

Archdiocese of Omaha

**Language Arts
Curriculum**

K-12

August 2015

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Lyndsey Heine	Teacher, East Catholic Elementary School, Hartington
Toni Hoffmeier-Mangus	Teacher, Roncalli Catholic High School, Omaha
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Matt Kable	Teacher, St. Pius X/St. Leo School, Omaha
Susie Leuschen	Teacher, VJ and Angela Skutt Catholic H.S., Omaha
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Katie Synan	Teacher, St. Joan of Arc School, Omaha
Heather Uhl	Teacher, St. Margaret Mary School, Omaha
Jackie Wilson	Teacher, St. Columbkille School, Papillion
Marilyn Wiebelhaus	Administrator of Standards and Assessment

Introduction

Purpose of this curriculum:

The purpose of this Standards-based curriculum is to assist administrators and teachers of the Archdiocese of Omaha in teaching language arts in the Archdiocesan Catholic Schools. This guide contains clear expectations for Language Arts Education Standards based on the Nebraska Standards. It is intended that this material be used in the development of local language arts education curriculum plans and for the training of teachers of language arts education.

Administrators will use this curriculum to assist teachers in applying the desired Language Arts Education Standards to the specific grade levels.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. **Teachers are required to spend 80% of their time teaching strictly from the curriculum guide** with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Catholic Schools Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- to proclaim the message of faith and morals
- to foster community
- to encourage worship and prayer
- to motivate to serve others

Each school is to foster in students a personal relationship with Jesus Christ educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

(Revised and approved 2014)

Archdiocese of Omaha Catholic Schools Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Knowledge of Catholic Church teachings of faith, morals, and virtues
- Knowledge of core disciplines and fine arts
- Higher-order thinking skills
- Effective communication skills
- Effective social interaction skills
- Independent learning skills
- Life-long learning with the ability to access and utilize resources
- Knowledge of practices essential to:
 - Christ-centered families
 - Full participation in parish community life
 - Sound health in mind, body, and spirit
 - Responsible stewardship
 - Mature, responsible, and sensible use of technology
 - Effective citizenship

Language Arts Program Mission Statement

Our purpose is to empower all students to communicate effectively through listening, speaking, reading, and writing in a changing world.

Language Arts Program Standards

Program Standard #1: Inquiry

- Access and analyze information.

Program Standard #2: Connection

- Discern and internalize relationships and meaning.

Program Standard #3: Structure

- Discover and apply components and patterns of language.

Program Standard #4: Creation

- Design a product to convey meaning.

Program Standard #5: Presentation

- Communicate ideas and information effectively to others.

Language Arts Essential Standards

Standard #1: Inquiry

Grades K-2: Ask questions, look for answers, sort, and classify information.

Grades 3-5: Investigate and interpret information.

Grades 6-8: Research and assemble information and evaluate its relevance and quality.

Grades 9-12: Formulate questions and synthesize information that fosters further inquiry.

Standard #2: Connection

Grades K-2: Recognize and retell what is seen, done, and read.

Grades 3-5: Identify, explore, and explain relationships between self and concepts learned.

Grades 6-8: Classify and evaluate relationships between individuals and meanings of concepts learned.

Grades 9-12: Utilize the concepts learned to make associations between personal experience and world situations.

Standard #3: Structure

Grades K-2: Choose and plan pictures, words, sentences, and stories.

Grades 3-5: Identify and organize components and patterns of oral and written language.

Grades 6-8: Implement the use of a template to organize written and oral compositions.

Grades 9-12: Utilize appropriate language and organization strategies to convey meaning.

Standard #4: Creation

Grades K-2: Create a project that demonstrates understanding of what is read.

Grades 3-5: Produce an original work to express an idea or opinion.

Grades 6-8: Compose a product that applies language skills for a specific purpose.

Grades 9-12: Develop a product that synthesizes knowledge and skills.

Standard #5 Presentation

Grades K-2: Speak in clear and complete sentences using formal English with adequate volume while maintaining eye contact.

Grades 3-5: Convey information in a clear and concise oral presentation.

Grades 6-8: Communicate effectively through formal and public speaking skills.

Grades 9-12: Deliver a formal oral presentation focusing on audience, reflection, and research.

Primary Grades K-2

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Primary Grades K-2 Language Arts Essential Standards

Standard #1: Inquiry

Ask questions, look for answers, sort and classify information.

Standard #2: Connection

Recognize and retell what is seen, done, and read.

