y), coordinate(x,y), relation, one-to-one correspondence, domain, range, vertical line test, slope(m)/rate of change, linear function, table of values, verbal description, point of intersection, parallel, overlapping, y/x-intercept, non-linear function, initial value, non-linear, qualitative, increase/decrease, independent, dependent, constant

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Mathematics Standards Grade 8

STANDARD: Mathematical Practice		
Big Ideas Problem solving Quantitative Reasoning Model and communicate Structure and precision	**Essential Questions:** What can mathematically proficient students accomplish?	
	The Learner Will:	
8.MP.1	❑	Make sense of problems and persevere in solving them: - Explain the meaning of a problem and its solution. - Analyze givens, estimate the solution and plan a solution pathway. - Monitor and evaluate progress and change course if necessary. - Explain correspondences between equations, verbal descriptions, tables, and graphs. Search for regularity or trends.
8.MP.2	❑	Reason abstractly and quantitatively: - Make sense of quantities and their relationships. - Use the ability to decontextualize and the ability to contextualize.
8.MP.3	❑	Construct viable arguments and critique the reasoning of others: - Understand and use assumptions, definitions, and previously established results in constructing arguments. - Make conjectures. - Justify, communicate conclusions, and respond to the arguments of others. - Compare the effectiveness of two plausible arguments.
8.MP.4	❑	Model with mathematics: - Apply mathematics to solve problems arising in everyday life. - Make assumptions and approximations to simplify, realizing that these may need revision later. - Identify and map important quantities using diagrams. - Analyze relationships to draw conclusions and consider its plausibility.
8.MP.5	❑	Use appropriate tools strategically: - Consider the available tools when solving a problem. - Detect possible errors by using estimation and other knowledge. - Identify relevant external resources and use them to solve problems. - Use technological tools to explore and deepen their understanding of concepts.
8.MP.6	❑	Attend to precision: - Communicate precisely by using accurate definitions - State the meaning of symbols and use them appropriately. - Specify units of measure and label axes in correspondence with quantities given.

		✚ Calculate accurately and efficiently with a degree of precision.
8.MP.7	❑	Look for and make use of structure: ✚ Look to discern a pattern. ✚ Recognize the significance of an existing line in a geometric figure. ✚ Reflect for an overview and shift perspective. ✚ Visualize complicated objects as single or as being composed of several objects.
8.MP.8	❑	Look for and express regularity in repeated reasoning: ✚ Notice if calculations are repeated and look for general methods and shortcuts. ✚ Continually evaluate the process, assessing reasonability, while attending to the details.
Vocabulary: axes, calculations, conjectures, contextualize, decontextualize, diagrams, equations, givens, symbols		

APPENDIX A

Educating To Goodness, Beauty, and Truth

We want our students to maximize their human potential and to both be good and do good in authentic freedom. The transcendentals of truth, beauty, and goodness are closely intertwined to this task. The following simple definitions and essential questions are provided as a general framework to help facilitate a discussion on any topic in any subject.

Goodness

"Through an utterly free decision, God has revealed himself and given himself to man. He has fully revealed [His] plan [of loving goodness] by sending us His Beloved Son, our Lord Jesus Christ, and the Holy Spirit" (CCC 50). Students find this goodness in their lives by understanding reality through a Catholic worldview. "[This] practice [of witnessing goodness in daily life] is accompanied by spontaneous spiritual joy and moral beauty" and leads to a personal relationship with Christ. (CCC 2500)

Some essential questions related to goodness:

- What is this thing's purpose/end? What do we know from our senses and reason? From nature and natural law? What do we know from revelation?
- What perfections are proper to this thing in light of its purpose? To what degree does the particular instance we are considering possess or lack these perfections? What, if anything, would make this better? What would make it worse?
- How does this measure up in terms of a Catholic worldview, values, morality, and virtue? How does this measure up to God's plan for us?

Beauty

Beauty is a sign of God's goodness, benevolence and graciousness; of both His presence and His transcendence in the world. It pleases not only the eye or ear, but also the intellect in a celebration of the integrity of our body and soul. Students recognize the difference between beauty and the distortion of beauty by applying their mind to what is beauty and what is not.

Some essential questions related to beauty:

- Is "X" beautiful? How so? Why not? Which of these is more beautiful and why?
- How does this person/thing attract? Is this person using their God-given gifts to attract in a way that pleases God and draws others closer to God?

