

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for English Language Arts  
in grades K-12**

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**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for English Language Arts  
in grades K-12**

**Program Goal**

The study of literature and language provides students opportunities to analyze works that reflect the transmission of a Catholic culture and worldview, as well as uncover authentic Truth and contribute to the strengthening of one's own moral character. With emphasis on expanding literacy, critical thinking, and communication skills necessary for lifelong learning, the English language arts expose students to a variety of cultural perspectives necessary in the development of one's role in advocating for the common good within a global world. Literature assists students in transcending the limited horizon of human reality, and the study of literature from a Catholic perspective allows students to think critically and creatively about one's place among past and future generations.

**Explanation of Cross-Content Curriculum Standards in grades 6-12**

In addition to the Curriculum Standards for English language arts, curriculum standards for cross-content literacy are for use in grades 6-12 to address the literacy skills necessary for success in the content areas: reading, writing, speaking, and listening in both traditional and digital spaces to develop critical thinking, problem solving, and creative processes. In further developing the foundational literacy skills from grades kindergarten through fifth, the Curriculum Standards for Cross-Content Literacy express the expectations for literacy across the curriculum while the specific English Language Arts Curriculum Standards for grades six through twelve further develop these skills more deeply and with more rigor. These standards are a shared expectation for all content areas throughout a student's course-load. These are developed in grade bands 6-8 and 9-12 with the expectation that all standards will be addressed in each grade, yet successful implementation may not culminate until the completion of the grade band.

**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for English Language Arts  
in grades K-12**

**Articulation of Number of Standards Per Section by Grade**

	K	1	2	3	4	5	6-8	9-12
<b>Reading</b>	17	20	21	18	21	23	16	15
<b>Writing &amp; Language Use</b>	7	10	16	17	13	14	14	20
<b>Phonics</b>	6	5	4	1				
<b>Communication</b>	3	3	3	4	5	5	5	5
<b>Documentation</b>					1	3	4	4

## Kindergarten English Language Arts Curriculum Standards

Students who demonstrate understanding of kindergarten English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
K.ELA.R.1	Study texts that reflect Catholic culture and worldview.	Study texts that reflect Catholic culture/worldview.
K.ELA.R.2	Identify the main idea of a text.	Identify main idea.
K.ELA.R.3	Use text features or images to explain what a text says.	Use text features/images to explain text.
K.ELA.R.4	Distinguish a story from other types of texts.	Distinguish story from other types of texts.
K.ELA.R.5	Predict events from an illustration and a story read aloud.	Predict events from illustration and story read aloud.
K.ELA.R.6	Recognize characters and identify setting from an illustration and a story read aloud.	Recognize characters/setting.
K.ELA.R.7	Identify the topic of an illustration and a story read aloud.	Identify topic of illustration/story.
K.ELA.R.8	Sort pictures into chronological order.	Sort pictures into chronological order.
K.ELA.R.9	Recall details from text read aloud.	Recall details from text read aloud.
K.ELA.R.10	Describe the role of the author and illustrator of a literary text.	Describe role of author/illustrator.
K.ELA.R.11	Locate words that describe a picture.	Locate words that describe picture.

K.ELA.R.12	Categorize words, such as by people, places, and things.	Categorize words.
K.ELA.R.13	Sort pictures into named categories.	Sort pictures into named categories.
K.ELA.R.14	Identify synonyms and antonyms.	Identify synonyms/antonyms.
K.ELA.R.15	Explain how individual words combine to form compound words.	Explain how to form compound words.
K.ELA.R.16	Identify periods and question marks.	Identify periods/question marks.
K.ELA.R.17	Read assigned sight words correctly.	Read assigned sight words correctly.
<b>Writing and Language Use</b>		
K.ELA.W.1	Tell about a topic through words and pictures.	Tell about a topic through words/pictures.
K.ELA.W.2	Share an opinion through words and pictures.	Share opinion through words/pictures.
K.ELA.W.3	Share a detailed story in pictures and words.	Share detailed story in pictures/words.
K.ELA.W.4	Arrange words in the correct order to form a meaningful sentence.	Arrange words into a meaningful sentence.
K.ELA.W.5	Make changes to writing.	Make changes to writing.
K.ELA.W.6	Correctly print uppercase and lowercase letters.	Correctly print uppercase/lowercase letters.
K.ELA.W.7	Begin sentences with capital letters; use lowercase letters unless capitals are needed.	Begin sentences with capital letters.
K.ELA.W.8	Use spaces between words in a sentence.	Use spaces between words.

K.ELA.W.9	Use ending punctuation in sentences.	Use ending punctuation.
K.ELA.W.10	Use inventive spelling for unknown words in writing.	Use inventive spelling for unknown words.
<b>Phonics</b>		
K.ELA.P.1	Identify patterns in words.	Identify patterns in words.
K.ELA.P.2	Recognize and verbally produce rhyming words.	Recognize/verbally produce rhyming words.
K.ELA.P.3	Match letters to their initial sounds in spoken words.	Match letters to their initial sounds in spoken words.
K.ELA.P.4	Match letter sounds to their letters.	Match letter sounds to their letters.
K.ELA.P.5	Count syllables in spoken words.	Count syllables in spoken words.
K.ELA.P.6	Verbally spell CVC words correctly.	Verbally spell CVC words correctly.
<b>Communication</b>		
K.ELA.C.1	Contribute to conversations with peers and adults: ask and answer questions.	Ask and answer questions verbally.
K.ELA.C.2	Contribute to conversations with peers and adults: speak audibly.	Speak audibly.
K.ELA.C.3	Contribute to conversations with peers and adults: express feelings and ideas.	Express feelings and ideas.