Standard #3: Structure

Choose and plan pictures, words, sentences, and stories.

Standard #4: Creation

Create a project that demonstrates understanding of what is read.

Standard #5 Presentation

Speak in clear and complete sentences using formal English with adequate volume while maintaining eye contact.

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions and teacher notes that have been inserted throughout the guides.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

SEPTEMBER

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; and allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of May 1st.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by the week of May 15th.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.
- Collect Assessments from students, rate them or collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Turn in your Grade Level Tally Sheet to administration by the week of May 1st.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO by the week of May 15th.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Language Arts Curriculum Guide* to assist you with the terminology.

Before the school year begins, the teacher will read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Curriculum Implementation Map** found in the *Language Arts Curriculum Guide*. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will make copies of the **Student Scoring Guide** for each student and fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Connection” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Connection”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Connection”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Language Arts Grade 1 Assessment Task

Title: Read My Book!

Teacher Notes

- Teachers will need to teach elements of this Assessment throughout the year.
- The teacher will need to approve the book chosen by the student so that it is at the student's individual reading level. Non-chapter books are recommended. Some teachers have suggested pre-selecting a group of books that meet the requirements. Please note the number of books should be greater than the number of children to ensure that each child has multiple choices.
- Teacher resources are attached including a sample story map.
- You may use a story map of your own as long as it includes all the elements included in the Assessment Guidelines. The student may use the story map for their presentation.
- It is recommended that the book selection, completion of the story map, and project be facilitated in a small group setting.
- For the Connection portion of this assessment, the children need to include two parts: 1) establish a connection among themselves, the text and the world; and 2) explain why it is a good book to read.
- Teachers will need to preteach presentation skills.
- Students should have the opportunity to practice their presentation in small groups prior to the presentation.
- Presentations should be a retelling of the information on their story maps, much like "Show and Tell". Students will share the story with their classmates and explain why it is a good book.
- During the presentations, questions can be generated by the teacher and/or classmates.
- Refer to the Curriculum Guide Glossary found in this section of the Language Arts Curriculum Guide for clarification of terms.

Language Arts Grade 1 Assessment Task

Title: Read My Book!

Program and Essential Standards: 1, 2, 3, 4, 5

Administration Time: Grade 1, 2nd Semester

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of May 1st.

Suggested Time Frame: Allow students two to three weeks to complete this project. All parts of the assessment should be completed entirely within the classroom.

Essential Question: How do we retell a story to others?

Task: Retell a story to the class so they know it is a good story to read. You also need to make a connection from the story to something you know. Refer to teacher notes for additional information.

Guidelines:

- Choose a teacher-approved fiction book.
- Read the book at school.
- Fill in the story map at school. Include the 8 elements or parts:
 - Title
 - Author
 - Illustrator
 - Main Character(s)
 - Setting of the story
 - Beginning of the story
 - Middle of the story
 - End of the story
- 4. Relate the story to a familiar experience – something you know.
- 5. Explain why this is a good book to read.
- 6. Choose one of the projects listed below:
 - Book cover
 - Flip Book
 - Poster
 - Technology
 - Or another teacher-approved project
- 7. Make the project with elements from the story map.
- 8. Include details that show you understand the story.
- 9. Present your project to the class or to a small group of classmates sharing your information orally in a clear and understandable way. Use formal English and complete sentences. Presentations should be a short retelling of the story that shows your understanding of the story. Explain why it is a good book to read. Be ready to answer questions from the teacher and audience.
- 10. Your project should be neat.

Language Arts Student Scoring Guide for Grade 1

Assessment Task: Read My Book!