Truth

A simple definition of truth is the mind being in accord with reality. We seek always to place our students and ourselves in proper relationship with the truth. Nothing we do can ever be opposed to the truth; that is, opposed to reality which has its being in God. As Catholics, we believe that reason, revelation, and science will never be in ultimate conflict, as the same God created them all.

Some essential questions related to truth:

- Is it true? Are we looking at this clearly, reasonably, rationally, logically, and from God's revelation to us? If there is a disconnect, where further shall we explore?
- On what intellectual, moral, or intuitive principle are we basing this?

APPENDIX B

Vocabulary

Latin/Greek Word	Meaning	Examples
ab [L]	away from	abnormal, absent
ad [L]	to, forward	advocate, advance
amo [L]	love	amiable, amorous
audio [L]	hear	audience, inaudible
auto [G]	self	automobile, autocrat
bene [L]	good/well	beneficial, benefit
circum [L]	around	circulate, circumference
celer [L]	swift	accelerate
chronos [G]	time	chronilogical
cresco [L]	grow	increase, decrease
cum [L]	with	compose, accomodate
curro [L]	run	current, cursive, course
demos [G]	people	democracy, epidemic
erro [L]	wander, stray	error, erratic
ex [L]	from, out of	exclaim, exhaust
extra [L]	outside	extravagant, extraordinary
facio [L]	make	effect, affect
fero [L]	bring, bear	confer, defer
fragilis [L]	breakable	fragile, fragment
finis [L]	end	confine, finality
homos [G]	same	homogenous
hyper [G]	over, beyond	hypertension, hyperactive
hypo [G]	under, beneath	hypodermic, hypothesis
jacio [L]	throw	eject, interject
judex [L]	a judge	judge, prejudice
juro [L]	swear	jury, perjury
makros [G]	long	macrocosm
malus [L]	bad	malady, malice
manus [L]	hand	manufacture, manuscript
morphe [G]	form	metamorphosis, amorphous
neos [G]	new	neophyte
pan [G]	all	panorama, panacea
pedis [L]	foot	pedal, biped
polis [G]	city	metropolis
pro [L]	before, for	proceed, propose, prodigy
pseudos [G]	a lie	pseudonym
re [L]	back, again	react, reply, revise
scribo [L]	write	scribble, inscribe
sentio [L]	feel (with senses)	sensation, sensual, sentry
sequor [L]	follow	subsequent, sequel
solvo [L]	loosen	solution, dissolve, solvent
specto [L]	look at	inspect, speculate, perspective

Latin/Greek Word	Meaning	Examples
strictus [L]	drawn tight	strict, constricted
sub [L]	under	subdue, subject, subtract
super [L]	above	superficial, superlative, supreme
syn [G]	together	synchronize, synthesis
tendo [L]	stretch	tension, intense, detention
teneo [L]	hold, keep	contain, content, maintain
trans [L]	across	transfer, transcontinental
valeo [L)	be strong	prevail, valiant
venio [L)	come	event, advent
voco [L]	call	vocal, voice, vociferous
volvo [L]	revolve	evolve, revolution
zoon, zoe [G]	animal, life	zoology, protozoa

APPENDIX C

Glossary of Terms

Adjectival phrase A phrase that modifies a noun or a pronoun. Infinitive phrases (He gave his permission *to paint the wall*), prepositional phrases (I sat next to a boy *with red hair*), and participial phrases (His voice, *cracked by fatigue,* sounded eighty years old) can all be used as adjectival phrases. *See also* ***Adjective***.

Adjective A word that describes somebody or something. *Old, white, busy, careful,* and *horrible* are all adjectives. Adjectives either come before a noun, or after linking verbs (*be, seem, look).*

Adverb A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree.

Adverbial phrase A phrase that modifies a verb, an adjective, or another adverb. Infinitive phrases (The old man installed iron bars on his windows *to stop intruders*) or prepositional phrases (The boys went *to the fair*) can be used as adverbial phrases.

Allegory A story in which people, things, and actions represent an idea or generalization about life; allegories often have a strong moral or lesson. *See also* ***Symbol, Symbolism***.

Alliteration The repetition of initial consonant sounds in words. For example, *rough and ready*.

Allusion A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature.

Antecedent The noun or noun that the pronoun replaces and refers back to.

Archetype An image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotions.

Aside A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience but not by the other characters. *See also* ***Soliloquy***.