## First Grade English Language Arts Curriculum Standards

Students who demonstrate understanding of first grade English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
1.ELA.R.1	Study texts that reflect Catholic culture and worldview.	Study texts that reflect Catholic culture/worldview.
1.ELA.R.2	Demonstrate cultural literacy by studying notable works of a variety of authors.	Demonstrate cultural literacy by studying variety of authors.
1.ELA.R.3	Identify the main idea or central message of a text.	Identify main idea/central message.
1.ELA.R.4	Use text features and images to find information and explain what a text says.	Use text features/images to find information.
1.ELA.R.5	Identify the reasons an author gives to support the main idea of a text.	Identify reasons author gives to support main idea.
1.ELA.R.6	Understand increasingly complex content-specific vocabulary.	Understand content-specific vocabulary.
1.ELA.R.7	Compare the characteristics of two texts or sources.	Compare characteristics of two texts/sources.
1.ELA.R.8	Analyze texts as fiction and nonfiction, and distinguish between real and make-believe characters.	Analyze fiction/nonfiction and distinguish real/make-believe characters.
1.ELA.R.9	Make inferences from illustrations and stories read aloud.	Make inferences from illustrations/stories read aloud.
1.ELA.R.10	Use illustrations to describe characters.	Use illustrations to describe characters.
1.ELA.R.11	Identify the problem and solution in a story read aloud.	Identify problem/solution in a story read aloud.

1.ELA.R.12	Retell stories read aloud using pictures.	Retell stories using pictures.
1.ELA.R.13	Identify the sequence of events in a story read aloud.	Identify sequence of events in a story.
1.ELA.R.14	Predict events in a story read aloud.	Predict events in a story.
1.ELA.R.15	Recognize the meaning of homophones while reading.	Recognize meaning of homophones.
1.ELA.R.16	Sort words into named categories.	Sort words into named categories.
1.ELA.R.17	Develop sentence fluency by recognizing when a sentence asks a question, makes a statement, or makes an exclamation.	Recognize when sentence asks question/makes statement/makes exclamation.
1.ELA.R.18	Identify the use of onomatopoeia.	Identify use of onomatopoeia.
1.ELA.R.19	Read assigned sight words correctly.	Read assigned sight words correctly.
1.ELA.R.20	Distinguish between spoken words with different number of syllables.	Distinguish between spoken words with different number of syllables.
<b>Writing and Language Use</b>		
1.ELA.W.1	Inform others through writing by including facts gathered from sources.	Inform others through writing.
1.ELA.W.2	State an opinion and use reasons to support or explain the opinion.	State opinion and use reasons to support/explain opinion.
1.ELA.W.3	Share a real or imagined event or situation through sentences and illustrations.	Share a real/imagined event/situation through sentences/illustrations.
1.ELA.W.4	Connect parts of writing with connection words.	Use connection words.
1.ELA.W.5	Use labels and words to offer details in illustrations.	Use labels/words to offer details in illustrations.

1.ELA.W.6	Revise written work to improve its content or structure.	Revise written work to improve its content/structure.
1.ELA.W.7	Use capital letters for proper nouns.	Use capital letters for proper nouns.
1.ELA.W.8	Use periods, question marks, and exclamation marks while writing.	Use periods/question marks/exclamation marks.
1.ELA.W.9	Identify common contractions.	Identify common contractions.
1.ELA.W.10	Use standard letter and number formation.	Use standard letter/number formation.
<b>Phonics</b>		
1.ELA.P.1	Spell grade level sight words correctly.	Spell grade level sight words correctly.
1.ELA.P.2	Identify and apply short and long vowel sounds in reading and spelling.	Identify/apply short/long vowel sounds.
1.ELA.P.3	Identify and apply vowel patterns in reading and spelling.	Identify/apply vowel patterns.
1.ELA.P.4	Recognize and apply two and three letter blends in reading and spelling.	Recognize/apply two/three letter blends.
1.ELA.P.5	Identify and recognize the six syllable types.	Identify/recognize six syllable types.
<b>Communication</b>		
1.ELA.C.1	Contribute to conversations with peers and adults: Ask questions and identify problems.	Ask questions and identify problems.
1.ELA.C.2	Contribute to conversations with peers and adults: Offer and explore ideas verbally.	Offer and explore ideas verbally.
1.ELA.C.3	Contribute to conversations with peers and adults: Express feelings verbally.	Express feelings verbally.

## Second Grade English Language Arts Curriculum Standards

Students who demonstrate understanding of second grade English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
2.ELA.R.1	Study works of fiction and nonfiction that reflect Catholic culture and worldview.	Study works of fiction/nonfiction that reflect Catholic culture/worldview.
2.ELA.R.2	Demonstrate cultural literacy by studying notable works of local and global authors.	Demonstrate cultural literacy by studying local/global authors.
2.ELA.R.3	Identify the central message or main purpose of traditional texts and digital sources.	Identify central message/main purpose.
2.ELA.R.4	Identify visual text features or specific images and notice how each contribute to the meaning of a text.	Identify visual text features/how each contribute to meaning of text.
2.ELA.R.5	Use text features to find information in a text.	Use text features to find information.
2.ELA.R.6	Determine the reasons an author gives to support the main idea of a text.	Determine the reasons author gives to support main idea.
2.ELA.R.7	Understand increasingly complex content-specific vocabulary.	Understand increasingly complex content-specific vocabulary.
2.ELA.R.8	Compare various points or features of two texts or sources.	Compare various points/features of two texts.
2.ELA.R.9	Classify texts as fiction and nonfiction, and begin to uncover characteristics of genres, such as fables and biographies.	Classify fiction/nonfiction and uncover characteristics of genres.
2.ELA.R.10	Make inferences about characters and setting in a text.	Make inferences about characters/setting.
2.ELA.R.11	Identify and describe the narrator of a literary text.	Identify/describe narrator.

2.ELA.R.12	Compare and contrast the details of two stories.	Compare/contrast details of two stories.
2.ELA.R.13	Identify conflict and resolution in a narrative text.	Identify conflict/resolution.
2.ELA.R.14	Determine the lesson learned by a character in a text.	Determine lesson learned by a character.
2.ELA.R.15	Identify cause and effect relationships in a text.	Identify cause/effect relationships.
2.ELA.R.16	Identify and describe sensory language in a text.	Identify/describe sensory language.
2.ELA.R.17	Use prefixes, suffixes, and base words as clues to determine the meaning of an unknown word while reading.	Use prefixes/suffixes/base words to determine meaning.
2.ELA.R.18	Describe the connotation of words with similar meanings.	Describe connotation of words with similar meanings.
2.ELA.R.19	Use context to determine the meaning of literary devices (i.e. similes, metaphors, and common idioms) while reading.	Use context to determine the meaning of literary devices.
2.ELA.R.20	Read assigned sight words correctly.	Read assigned sight words correctly.
<b>Writing and Language Use</b>		
2.ELA.W.1	Inform others about an issue concerning those in the community.	Inform others about an issue concerning those in community.
2.ELA.W.2	Use various types of information (such as facts, definitions, details, steps or tips) to answer a question or solve a problem.	Use various sources to answer question/solve problem.
2.ELA.W.3	Create text and media that introduce a topic, state personal opinion, elaborate using reasoning, and provide a concluding statement.	Create text/media that includes: topic/opinion/reasoning/conclusion.
2.ELA.W.4	Share a real or imagined story that includes a setting, characters, and actions to explore an event or situation.	Share story that includes setting/characters/actions.