Task: Retell a story to the class so they know it is a good story to read. You also need to make a connection from the story to something you know.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
Inquiry and Structure	<ul style="list-style-type: none"> ● Chooses teacher-approved fiction book ● Reads the book at school ● Completes story map needing significant teacher assistance 	<ul style="list-style-type: none"> ● Chooses teacher - approved fiction book ● Reads the book at school ● Completes story map with prompting from the teacher 	<ul style="list-style-type: none"> ● Chooses teacher-approved fiction book ● Reads the book at school ● Completes story map including the 8 elements ● Requires minimal teacher assistance 	<ul style="list-style-type: none"> ● In addition to meeting all items in Level 3, completes the story map independently 	
Connection	<ul style="list-style-type: none"> ● Includes none of the items listed in Level 3 	<ul style="list-style-type: none"> ● Includes only one of the items listed in Level 3 	<ul style="list-style-type: none"> ● Relates the story to a familiar experience ● Explains why this is a good book to read 	<ul style="list-style-type: none"> ● In addition to meeting all items in Level 3, the student makes multiple connections (self, text, or world) 	
Creation	<ul style="list-style-type: none"> ● Chooses a project with significant teacher assistance ● Makes a project with some story map elements ● Project is not neat 	<ul style="list-style-type: none"> ● Chooses a project with teacher assistance ● Makes a project with story map elements ● Project is mostly neat 	<ul style="list-style-type: none"> ● Chooses a project ● Creates a project with story map elements ● Includes details that show understanding of the story ● Project is neat 	<ul style="list-style-type: none"> ● In addition to meeting all items in Level 3, makes a project with story map elements including multiple details 	
Presentation	<ul style="list-style-type: none"> ● Includes three or fewer of the items listed in Level 3 	<ul style="list-style-type: none"> ● Includes five of the items listed in Level 3 	<ul style="list-style-type: none"> ● Speaks in clear and complete sentences ● Uses formal English ● Uses adequate volume ● Maintains eye contact ● Retells and shares information to show knowledge of the story ● Shares why it is a good book to read ● Answers questions 	<ul style="list-style-type: none"> ● Includes all of Level 3 without prompting 	

List any modifications made:

Teacher Resources

Reading Assessment Choosing a “Just Right Book”

Easy Books

- Have I read it lots of times before?
- Do I understand the story?
- Do I know almost every word?
- Can I read it smoothly?

Just Right Books

- Is this book new to me?
- Do I understand what I've read about so far?
- When I read, are some places smooth and some places choppy?
- Can someone help me with the book? Who?

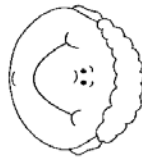
Hard Books

- Are there more than a few words on each page I don't know?
- Am I confused about what is happening? Am I bored?
- When I read, does it sound pretty choppy?
- Is everyone else busy and unable to help me?

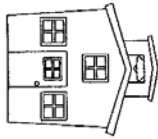
Adapted from Regie Routman.
(Thanks to Georgie Walker).

Story Map

Book Title:



The main character is...



The setting is...

Beginning

Middle

End



My Flip Book Book Report

By: _____

Cut and discard this bottom portion.



My Flip Book Book Report

By: _____

Cut and discard this bottom portion.

Title:

Author:

Title & Author

Cut and discard this bottom portion.