Ballad A poem in verse form that tells a story. *See also* ***Poetry, Refrain***.

Cause A cause is an event that makes something else happen.

Character A person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as beings from another planet.

Characterization/Character development The method a writer uses to develop characters. There are four basic methods: (a) a writer may describe a character's physical appearance; (b) a character's nature may be revealed through his/her own speech, thoughts, feelings, or actions; (c) the speech, thoughts, feelings, or actions of other characters can be used to develop a character; and (d) the narrator can make direct comments about a character.

Chorus In ancient Greece, the groups of dancers and singers who participated in religious festivals and dramatic performances. In poetry, the refrain. *See also* ***Refrain***.

Clause A group of related words that has both a subject and a predicate. For example, '*because the boy laughed.' See also* ***Phrase***.

Cliché A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, '*it rained cats and dogs.'*

Climax The high point, or turning point, in a story—usually the most intense point near the end of a story. *See also* ***Plot, Conflict, Rising action, Resolution***.

Conclusion A statement or section at the end of the essay that restates and emphasizes the opinion or argument.

Conflict In narration, the struggle between the opposing forces that moves the plot forward. Conflict can be internal, occurring within a character, or external, between characters or between a character and an abstraction such as nature or fate.
See also ***Plot, Climax, Exposition, Rising action, Resolution***.

Connotation The attitudes and feelings associated with a word. These associations can be negative or positive, and have an important influence on style and meaning.
See also ***Denotation***.

Context The words that surround an unfamiliar word to help discover the meaning.

Controlling image A single image or comparison that extends throughout a literary work and shapes its meaning. *See also* ***Extended metaphor, Metaphor***.

Denotation The literal or dictionary definition of a word. Denotation contrasts with connotation. *See also* ***Connotation***.

Description The process by which a writer uses words to create a picture of a scene, an event, or a character. A description contains carefully chosen details that appeal to the reader's senses of sight, sound, smell, touch, or taste. *See also* ***Narration, Exposition, Persuasion***.

Dialect A particular variety of language spoken in one place by a distinct group of people.

Dialogue Conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository.

Diction An author's choice of words based on their correctness, clearness, or effectiveness. *See* ***Style, Imagery***.

Digraph Two successive letters that make a single sound. For example, the *ea* in *bread,* or the *ng* in *sing.*

Diphthong Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, *oy* in the word *boy.*

Discourse Formal, extended expression of thought on a subject, either spoken or written.

Drama/Dramatic literature A play; a form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. In a drama, the story is presented through the dialogue and the actions of the characters. *See also* ***Script***.

Edit Replace or delete words, phrases, and sentences that sound awkward or confusing, and correct errors in spelling, usage, mechanics, and grammar. Usually the step before producing a final piece of writing. *See also* ***Revise***.

Effect The effect is what happens because of the earlier event.

Epic A long narrative that tells of the deeds and adventures of a hero or heroine. *See also* ***Poetry, Hero/Heroine***.

Epigraph A quotation on the title page of a book or a motto heading a section of a work, suggesting what the theme or central idea will be.

Epithet An adjective or phrase used to express the characteristic of a person or thing in poetry. For example, *'rosy-fingered dawn.'*

Essay A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal, with thorough, serious, and highly organized content, or informal, with a humorous or personal tone and less rigid structure. *See also* ***Exposition, Non-narrative nonfiction***.

Exposition/Expository text Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition,

classification, illustration, comparison, and analysis. In a play or a novel, exposition is that portion that helps the reader to understand the background or situation in which the work is set. *See also* ***Description, Narration, Persuasion***.

Extended metaphor A comparison between unlike things that serves as a unifying element throughout a series of sentences or a whole piece. An extended metaphor helps to describe a scene, an event, a character, or a feeling.

Fact A statement that can be proven true or false.

Fable A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. *See also* ***Folktale, Traditional narrative***.

Fairy tale A story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins. *See also* ***Folktale, Traditional narrative***.

Falling action In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved. *See also* ***Narration, Exposition, Rising action, Climax, Resolution***.

Fiction Imaginative works of prose, primarily the novel and the short story. Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition. *See also* ***Exposition/Expository text, Nonfiction, Informational text, Novel, Short story***.

Figurative language Words that express ides that are not literally, or actually true.
Figure of speech Literary device used to create a special effect or feeling, often by making some type of comparison. *See also* ***Hyperbole, Metaphor, Simile, Understatement***.