2.ELA.W.5	Use a beginning and ending to remind reader of opinion or topic, and organize writing to share complete ideas.	Organize writing to share complete ideas.
2.ELA.W.6	Use transitional words to organize writing.	Use transitional words to organize writing.
2.ELA.W.7	Use details and specific vocabulary to develop effective word choice in writing.	Use details/specific vocabulary.
2.ELA.W.8	Revise written work to improve its content, word choice, structure, and grammatical use.	Revise written work.
2.ELA.W.9	Practice increasingly complex conventions for use within one's own writing (i.e. quotation marks and apostrophes in contractions).	Practice increasingly complex conventions for use within one's own writing.
2.ELA.W.10	Use comparative and superlative adverbs in writing.	Use comparative/superlative adverbs.
2.ELA.W.11	Use proper nouns in writing.	Use proper nouns.
2.ELA.W.12	Use correct subject-verb agreement in writing.	Use correct subject-verb agreement.
2.ELA.W.13	Use coordinating conjunctions to combine clauses in writing.	Use coordinating conjunctions to combine clauses.
2.ELA.W.14	Use past, present, and future tenses in writing.	Use past/present/future tenses.
2.ELA.W.15	Divide printed words into syllables.	Divide printed words into syllables.
2.ELA.W.16	Form letters correctly and legibly in printed writing.	Form letters correctly/legibly.
<b>Phonics</b>		
2.ELA.P.1	Spell grade level sight words correctly.	Spell grade level sight words correctly.
2.ELA.P.2	Recognize and apply the six syllable types in reading and spelling.	Recognize/apply six syllable types.

2.ELA.P.3	Recognize and apply long and short vowels and vowel teams in reading and spelling.	Recognize/apply long/short vowels/vowel teams.
2.ELA.P.4	Apply grade level phonics and word analysis skills in decoding words.	Apply grade level phonics/word analysis skills in decoding words.
<b>Communication</b>		
2.ELA.C.1	Contribute to conversations with peers and adults.	Contribute to conversations with peers/adults.
2.ELA.C.2	Use collaboration to ask questions, identify problems, offer and explore ideas, express feelings, and find solutions.	Use collaboration to ask questions, identify problems, offer/explore ideas, express feelings, find solutions.
2.ELA.C.3	Recount an experience or text, including appropriate details and relevant information.	Recount an experience/text, including appropriate details/relevant information.

### Third Grade English Language Arts Curriculum Standards

Students who demonstrate understanding of third grade English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
3.ELA.R.1	Uncover authentic Truth by analyzing works of fiction and nonfiction that reflect Catholic culture and worldview.	Uncover authentic Truth by analyzing works of fiction/nonfiction that reflect Catholic culture/worldview.
3.ELA.R.2	Demonstrate cultural literacy through the study of a variety of great works and authors spanning different eras and regions of the world and with those authors specifically rooted in Michigan history.	Demonstrate cultural literacy through works/authors of different eras/regions/rooted in MI history.
3.ELA.R.3	Determine the main idea and central message of a text.	Determine main idea/central message.
3.ELA.R.4	Determine how visual and multimedia text features add meaning to a text.	Determine how visual/multimedia text features add meaning.
3.ELA.R.5	Infer the perspectives and viewpoints of an author by examining their work.	Infer perspectives/viewpoints of author.
3.ELA.R.6	Notice the characteristics of various genres and classify a text by its genre.	Notice characteristics of various genres/classify text by its genre.
3.ELA.R.7	Understand increasingly complex key terms and content-specific vocabulary used in texts and media.	Understand increasingly complex key terms/vocabulary used in texts/media.
3.ELA.R.8	Make inferences about characters, setting, and plot while reading.	Make inferences about characters/setting/plot.
3.ELA.R.9	Identify positive attributes of heroic characters in narratives.	Identify positive attributes of heroic characters.

3.ELA.R.10	Explore how a story may be different if told within a different setting.	Explore how story may be different if told within another setting.
3.ELA.R.11	Identify the use of flashback in a narrative.	Identify use of flashback.
3.ELA.R.12	Determine the moral of a story and explain how it is conveyed through details within the text.	Explain how the moral of a story is conveyed through text details.
3.ELA.R.13	Analyze the organizational structure of sentences within a paragraph as well as paragraphs within a full text.	Analyze organizational structure.
3.ELA.R.14	Determine a narrator's attitude about the content explored in a text.	Determine narrator's attitude about content.
3.ELA.R.15	Determine the mood of a text and describe how it is conveyed.	Determine mood of text.
3.ELA.R.16	Identify and explain how authors use descriptions to appeal to the readers' senses.	Identify/explain how authors use descriptions to appeal to readers' senses.
3.ELA.R.17	Identify the effects of figurative language and specific word choices an author uses in a text.	Identify effects of figurative language/specific word choices.
3.ELA.R.18	Determine the meaning of unfamiliar words while reading, using the following strategies: applying knowledge of common prefixes and suffixes, common Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: prefixes/suffixes, Greek/Latin roots, in context.
3.ELA.R.19	Read aloud appropriate grade-level texts with accuracy, fluency, and expression	Read aloud with accuracy/fluency/expression.
<b>Writing and Language Use</b>		
3.ELA.W.1	Create text and media to explain a topic through the inclusion of facts, definitions, details, and observations.	Create text/media to explain topic through inclusion of facts.
3.ELA.W.2	Create text and media that includes a specific topic, a clear claim, and	Create text/media that includes