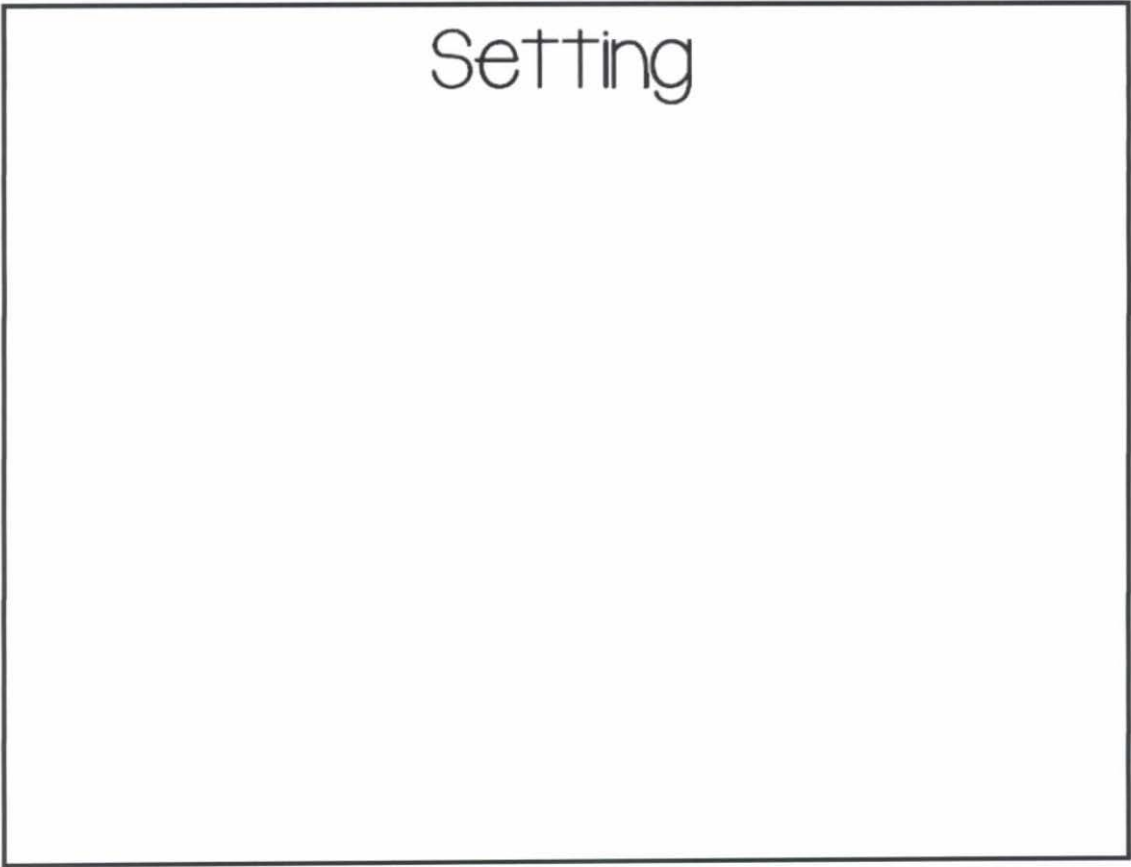
Main Character

Other Characters

--	--

Characters

Cut and discard this bottom portion.



Setting

Cut and discard this bottom portion.

Beginning



Middle



End

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Retelling

Cut and discard this bottom portion.

Blank lined writing area with 12 horizontal lines.

Connection

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual **Student Scoring Guide** included in the curriculum guide before proceeding to Step Two.
2. The teacher will need to make copies of the **Grade Level Tally Sheet** as needed.
3. Once the teacher has completed rating the assessments for the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, compile the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit only one completed Grade Level Tally Sheet to the building administrator by the week of May 1st.
6. Each teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office** by the week of May 15th.

Grade Level Tally Sheet for Language Arts Grade 1 Assessment Task Read My Book

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of May 1st.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard	Total Number of Students
Inquiry/Structure					
Connection					
Creation					
Presentation					

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

*The Content Standards and Benchmarks are based on the Nebraska English Language Arts Standards. *Asterisks throughout this document indicate additions to the Nebraska Standards for schools in the Archdiocese of Omaha or examples that move the indicator to a higher level of understanding. The shaded cells contain the basic standard with successive numbered rows spiraling to greater levels of complexity and showing the level of teacher instruction by the I, D, M's.*

Definitions for the level of teacher instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

- Introduce **(I)**: To provide with a beginning knowledge or first experience of content. No assessment.
- Develop **(D)**: To progress from simple to more complex understanding through practice. Check for understanding as needed.
- Master **(M)**: **To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.**

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Language Arts Content Checklist Primary Grades K-2

	Standard/Benchmark	K	1	2
LA _1	Reading: Students will learn and apply reading skills and strategies to comprehend text.			
LA _1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.	Students will demonstrate knowledge of the concepts of print.		
LA _1.1.a	Identify variations in text (e.g., font, size, bold, italic, upper/lower case).	Identify variations in text (e.g., font, size, bold, italic, upper/lower case). I, D	D, M	
LA _1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).	Identify punctuation (e.g., period, exclamation mark, question mark). I, D	D, M	
LA _1.1.c	Identify parts of a book (e.g., cover, pages, title, author, illustrator).	Identify parts of a book (e.g., cover, pages, title, author, illustrator). I	Identify parts of a book (e.g., cover, pages, title, author, illustrator, *table of contents, index, glossary*). D	D, M
LA _1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom.	Demonstrate knowledge that print reads from left to right and top to bottom. I, D	D, M	
LA _1.1.e	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs). I, D	D, M	
LA _1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads). I, D	D, M	
LA _1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.	Demonstrate understanding that words are made up of letters and sentences are made up of words. I, D	D, M	
LA _1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.		
LA _1.2.a	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words). I, D	D, M	
LA _1.2.b	Segment spoken sentences into words.	Segment spoken sentences into words. I, D	D, M	