Fluency Automatic word recognition, rapid decoding, and checking for meaning.

Folktale A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired cumulative authorship. Most folktales eventually move from oral tradition to written form. *See also* ***Traditional narrative, Tall tale***.

Foreshadowing A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.

Genre A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Gerund A verb form that ends in –ing and is used as a noun. For example, *'Cooking is an art.'*

Grammar The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.

Hero/Heroine A mythological or legendary figure often of divine descent who is endowed with great strength or ability. The word is often broadly applied to the principal male or female character in a literary or dramatic work. *See also* ***Protagonist***.

Heroic couplet Two rhyming lines written in iambic pentameter. The term "heroic" comes from the fact that English poems having heroic themes and elevated style have often been written in iambic pentameter. *See also* ***Iambic pentameter, Poetry, Meter***.

Homograph One of two or more words spelled alike but different in meaning and derivation or pronunciation. For example, the noun *conduct* and the verb *conduct* are homographs. *See also* ***Homonym, Homophone***.

Homonym One of two or more words spelled and pronounced alike but different in meaning. For example, the noun *quail* and the verb *quail. See also* ***Homograph, Homophone***.

Homophone One of two or more words pronounced alike but different in meaning or derivation or spelling. For example, the words *to, too*, and *two*. *See also* ***Homonym, Homograph***.

Hyperbole An intentional exaggeration for emphasis or comic effect.

Iambic pentameter A metrical line of five feet or units, each made up of an unstressed then a stressed syllable. For example, *'I have thee not, and yet I see thee still.'* (Macbeth, II.1.44) *See also* ***Meter, Poetry***.

Idiom A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using '*over his head'* for '*doesn't understand.*'

Image/Imagery Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch. *See also* ***Style, Sensory detail***.

Imaginative/Literary text Fictional writing in story, dramatic, or poetic form. *See also* ***Informational/Expository text***.

Improvisation A work or performance that is done on the spur of the moment, without conscious preparation or preliminary drafts or rehearsals. *See also* ***Drama***.

Independent clause Presents a complete thought and can stand alone as a sentence. For example, '*When she looked through the microscope, she saw paramecia.' See also* ***Subordinate clause, Sentence***.

Infinitive A verb form that is usually introduced by *to.* The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object *(The foolish teenager decided to smoke);* as an adjective (*The right to smoke in public is now in serious question);* or as an adverb *(It is illegal to smoke in public buildings). See also* ***Verb***.

Informational/Expository text Nonfiction writing in narrative or non-narrative form that is intended to inform. *See also* ***Imaginative/Literary text***.

Internal rhyme Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot's *Gerontion, 'Here I am, an old man in a dry month,'* internal rhyme exists between *'an'* and *'man'* and between *'I'* and *'dry'. See also* ***Rhyme, Poetry.***

Irony The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm. *See also* ***Hyperbole, Understatement***.

Jargon Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated and difficult for people not in the profession to understand.

Literacy The ability to read, write, speak, and understand words.

Main character *See also* ***Protagonist***.

Main idea In informational or expository writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation. *See also* ***Theme, Thesis***.

Metaphor A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*. For example, in the *evening of life. See also* ***Figurative language, Figure of speech, Simile***.

Meter In poetry, the recurrence of a rhythmic pattern. *See also* ***Iambic pentameter***.

Monologue *See also* ***Soliloquy***.

Mood The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, dialogue, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood. *See also* ***Style, Tone***.

Moral The lesson taught in a work such as a fable; a simple type of theme. For example, *'Do not count your chickens before they are hatched'* teaches that one should not number one's fortunes or blessings until they appear. *See also* ***Theme***.

Myth A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious, because they present supernatural events and beings and articulate the values and beliefs of a cultural group.

Narration Writing that relates an event or a series of events; a story. Narration can be imaginary, as in a short story or novel, or factual, as in a newspaper account or a work of history. *See also* ***Description, Exposition, Persuasion***.

Narrator The person or voice telling the story. The narrator can be a character in the story or a voice outside the action. *See also* ***Point of view***.

Nonfiction Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction. *See also* ***Fiction***.

Noun A word that is the class name of something: a person, place, thing, or idea. *See also* ***Adjective, Adverb, Verb***.

Novel An extended work of fiction. Like a short story, a novel is essentially the product of a writer's imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot.