	reasoning or evidence to support the claim.	topic/claim/reasoning/evidence.
3.ELA.W.3	Create a narrative that includes a beginning, middle, and end and explores a problem or situation using action, dialogue, and thoughts.	Create narrative that includes beginning/middle/end and explores a problem.
3.ELA.W.4	Organize ideas with intention by grouping similar information into paragraphs or sections within a writing piece.	Organize ideas with intention by grouping similar information.
3.ELA.W.5	Use transitional words to connect sentences and paragraphs.	Use transitional words to connect sentences/paragraphs.
3.ELA.W.6	Use nonfiction text features within a writing piece in order to add to the understanding of the content presented.	Use nonfiction text features in writing.
3.ELA.W.7	Use specific vocabulary and sensory details to develop effective word choice in writing.	Use specific vocabulary/sensory details.
3.ELA.W.8	Revise written work to improve its content, word choice, structure and grammatical use.	Revise written work to improve its content/word choice/structure/grammatical use.
3.ELA.W.9	Offer feedback to the writing of others in order to strengthen the elements of the piece.	Offer feedback to the writing of others.
3.ELA.W.10	Consider the feedback of others while revising one's own writing.	Consider feedback of others while revising.
3.ELA.W.11	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical and spelling rules.	Edit/proofread one's own writing.
3.ELA.W.12	Use correct punctuation at the ends of sentences.	Use correct punctuation at the ends of sentences.
3.ELA.W.13	Use commas in lists.	Use commas in lists.
3.ELA.W.14	Punctuate dialogue using commas and quotation marks.	Punctuate dialogue using

		commas/quotation marks.
3.ELA.W.15	Use word families, prefixes, suffixes, and spelling rules to assist in the spelling and editing of writing.	Use word families/prefixes/suffixes/spelling rules.
3.ELA.W.16	Use synonyms and antonyms of words to develop purposeful word choice in writing.	Use synonyms/antonyms to develop purposeful word choice.
3.ELA.W.17	Demonstrate proficiency in cursive writing, forming letters correctly and legibly.	Demonstrate proficiency in cursive writing, forming letters correctly/legibly.
<b>Phonics</b>		
3.ELA.P.1	Apply grade level phonics and word analysis skills in decoding words.	Apply phonics/word analysis skills in decoding words.
<b>Communication</b>		
3.ELA.C.1	Contribute to conversations in order to collaborate with others: to listen to others' ideas, express one's own opinion about various topics, and link own comments to the remarks of others.	Collaborate: listen to others idea/express own opinion/link own ideas to others.
3.ELA.C.2	Make decisions about publication of work by considering the purpose and audience of the work.	Make decisions about publication by considering purpose/audience.
3.ELA.C.3	Speak clearly during presentations.	Speak clearly during presentations.
3.ELA.C.4	Inform others beyond the classroom on various topics, including to proclaim our Catholic faith and to address community issues.	Inform others, including to proclaim Catholic faith and address community issues.

### Fourth Grade English Language Arts Curriculum Standards

Students who demonstrate understanding of fourth grade English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
4.ELA.R.1	Uncover authentic Truth by analyzing works of various genres that reflect Catholic culture and worldview.	Uncover authentic Truth by analyzing works of various genres that reflect Catholic culture and worldview.
4.ELA.R.2	Demonstrate cultural literacy through the study of a variety of great works and authors spanning different eras and regions of the world and with those authors specifically rooted in United States studies.	Demonstrate cultural literacy through works/authors of different eras/regions/rooted in US.
4.ELA.R.3	Determine the main ideas of narratives and informational sources in one's own words.	Determine main idea in one's own words.
4.ELA.R.4	Use visual and multimedia text features to describe the contents of a text.	Use visual/multimedia text features to describe text's contents.
4.ELA.R.5	Determine the intended audience and purpose of sources of information.	Determine intended audience/purpose.
4.ELA.R.6	Discuss how an author's perspective may influence the author's work.	Discuss how author's perspective influences work.
4.ELA.R.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms/content-specific vocabulary.
4.ELA.R.8	Classify various texts by their genres and characteristics.	Classify texts by genres/characteristics.
4.ELA.R.9	Use details to make inferences about characters, setting, and plot to	Use details to make inferences

	strengthen understanding while reading.	about characters/setting/plot.
4.ELA.R.10	Identify noble characteristics in persons studied in fiction and nonfiction.	Identify noble characteristics in fiction/nonfiction.
4.ELA.R.11	Explore how the narrator and setting influence the plot development, tone, and themes of a narrative.	Explore how narrator/setting influence plot/tone/themes.
4.ELA.R.12	Recognize an author's use of symbolism.	Recognize author's use of symbolism.
4.ELA.R.13	Identify point of view of a narrative.	Identify point of view.
4.ELA.R.14	Identify details that support the central idea or theme of a text.	Identify details that support central idea/theme.
4.ELA.R.15	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, or cause/effect.	Describe relationships of ideas/events to summarize these by time/sequence/cause/effect.
4.ELA.R.16	Discuss various decisions an author has made pertaining to a text's content and organization.	Discuss decisions author has made of content/organization.
4.ELA.R.17	Determine the mood and tone of a text.	Determine mood/tone.
4.ELA.R.18	Identify reasons and evidence an author uses to support a claim.	Identify reasons/evidence author uses to support claim.
4.ELA.R.19	Identify and determine the purpose of specific word choice and figurative language in a text.	Identify/determine purpose of word choice/figurative language.
4.ELA.R.20	Determine the meaning of unfamiliar words while reading, using the following strategies: applying knowledge of common affixes, common Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: using common affixes, common Greek/Latin roots, in context.
4.ELA.R.21	Read aloud appropriate grade-level texts with accuracy, fluency, and expression.	Read aloud with accuracy/fluency/expression.