	Standard/Benchmark	K	1	2
LA _1.2.c	Identify and produce oral rhymes.	Identify and produce oral rhymes. I, D	D, M	
LA _1.2.d	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday). I, D	D, M	
LA _1.2.e	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). I, D	D, M	
LA _1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.		
LA _1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. I, D	Know and apply common letter-sound correspondences (e.g., consonant blends, *long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text. D, M	Know and apply letter/sound correspondence and *spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text. I, D, M
LA _1.3.b	Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	Identify similarities and differences in written words. I, D, M	Use word structure to read words (e.g., onsets, rimes, digraphs, *prefixes and suffixes, contractions, common compound words). I, D	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, *syllabication, derivation). D
LA _1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	Recognize and read grade-level (phonetic and non-phonetic) words in text. I, D	D	D
*LA_1.3.d	*Confirm the accuracy of student reading by using phonics and context clues.	Confirm the accuracy of student reading by using phonics and context clues. I, D	D	D, M

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

	Standard/Benchmark	K	1	2
LA _1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.		
LA _1.4.a	Listen to text of increasing length and/or complexity to develop stamina.	Listen to text of increasing length and/or complexity to develop stamina. I, D, M	Listen to and read text of increasing length and/or complexity to support reader stamina. I, D	Listen to and read text of increasing length and/or complexity to *increase reader stamina. D
LA _1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.	Use appropriate expression to reflect meaning while reading emergent-reader text. I, D, M	Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions). I, D, M	Listen to and read text of increasing length and/or complexity to *increase reader stamina. I, D, M
LA _1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA _1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds). I, D, M	Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, *base words). I, D	Use word structure elements, known words, and word patterns to determine meaning *(e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables). D, M
LA _1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words. I, D, M	Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words. I, D, M	Identify and use context clues (e.g., word and sentence clues) and text features exist and may be used to help infer meaning of unknown words. I, D, M
LA _1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. I, D	D	D

	Standard/Benchmark	K	1	2
LA _1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	Identify semantic relationships (e.g., conceptual categories) to determine word relationships. I, D	Identify semantic relationships (e.g., conceptual categories, *synonyms, antonyms) to determine word relationships. D, M	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, *homographs, homophones,* multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing. I, D
LA _1.5.e	Determine word meaning using reference materials and classroom resources.	With adult guidance, determine word meaning using reference materials and classroom resources. I, D, M	Locate words and determine word meaning using reference materials and classroom resources. I, D	Locate words and determine meaning using reference materials. D
LA _1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (fiction, non-fiction, poetry and drama).	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	
*LA _1.6.a.1	*Identify differences between text types.	Identify differences between text genres (e.g., non-fiction, fiction, poetry, and drama). I, D	D, M	Identify characteristics and differences between text genres (e.g., folk tales, fairy tales, tall tales, realistic fiction, science fiction, historical fiction, novels, biography, autobiography, and news sources). I
LA _1.6.a.2	Identify author's purpose (e.g., explain, entertain, inform).	With adult guidance, identify author's purpose (e.g., explain, entertain, inform). I, D, M	Identify author's purpose (e.g., explain, entertain, inform). I, D, M	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) *to support text comprehension. I, D
LA _1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Identify elements of literary text (e.g., characters, setting, events). I, D	Identify elements of literary text (e.g., characters, setting, *plot). D, M	Identify elements of literary text (e.g., characters, setting, plot, *point of view). I, D

	Standard/Benchmark	K	1	2
LA _1.6.c	Identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration). I, D, M	Identify an author's use of literary devices (e.g., *simile, alliteration, onomatopoeia, imagery, rhythm, personification). I, D, M	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification). I, D
LA _1.6.d	Retell major events and key details from a literary text and/or media.	With adult guidance, retell major events and key details from a literary text and/or media. I, D, M	Retell major events and key details from a literary text and/or media. I, D, M	Retell major events and key details from a literary text and/or media and *support a prompted theme. I, D, M
LA _1.6.e	Retell main ideas from informational text and/or media.	With adult guidance, retell main ideas from informational text and/or media. I, D, M	Retell main ideas and supporting details from informational text and/or media. I, D	D, M
LA _1.6.f	Identify text features in print and digital informational text.	Identify text features in print and digital informational text. I, D	D, M	Use text features to locate information and gain meaning from print and digital text. I, D, M
LA _1.6.g	Identify the basic characteristics of literary and informational text.	Identify the basic characteristics of literary and informational text. I, D	Identify the basic characteristics of a *variety of literary and informational texts. D, M	Compare and contrast the basic characteristics of a variety of literary and informational texts. I, D, M
LA _1.6.h	Make connections between own life and/or other cultures in literary and informational text.	Make connections between own life and/or other cultures in literary and informational text. I, D	Make connections between own life and/or other cultures in literary and informational text. D, M	Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective. I, D, M
LA _1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources. I, D	D, M	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. I, D
LA _1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast). I, D	D	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast). D, M