Opinion A person's thoughts, feelings or beliefs, often including adjectives or judgement words.

Onomatopoeia The use of a word whose sound suggests its meaning, as in *clang, buzz, twang.*

Onset The part of the syllable that precedes the vowel. For example, */h/* in *hop,* and */sk/* in *scotch.* Some syllables have no onset, as in *un* or *on. See also* ***Rime***.

Oral Pertaining to spoken words. *See also* ***Verbal***.

Palindrome A word, phrase, or sentence that reads the same backward or forward. For example, *Able was I ere I saw Elba.*

Paradox A statement that seems to contradict itself, but, in fact, reveals some element of truth. A special kind of paradox is the oxymoron, which brings together two contradictory terms. For example, *cruel kindness* and *brave fear.*

Parallel structure The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: *He wanted to join the swim team, to be a high diver, and to swim in relays.*

Parody Imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.

Participle A verb form ending in –ing or –ed. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in *a glowing coal* and *a beaten dog, glowing* and *beaten* are participles.

Pastoral A poem presenting shepherds in rural settings, usually in an idealized manner. The language and form are artificial. The supposedly simple, rustic characters tend to use formal, courtly speech, and the meters and rhyme schemes are characteristic of formal poetry. *See also* ***Poetry, Epic***.

Personification A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts: *The weather is smiling on us today; Love is blind. See also* ***Metaphor, Figure of speech, Figurative language***.

Perspective A position from which something is considered or evaluated; standpoint. *See also* ***Point of view***.

Persuasion/Persuasive writing Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position. *See also* ***Description, Exposition, Narration***.

Phonemic awareness/Phonological awareness Awareness that spoken language consists of a sequence of phonemes. This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds. *See also* ***Phoneme, Phonics***.

Phoneme The smallest unit of speech sound that makes a difference in communication. For example, *fly* consists of three phonemes: */f/-/l/-/`i/.*

Phonetic Representing the sounds of speech with a set of distinct symbols, each denoting a single sound. *See also* ***Phonics***.

Phonics The study of sounds. The use of elementary phonetics in the teaching of reading. *See also* ***Phonetic***.

Phrase A group of related words that lacks either a subject or a predicate or both. For example, *by the door* and *opening the box*. *See also* ***Clause***.

Plot The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) *exposition;* (b) *rising action;* (c) *climax;* (d) *falling action;* and (e) *resolution or denouement. See also* ***Climax, Conflict, Exposition, Falling action, Resolution, Rising action***.

Poetry An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete. *See also* ***Prose, Meter***.

Point of view The vantage point from which a story is told. In the first-person or narrative point of view, the story is told by one of the characters. In the third-person or omniscient point of view, the story is told by someone outside the story. *See also* ***Perspective***.

Prefix A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, *re-, dis-, com-* are prefixes. *See also* ***Suffix, Root***.

Primary Sources Firsthand information from an historical event or document.

Prose Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. *See also* ***Poetry***.

Pronoun A pronoun take the place of a noun.

Protagonist The main character or hero of a story. *See also* ***Hero/Heroine***.

Pun A joke that comes from a play on words. It can make use of a word's multiple meanings or a word's rhyme.

Refrain One or more words repeated at intervals in a poem, usually at the end of a stanza, such as the last line of each stanza in a ballad. Used to present different moods or ideas, as in Poe's, *'Nevermore'*. *See also* ***Chorus.***

Resolution Also called *denouement,* the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end.

Revise To change a piece of writing in order to improve it in style or content. As distinct from editing, revising often involves restructuring a piece rather than simply editing for word choice, grammar, or spelling. *See also* ***Edit***.

Rhetoric The art of effective expression and the persuasive use of language. *See also* ***Discourse***.

Rhyme scheme In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza. The pattern of a Spenserian stanza is *ababbcbcc.*

Rhythm The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, to unify a work, or to heighten emotional response.

Rime The vowel and any consonants that follow it. For example, in *scotch,* the rime is */och/. See also* ***Onset***.

Rising action The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story. *See also* ***Conflict, Climax, Exposition, Falling action***.

Root (Root word) A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root *graph*, the prefix *di-* and the suffix *–ic* can be added to create the word, *digraphic. See also* ***Prefix, Suffix***.

Rubric An authentic (close to real world) assessment tool for making scoring decisions; a printed set of guidelines that distinguishes performances or products of different quality. *See also* ***Scoring guide***.