	<b>Writing and Language Use</b>	
4.ELA.W.1	Create texts and media to inform or examine a specific topic, by including information from a variety of sources and choosing subtopics and information because of their importance to the goal of the writing.	Create texts/media to inform/examine a specific topic.
4.ELA.W.2	Create an argument that includes a specific topic, a clear claim, various types of facts or details as evidence, and reasoning to support the claim.	Create argument that includes specific topic, clear claim, various facts/details as evidence, and reasoning.
4.ELA.W.3	Create a narrative that includes a beginning that introduces setting and characters, explores a problem or conflict, uses transition words to signify time, creates an ending that connects to the beginning and middle, and balances a combination of action, dialogue, and thoughts.	Create narrative that includes beginning/conflict/ending.
4.ELA.W.4	Use paragraphs to intentionally separate ideas and offer an organizational structure.	Use paragraphs to intentionally separate ideas.
4.ELA.W.5	Use precise language, specific vocabulary, sensory details, and concrete words and phrases to develop effective word choice in writing.	Develop effective word choice in writing.
4.ELA.W.6	Improve the quality of a text by clarifying ideas, eliminating unimportant parts, and adding meaningful details.	Clarify ideas/eliminate unimportant parts/add meaningful details.
4.ELA.W.7	Develop and practice aspects of writing processes including invention, research and drafting.	Develop/practice writing processes including invention/research/drafting.
4.ELA.W.8	Offer feedback to the writing of others.	Offer feedback to the writing of others.
4.ELA.W.9	Consider the feedback of others while revising one's own writing.	Consider feedback of others while revising.
4.ELA.W.10	Use technology purposefully to enhance writing for its intended audience.	Use technology purposefully to enhance writing.

4.ELA.W.11	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical and spelling rules.	Edit/proofread one's own writing, applying various aspects of grammatical/spelling rules.
4.ELA.W.12	Place end punctuation effectively.	Place end punctuation effectively.
4.ELA.W.13	Use commas in lists, in dialogue, and in compound sentences.	Use commas in lists/dialogue/compound sentences.
<b>Communication</b>		
4.ELA.C.1	Contribute to written and spoken conversations.	Contribute to written/spoken conversations.
4.ELA.C.2	Collaborate with others: listen to others' ideas, express one's own opinion clearly about specific topics, and link own comments to the remarks of others.	Collaborate with others: listen, express opinion clearly, link own comments to remarks of others.
4.ELA.C.3	Make decisions about publication of work by considering the purpose and intended audience of the work.	Make decisions about publication by considering purpose/audience.
4.ELA.C.4	Speak clearly and at an understandable pace: one-on-one, in small groups, and during presentations.	Speak clearly and at an understandable pace.
4.ELA.C.5	Inform or influence others within the community on various topics, including to proclaim Catholic faith and to address public issues.	Inform/influence others, including to proclaim Catholic faith/address public issues.
<b>Documentation</b>		
4.ELA.D.1	Use trusted sources of information and give credit to its authors.	Use trusted sources of information/give credit to authors.

### Fifth Grade English Language Arts Curriculum Standards

Students who demonstrate understanding of fifth grade English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
5.ELA.R.1	Uncover authentic Truth by analyzing works of various genres that reflect the transmission of a Catholic culture and worldview.	Uncover authentic Truth by analyzing works of various genres that reflect the transmission of Catholic culture/worldview.
5.ELA.R.2	Demonstrate cultural literacy through the study of a variety of great works and authors spanning different eras and regions of the world and with those authors specifically rooted in United States history.	Demonstrate cultural literacy through works/authors of different eras/regions of the world/rooted in US.
5.ELA.R.3	Determine the main ideas of content-specific sources in one's own words.	Determine main ideas of content-specific sources.
5.ELA.R.4	Determine how visual and multimedia text features contribute to the purpose of the text.	Determine how text features contribute to purpose.
5.ELA.R.5	Infer the intended audiences and purposes of sources of information.	Infer intended audiences/purposes.
5.ELA.R.6	Identify the perspectives of authors, and describe how authors' perspectives influenced the creation of the sources.	Identify/describe perspectives of authors.
5.ELA.R.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms/content-specific vocabulary.
5.ELA.R.8	Compare and contrast aspects of multiple texts within a specific genre and across genres to describe their structures, designs, ideas, concepts, and information.	Compare/contrast multiple texts.

5.ELA.R.9	Make inferences about the plot, about the setting, and about characters' feelings and motivations.	Make inferences about plot/setting/motivations.
5.ELA.R.10	Identify noble characteristics of virtuous heroes and heroines in narrative texts.	Identify noble characteristics of virtuous heroes/heroines.
5.ELA.R.11	Identify characters as static (flat) and dynamic (round) and use textual evidence to explain what makes them static or dynamic.	Identify characters as static/dynamic.
5.ELA.R.12	Determine how a story may be different if told from a different point of view.	Determine how story is different if told from different point of view.
5.ELA.R.13	Explain how a specific piece of writing can strengthen the reader's moral character.	Explain how writing strengthens moral character.
5.ELA.R.14	Use details within a text to determine its central idea or potential themes.	Use details to determine central idea/potential themes.
5.ELA.R.15	Analyze an author's choices of content and structure.	Analyze choices made by author.
5.ELA.R.16	Summarize information in one's own words, including accurate sequencing of events and ideas from the text.	Summarize using accurate sequencing.
5.ELA.R.17	Describe how an author's choices, such as setting, development of characters, and inclusion of details, impact the development of a narrative	Describe how choices impact development of narrative.
5.ELA.R.18	Analyze the mood and tone of a text, as well as a narrator's attitude, to discover the virtues and values an author presents and the author's purpose.	Discover virtues/values of author.
5.ELA.R.19	Differentiate between facts and opinions in a text.	Differentiate between facts/opinions.
5.ELA.R.20	Explain how an author's use of evidence supports claims in a text.	Explain how evidence supports claims.

5.ELA.R.21	Analyze the effects of specific word choice and figurative language an author uses in a text.	Analyze effects of specific word choice/figurative language.
5.ELA.R.22	Determine the meaning of unfamiliar words in a text using the following strategies: applying knowledge of affixes, applying knowledge of Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: applying knowledge of affixes/roots/context.
5.ELA.R.23	Read aloud appropriate grade-level texts with accuracy, fluency, and expression.	Read aloud with accuracy/fluency/expression.
<b>Writing and Language Use</b>		
5.ELA.W.1	Create writing to inform, examine, or discuss a specific idea, acquiring information from a variety of sources, and including relevant facts, definitions and quotations, and utilizing content-specific vocabulary.	Create writing to inform/examine/discuss specific idea.
5.ELA.W.2	Create an argument to support an idea or claim, using facts from various sources as evidence and detailed reasoning as support.	Create argument to support an idea/claim.
5.ELA.W.3	Create a narrative (from a real or imagined experience) to express human emotion and experience, engaging the reader by: <ul style="list-style-type: none"> <li>● Introducing conflict that is explored through plot development</li> <li>● developing characters that express the human condition, behaviors, and actions</li> <li>● using techniques of dialogue, action, and reflection to develop ideas</li> <li>● providing resolution to the initial problem.</li> </ul>	Create narrative to express human emotion/experience.
5.ELA.W.4	Organize writing into purposeful paragraphs and in structures that support the purpose and audience of the piece, including appropriate introductions and conclusions.	Organize writing into purposeful paragraphs.