	Standard/Benchmark	K	1	2
LA _1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	Identify different purposes for reading (e.g., inform, enjoy). I, D, M	Identify and explain purpose for reading (e.g., answer a question, enjoy). I, D, M	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task). I, D
LA _1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections. I, D	D, M	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. I, D
LA _1.6.m	Monitor comprehension by recognizing when meaning is disrupted.	With adult guidance, monitor comprehension by recognizing when meaning is disrupted. I, D	D, M	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. I, D
LA _1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations and titles.	Make predictions about a text using prior knowledge, pictures, illustrations and titles. I, D	D, M	Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media. I, D, M
LA _1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	Respond to text (e.g., verbally, in writing, or artistically). I, D, M	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). I, D	D
LA _1.6.p	Make connections between a print text and an audio, video, or live version of the text.	Make connections between a print text and an audio, video, or live version of the text. I, D	D	D, M

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	Standard/Benchmark	K	1	2
LA _.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.		
LA _.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA _.2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to generate ideas *and organize information using organization tools (e.g., graphic organizers, story maps, etc.). I	D	D
LA _.2.1.b	Generate representations of ideas.	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. I, D, M	Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end. I, D, M	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. I, D, M
LA _.2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence to support ideas. I, D	*Gather and use relevant information and evidence to support ideas. D	Gather and use relevant information and evidence from *one or more print and/or digital sources to support ideas. D, M
LA _.2.1.d	Compose grammatically correct sentences.	Compose simple, grammatically correct sentences. I, D, M	Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type. *(declarative, interrogative, exclamation, command) I, D	D
LA _.2.1.e	Revise to improve and clarify writing.	With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. I	D	D, M
LA _.2.1.f	Provide descriptive feedback to other writers.	Provide oral descriptive feedback to other writers. I	D	Provide oral and/or *written descriptive feedback to other writers. D
LA _.2.1.g	Persevere in writing tasks.	With adult guidance, persevere in writing tasks. I, D	Persevere in writing tasks of various length and complexity. D	Persevere in writing tasks of various length and complexity. D, M

	Standard/Benchmark	K	1	2
LA_.2.1.h	Proofread and edit writing recursively for format and conventions of standard English.	With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation). I	D, M	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). I, D
LA_.2.1.i	Use own words to relate information.	Use own words to relate information. I, D	D, M	Display academic honesty and integrity by avoiding plagiarism and providing a list of sources. I
LA_.2.1.j	Publish a legible document.	With adult guidance, publish a legible document *writing left to right, using correct upper and lower case lower case letters,* with appropriate spaces between letters, words, and sentences in a variety of formats. I	D	D, M
*LA_.2.1.k	*Publish a friendly letter.			*Publish a two paragraph friendly letter using correct format with relevant and interesting details. I, D
LA_.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.		
LA_.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. I	D	D
LA_.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	With adult guidance, provide evidence from literary or informational text to support ideas or opinions. I	D, M	Provide evidence from literary or informational text to support ideas or opinions. I
LA_.2.2.c	Conduct and publish research to answer questions or solve problems.	With adult guidance, conduct and publish research to answer questions or solve problems. I	D, M	Conduct and publish research to answer questions or solve problems using resources. I
LA_.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes. I	D	D
LA_.2.2.e	Compare mentor texts and examples to create similar pieces.	With adult guidance, compare mentor texts and examples to create similar pieces. I, D, M	Compare various mentor texts and/or exemplars to create similar pieces. I	D

	Standard/Benchmark	K	1	2
LA _3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.		
LA _3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		
LA _3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure.	Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences. I, D	D, M	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice,* subject related vocabulary,* grammar, and sentence structure. I, D
LA _3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) to convey understanding of the chosen text. I, D	D, M	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations *, including interpreting text (e.g. poems, rhymes, and songs). I, D
LA _3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	Describe people, places, things, location, size, color, shape, and action to enhance understanding to a chosen audience. I, D, M	Describe people, places, things, location, size, color, shape, and action to enhance understanding to a chosen audience while retelling information showing knowledge of the subject. I, D, M	Utilize appropriate visual and/or digital tools to support verbal communication, while describing people, places, things, locations, size, color, shape and action. I, D, M
LA _3.1.d	Convey a personal perspective with clear reasons.	Convey a personal perspective with clear reasons for choosing the story to share. I	D, M	Convey a personal perspective with clear reasons. I, D
LA _3.1.e	Ask pertinent questions to acquire or confirm information.	Ask pertinent questions to acquire or confirm information. I	D	D
*LA _3.1.e.1	*Answer questions to confirm information.	*Answer questions to confirm information. I,D	D, M	