Rule of three (See Learning Standard 16.8) The number three (3) recurs especially in folk literature and fairy tales. For example, *three characters, three tasks, repetition of an event three times.*

Satire A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical and often uses exaggeration for effect.

Scoring guide List of criteria for evaluating student work. *See also* ***Rubric***.

Script The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.

Sentence A group of words expressing one or more complete thoughts.

Setting The time and place of the action in a story, play, or poem.

Short story A brief fictional work that usually contains one major conflict and at least one main character.

Simile A comparison of two unlike things in which a word of comparison (often *like* or *as*) is used.

Soliloquy A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on the stage alone, not speaking to other characters and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character's inner thoughts, feelings, and plans to the audience.

Sonnet A poem consisting of fourteen lines of iambic pentameter. *See also* ***Iambic pentameter, Poetry***.

Standard American English conventions The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in American schools and employed by educated speakers and writers. *See also* ***Standard American English***.

Standard American English The variety of English used in public communication, particularly in writing. It is the form taught in American schools and used by educated speakers. It is not limited to a particular region. *See also* ***Standard American English conventions***.

Stanza A recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme. *See also* ***Poetry, Rhyme scheme, Verse***.

Style The particular way a piece of literature is written. Not only what is said but how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, figurative language, and use of dialogue. *See also* ***Diction, Imagery, Tone***.

Subordinate (dependent) clause A clause that does not present a complete thought and cannot stand alone as a sentence. For example, *'The boy went home from school <u>because he was sick.'</u> See also* ***Independent clause, Sentence***.

Suffix A word part that is added to the ending of a root word and establishes the part of speech of that word. For example, the suffix *-ly* added to *immediate,* a noun, creates the word, *immediately,* an adverb or adjective. *See also* ***Prefix, Root***.

Symbol A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.

Symbolism In literature, the serious and extensive use of symbols. *See also* ***Symbol***.

Synonym A word that has a meaning identical with, or very similar to, another word in the same language. For example, in some situations, *right* is a synonym of *correct.*

Syntax The way in which words are put together to form constructions, such as phrases or sentences.

Tall tale A distinctively American type of humorous story characterized by exaggeration. Tall tales and practical jokes have similar kinds of humor. In both, someone gets fooled, to the amusement of the person or persons who know the truth. *See also* ***Traditional narrative, Folktale***.

Text to text Comparing two texts noting similarities and differences.

Text to self Comparing a text to your own experiences or understandings about an experience action, or belief**.**

Text to world Comparing a text to real-life events or occurrences in the world**.**

Theme A central idea or abstract concept that is made concrete through representation in person, action, and image. Sometimes the theme is directly stated in the work, and sometimes it is given indirectly. There may be more than one theme in a given work. *See also* ***Main idea, Thesis, Moral***.

Thesis An attitude or position taken by a writer or speaker with the purpose of proving or supporting it. Also used for the paper written in support of the thesis. *See also* ***Theme, Main idea***.

Tone A particular attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. *See also* ***Mood, Style***.

Topic Sentence An introductory sentence that clearly states the writer's opinion.

Traditional narrative The knowledge and beliefs of cultures that are transmitted by word of mouth. It consists of both prose and verse narratives, poems and songs, myths, dramas, rituals, fables, proverbs, riddles, and the like. Folk literature exists side by side with the growing written record. *See also* ***Folktale, Tall tale***.

Transformation The change of a character in appearance or form by magic. For example, Cinderella was transformed by her godmother after midnight.

Trickster tale Story relating the adventures of a mischievous supernatural being much given to capricious acts of sly deception, who often functions as a cultural hero or symbolizes the ideal of a people.

Understatement A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of hyperbole or exaggeration, and can be used to create humor as well as biting satire. *See also* ***Hyperbole***.

Verb A word, or set of words, that expresses action or state of being.

Verbal A word that is derived from a verb and has the power of a verb, but acts like another part of speech. Like a verb, a verbal may take an object, a modifier, and sometimes a subject; but unlike a verb, a verbal functions like a noun, an adjective, or an adverb. Three types of verbals are gerunds, infinitives, and participles. Also, pertaining to words, either written or spoken. *See also* ***Oral***.

Verse A unit of poetry such as a stanza or line. *See also* ***Poetry, Stanza***.

Voice The tone that conveys an author's attitude or feelings about a topic.

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