5.ELA.W.5	Use varied sentence structures in one's writing, and decide the placement and structure of sentences based on the purpose of the writing.	Use varied and purposeful sentence structures.
5.ELA.W.6	Use intentional word choice by including content-specific vocabulary, vivid literary devices, and in consideration of the purpose and audience.	Use intentional word choice by including content-specific vocabulary/vivid literary devices.
5.ELA.W.7	Develop and practice various aspects of writing processes including invention, research, drafting, sharing with others, revising in response to reviews, and editing.	Develop/practice various aspects of writing processes.
5.ELA.W.8	Use and offer feedback to revise and strengthen writing.	Use/offer feedback to strengthen writing.
5.ELA.W.9	Use technology strategically and with purpose to enhance writing for its intended audience.	Use technology strategically/purposefully to enhance writing.
5.ELA.W.10	Practice different conventions for use within one's own writing (i.e. semi-colon, ellipse).	Practice different conventions in writing.
5.ELA.W.11	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical and spelling rules.	Edit/proofread.
5.ELA.W.12	Place punctuation effectively, including commas and apostrophes.	Place punctuation effectively.
5.ELA.W.13	Use commonly confused words in the correct context, including its/it's and there/their/they're.	Use commonly confused words in correct context.
5.ELA.W.14	Self-reflect on common grammatical errors and strategies to fix them.	Self-reflect on common grammatical errors/strategies to fix them.
<b>Communication</b>		
5.ELA.C.1	Contribute purposefully to written and spoken conversations.	Contribute purposefully to written/spoken conversations.

5.ELA.C.2	Collaborate with others: elaborate on others' ideas and express one's own opinion clearly about specific topics, including analysis of texts.	Collaborate with others: elaborate on ideas/express opinion clearly/analyze text.
5.ELA.C.3	Choose, among given options, appropriate platforms to publish or present content to an intended audience.	Choose appropriate platforms to publish/present.
5.ELA.C.4	Sequence ideas logically and use appropriate and relevant information to support ideas while presenting information.	Sequence ideas logically/use appropriate and relevant information while presenting.
5.ELA.C.5	Inform or influence others beyond the immediate classroom on various topics, including to proclaim our Catholic faith and to address public issues.	Inform/influence others beyond the classroom.
<b>Documentation</b>		
5.ELA.D.1	Read, evaluate and choose trusted print and digital sources, including primary and secondary sources, to use in one's own work.	Evaluate/choose trusted sources.
5.ELA.D.2	Use quotation marks to directly quote a source or put information into one's own words to paraphrase sources for use in one's own work.	Use quotation marks to directly quote source.
5.ELA.D.3	List references used in a piece of writing.	List references used in writing.

**Sixth, Seventh, and Eighth Grade English Language Arts Curriculum Standards**  
**(Compiled list of all standards for all ELA courses 6-8)**

Students who demonstrate understanding of 6th-8th grade English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
6-8.Eng.R.1	Determine the relationships between a text and the tenets of Catholic faith.	Determine relationships between text and the tenets of Catholic faith.
6-8.Eng.R.2	Demonstrate cultural literacy and familiarity with the great works and authors of classical and contemporary, American and world, literature.	Demonstrate cultural literacy and familiarity with works/authors of classical/contemporary, American/world, literature.
6-8.Eng.R.3	Interpret, synthesize, respond to, summarize, critique and analyze various types of texts.	Analyze various types of texts.
6-8.Eng.R.4	Determine and discuss relationships among the audience, purpose, and structure of a given work.	Determine/discuss relationships among audience/purpose/structure.
6-8.Eng.R.5	Analyze an author's choices of content, organization, evidence, reasoning, and language use.	Analyze choices of author.
6-8.Eng.R.6	Evaluate texts to discover the virtues and values an author presents.	Evaluate texts to discover virtues/values.
6-8.Eng.R.7	Synthesize the meaning and purpose of a text.	Synthesize meaning/purpose.
6-8.Eng.R.8	Analyze the impact of specific word choice on meaning and tone of a text.	Analyze impact of specific word choice on meaning/tone.

6-8.Eng.R.9	Explain how poetic knowledge, connotative language, symbolism, and artistic creativity explore complex elements of the human condition.	Explain how text explores complex elements of human condition.
6-8.Eng.R.10	Explain how a specific piece of writing contributes to strengthening the reader's moral character.	Explain how writing contributes to strengthening moral character.
6-8.Eng.R.11	Analyze how authors use literary devices, such as Biblical allusions, to develop elements of their writing.	Analyze how authors use literary devices.
6-8.Eng.R.12	Compare the works of multiple authors from the same historical eras to explain how literature can reflect the historical culture of its time.	Compare works of multiple authors to explain how literature reflects historical culture.
6-8.Eng.R.13	Describe how an author's choices, such as setting, development of characters, and inclusion of details, impact the development of a narrative	Describe how choices impact development of narrative.
6-8.Eng.R.14	Describe how a theme develops over the course of a text and determine a shared theme in multiple texts.	Describe development of themes.
6-8.Eng.R.15	Analyze specific organizational structure used in a text or media.	Analyze organizational structure.
6-8.Eng.R.16	Recognize differences between errors and intentional variations from expected conventions in published works, and examine why an author may deviate from Standard American English.	Recognize differences between errors and intentional variations from expected conventions.
<b>Writing and Language Use</b>		
6-8.Eng.W.1	<p>Create informational text to examine and discuss specific ideas</p> <ul style="list-style-type: none"> <li>a. Including significant and relevant facts, definitions, quotations, and other appropriate knowledge on the subject</li> <li>b. Using varied syntax to clarify and connect ideas.</li> </ul>	Create informational text to examine/discuss specific ideas.

6-8.Eng.W.2	<p>Create written arguments to support specific claims in order to discuss a particular topic or text</p> <ul style="list-style-type: none"> <li>a. Incorporating evidence and reasoning as support</li> <li>b. Anticipating and discussing potential counterclaims, and</li> <li>c. Using varied syntax to clarify relationships among claim, evidence, reasoning, and counterclaim.</li> </ul>	Create written argument to support a specific claim.
6-8.Eng.W.3	<p>Create narratives (from real or imagined experiences) to develop effective writing techniques and express human emotion and experience</p> <ul style="list-style-type: none"> <li>a. Engaging the reader by establishing a problem, situation, or observation for exploration through plot and character development</li> <li>b. Developing characters or perspectives that interpret the human condition, human behaviors, and/or human actions in its redeemed and unredeemed state</li> <li>c. Using techniques such as dialogue, description, action, and reflection to develop ideas</li> <li>d. Including purposeful language to convey vivid images</li> <li>e. Providing conclusion or resolution that offers final reflection.</li> </ul>	Create narratives to develop effective writing techniques/express human experience.
6-8.Eng.W.4	Make decisions about organizational structures, including appropriate paragraph and sentence breaks, to strengthen the writing for the intended purpose and audience.	Make decisions about organizational structures.
6-8.Eng.W.5	Use varied sentence structures purposefully in one's writing, and determine the placement and structure of sentences based on the intended emphasis and content of ideas.	Determine the placement/structure of sentences based on intended emphasis/content.
6-8.Eng.W.6	Utilize precise language, deliberate word choice, and content specific vocabulary to enhance the effectiveness of the writing piece.	Utilize deliberate word choice/content-specific vocabulary.

6-8.Eng.W.7	Develop, practice and refine various aspects of writing processes including, but not limited to, invention, research, drafting, sharing with others, revising in response to reviews, and editing.	Develop/practice various aspects of writing processes.
6-8.Eng.W.8	Use and offer feedback to revise texts to strengthen the writing for its intended purpose and audience.	Use/offer feedback to revise texts.
6-8.Eng.W.9	Use technology strategically and with clear purpose to enhance writing for its intended audience.	Use technology strategically and with clear purpose for intended audience.
6-8.Eng.W.10	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical rules.	Edit/proofread.
6-8.Eng.W.11	Place punctuation effectively, including commas, semicolons, apostrophes, and ellipses.	Place punctuation effectively: commas, semicolons, apostrophes, ellipses.
6-8.Eng.W.12	Use commonly confused words in the correct context, including its/it's, there/their/they're, affect/effect, and who/whom.	Use commonly confused words in the correct context.
6-8.Eng.W.13	Self-reflect, using metacognitive strategies, on the specific and individual processes and techniques used in writing, in order to assess progress toward academic goals.	Self-reflect on processes/techniques used in writing.
6-8.Eng.W.14	Articulate how different writing tasks and elements of writing processes assist in the development of the writer.	Articulate how elements of writing processes assist in development of the writer.
<b>Communication</b>		
6-8.Eng.C.1	Contribute to ongoing written and spoken conversations with one's own ideas and opinions about specific topics, including analysis of texts.	Contribute to ongoing written/spoken conversations with ideas, opinions, analysis.

6-8.Eng.C.2	Choose, among given options, appropriate platforms to publish or present content in order to be effective with an intended audience.	Choose appropriate platforms to publish/present to be effective with intended audience.
6-8.Eng.C.3	Articulate a clear point of view, sequencing ideas logically and using pertinent details, to a variety of audiences.	Articulate clear point of view, sequencing ideas logically and using pertinent details.
6-8.Eng.C.4	Present and explain complex content, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.	Present and explain complex content.
6-8.Eng.C.5	Use appropriate eye contact, adequate volume, clear pronunciation, and purposeful tone of voice while presenting information.	Use appropriate eye contact, adequate volume, clear pronunciation, purposeful tone.
<b>Documentation</b>		
6-8.Eng.D.1	Read critically, and evaluate and select appropriate print and digital sources to use in one's own work.	Evaluate/select appropriate sources.
6-8.Eng.D.2	Recognize various approaches to the documentation and attribution of sources while reading, including MLA and APA.	Recognize various approaches to the documentation/attribution of sources while reading.
6-8.Eng.D.3	Directly quote and paraphrase reliable sources for use in one's own work.	Directly quote/paraphrase reliable sources.
6-8.Eng.D.4	Use an established citation system, such as MLA or APA, to precisely quote and reference various sources within one's own writing.	Use MLA/APA to precisely quote/reference various sources.

**Ninth through Twelfth Grade English Curriculum Standards**  
**(Compiled list of all standards for all ELA courses 9-12)**

Students who demonstrate understanding of high school English department requirements are able to--

	<b>Reading Analysis</b>
HS.Eng.R.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
HS.Eng.R.2	Demonstrate cultural literacy and familiarity with the great works and authors of classical and contemporary American and world literature.
HS.Eng.R.3	Interpret, synthesize, respond to, summarize, critique and analyze various types of texts.
HS.Eng.R.4	Determine and analyze relationships among the audience, purpose, context, and genre of a given work.
HS.Eng.R.5	Analyze an author's choices of content, organization, evidence, reasoning, and language use.
HS.Eng.R.6	Evaluate texts from multiple points of view, considering the complexity of perspectives that range from sympathetic or critical to the writer's position.
HS.Eng.R.7	Determine the explicit and implicit meaning of a text, and determine figurative and connotative meanings of words and phrases as used in a text.
HS.Eng.R.8	Analyze the impact of specific word choice on meaning and tone of a text.
HS.Eng.R.9	Explain how poetic knowledge, moral imagination, connotative language, symbolism, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis.
HS.Eng.R.10	Explain how specific pieces of literature contribute to strengthening one's moral character through its addressing of critical questions related to mankind.

HS.Eng.R.11	Identify and analyze an author's use of various literary devices, such as Biblical allusions, to develop elements of the text.
HS.Eng.R.12	Compare the works of multiple authors from the same historical era to explain how literature can reflect the historical and sociological culture of its time.
HS.Eng.R.13	Describe how an author's choices, such as setting, order of events, introduction and development of characters, and omission and inclusion of details, impact the development of a narrative.
HS.Eng.R.14	Determine themes of a narrative and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account.
HS.Eng.R.15	Identify and explain fallacious reasoning in a given argument.
<b>Writing</b>	
HS.Eng.W.1	<p>Create informational text to examine and convey complex ideas</p> <ul style="list-style-type: none"> <li>a. using significant and relevant facts, extended definitions, quotations, and other appropriate knowledge on the subject</li> <li>b. using varied syntax to link sections and clarify relationships among ideas</li> <li>c. using precise language and content-specific vocabulary.</li> </ul>
HS.Eng.W.2	<p>Create written arguments to support claims in analysis of substantive topics or texts</p> <ul style="list-style-type: none"> <li>a. incorporating evidence and reasoning as support</li> <li>b. acknowledging and disproving counterclaims, and</li> <li>c. using varied syntax to link sections and clarify relationships among claim, evidence, reasoning, and counterclaim.</li> </ul>
HS.Eng.W.3	<p>Create narratives (from real or imagined experiences) to develop effective writing techniques</p> <ul style="list-style-type: none"> <li>a. engaging the reader by establishing a problem, situation, or observation for exploration through plot and character development</li> </ul>

	<ul style="list-style-type: none"> <li>b. developing characters or perspectives that interpret the human condition, human behaviors, and/or human actions in its redeemed and unredeemed state</li> <li>c. using techniques such as dialogue, pacing, description, reflection, and multiple plot lines in development of ideas</li> <li>d. using purposeful language to convey vivid images</li> <li>e. providing conclusion or resolution that offers reflection of the experience or observation.</li> </ul>
HS.Eng.W.4	Develop, practice and refine various aspects of writing processes including, but not limited to, invention, research, drafting, sharing with others, revising in response to reviews, and editing.
HS.Eng.W.5	Use and offer feedback to revise texts to make them appropriate for the academic discipline or context for which the writing is intended.
HS.Eng.W.6	Articulate how different writing tasks and elements of the writing process contribute to their development as a writer.
HS.Eng.W.7	Edit and proofread one's own writing and explore the implications of editing choices.
HS.Eng.W.8	Use technology strategically and with clear purpose to enhance writing for the intended audience.
<b>Communication</b>	
HS.Eng.C.1	Contribute to ongoing written and spoken conversations with one's own ideas and opinions about specific topics, including analysis of texts.
HS.Eng.C.2	Select appropriate platforms to publish or present content in order to effectively convey ideas to an intended audience.
HS.Eng.C.3	Articulate a clear point of view, sequencing ideas logically and using pertinent details, to a variety of audiences.
HS.Eng.C.4	Present and defend complex content to a variety of audiences, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.

HS.Eng.C.5	Adapt speech to a variety of contexts and tasks, demonstrating professional oral communication skills.
<b>Documentation</b>	
HS.Eng.D.1	Demonstrate the concept of intellectual property (i.e., ownership of ideas) as it is used in different disciplines and contexts.
HS.Eng.D.2	Select, evaluate, and use information and ideas from print and digital sources responsibly in one's own work.
HS.Eng.D.3	Use various approaches to the documentation and attribution of sources, including MLA and APA.
HS.Eng.D.4	Examine the underlying logic in commonly used citation systems, including MLA and APA.
<b>Language Usage</b>	
HS.Eng.L.1	Practice different conventions and analyze expectations for and effects on different audiences.
HS.Eng.L.2	Determine the placement of varied sentence structures, based on the intent, purpose, and emphasis of the content of the sentence.
HS.Eng.L.3	Place punctuation effectively, including commas, semicolons, colons, dashes, hyphens, apostrophes, and ellipses.
HS.Eng.L.4	Use commonly confused words in the correct context, including its/it's, there/their/they're, affect/effect, and who/whom.
HS.Eng.L.5	Identify differences between errors and intentional variations from expected conventions.
HS.Eng.L.6	Recognize differences in common oral language patterns and written Standard American English, and determine how and when to use formal grammatical structures (such as avoiding dangling or misplaced modifiers and using consistent verb tenses).

## AP Language and Composition Curriculum Standards

Students who demonstrate understanding of AP Language and Composition are able to--

HS.Eng.APLang.1	Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.
HS.Eng.APLang.2	Analyze images and other multimodal texts for rhetorical features.
HS.Eng.APLang.3	Use effective rhetorical strategies and techniques when composing.
HS.Eng.APLang.4	Write for a variety of purposes.
HS.Eng.APLang.5	Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
HS.Eng.APLang.6	Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
HS.Eng.APLang.7	Evaluate and incorporate sources into researched arguments.
HS.Eng.APLang.8	Demonstrate understanding of the conventions of citing primary and secondary sources.
HS.Eng.APLang.9	Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
HS.Eng.APLang.10	Converse and write reflectively about personal processes of composition.
HS.Eng.APLang.11	Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
HS.Eng.APLang.12	Revise a work to make it suitable for a different audience.

**More information can be found at:**

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-english-language-and-composition-course-description.pdf>

## AP Literature and Composition Curriculum Standards

Specific curriculum standards have not been written for this AP course.

**AP Literature and Composition adheres to the following expectations:**

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-english-literature-and-composition-course-description.pdf>

**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for English Language Arts  
in grades K-12**

**Acknowledgements**

The Diocese of Grand Rapids Office of Catholic Schools Curriculum Standards for English Language Arts were drafted in reflection of

*AP English Language and Composition Course Description*. College Board, 2014.

*AP English Literature and Composition Course Description*. College Board, 2014.

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*Framework for Success in Postsecondary Writing*. Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project, 2011.

Guernsey, Dan, and Denise Donohue. *Catholic Curriculum Standards*. The Cardinal Newman Society, 2016.

*ISTE Standards for Students*, International Society for Technology in Education, 2016.

*Measures of Academic Progress*. Northwest Evaluation Association, 2016.

*Standards for the English Language Arts*. International Reading Association and National Council of Teachers of English, 1996.

*Test Specifications for the Redesigned SAT*. College Board, 2015.

**Note on Shared-Time Teachers**

Shared-time teachers employed by their local public school districts must comply with the curriculum guidelines of the local public school districts. Each is a Michigan public school as those terms are defined within the 1998 Public Act 339. The curriculum provided in those programs shall comply with all regulations required by Public Act 339.