	Standard/Benchmark	K	1	2
LA _3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	Listening: Students will develop and demonstrate active listening skills across a variety of situations.		
LA _3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities. I	D	D, M
LA _3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats. I	D, M	*Ask questions about the purpose and credibility of information being presented in diverse media and formats. I, D, M
LA _3.2.c	Complete a task following complex multi-step directions.	Complete a task following one/two-step directions. I, D	D, M	Complete a task following *multi-step directions. I, D, M
LA _3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.		
LA _3.3.a	Integrate professional etiquette and social protocols when communicating.	Practice appropriate classroom etiquette and recognize social cues when communicating. I	Practice and *demonstrate appropriate classroom etiquette and recognize social cues when communicating. D	*Demonstrate appropriate classroom etiquette and recognize social cues when communicating. D, M
LA _3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation. I	D	D, M
LA _3.3.c	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. I	D	D
LA _3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. I	D	D
LA _3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts. I	D	M

	Standard/Benchmark	K	1	2
LA _4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.		
LA _4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).		
LA _4.1.a	*Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real).	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real). I	D	D
LA _4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). I	D	D
LA _4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). I	D	D
LA _4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.		
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). I	D	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, *appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). D
LA _4.2.b	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. I	D	D

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Recommended Mastery Levels for Parts of Speech in Grades K-2

Parts of Speech	K	1	2
Nouns			
Noun	I	D	D
Singular/Plural nouns		I	D
Common noun		I	D
Proper noun		I	D
Subject			I
Verbs			
Verb	I	D	D
Action Verb		I	D
Linking Verb			I
Adjectives			
Adjectives		I	D
Conjunctions			
Conjunction			I
Sentences			
Declarative sentence		I	D
Interrogative		I	D
Exclamatory			I, D
Imperative			I, D
Simple			I
Compound Subject			I
Compound Predicate			I
Subject/Verb Agreement			I
Simple sentence		I	D
Capitalization			
Proper nouns	I	D	D
Pronoun "I"		I	D
Punctuation			
Period	I	D	M
Question mark		I	D
Exclamation point			I
Apostrophe			I
Contractions			I
Commas			I
Dates			I
Letters (greeting, closing)			I

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To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Proficiency - Having or demonstrating mastery of knowledge or skill in a particular area.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum - A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

Curriculum Implementation Checklist for the Classroom

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instructions for all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. The teacher completes Assessments, marks Student Scoring Guides and Grade Level Tally Sheets and turns them into the building administrator by the week of May 1 st .
	10. The Student Scoring Guide is placed in the individual student's cumulative folder.

Intermediate Grades 3-5

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Intermediate Grades 3-5 Language Arts Essential Standards

Standard #1: Inquiry

Investigate and interpret information.

Standard #2: Connection

Identify, explore, and explain relationships between self and concepts learned.

Standard #3: Structure

Identify and organize components and patterns of oral and written language.

Standard #4: Creation

Produce an original work to express an idea or opinion.

Standard #5: Presentation

Convey information in a clear and concise oral presentation.

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions and teacher notes that have been inserted throughout the guides.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

SEPTEMBER

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; and allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of May 1st.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by the week of May 15th.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.
- Collect Assessments from students, rate them or collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Turn in your Grade Level Tally Sheet to administration by the week of May 1st.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO by the week of May 15th.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, the teacher will read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Curriculum Implementation Map** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will make copies of the **Student Scoring Guide** for each student and fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Connection” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Connection”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Connection”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Language Arts Grade 3 Assessment Task

Title: It's a Weird, Wacky World

Teacher Notes

- The concept of perspective must be taught in the first semester. (Examples of books to teach perspective include Two Bad Ants and Motel of Mysteries.)
- Teachers may need to model generating ideas from different perspectives.
- Teacher may need to pre-teach project ideas before the final assessment.
- Model friendly letter writing and model brief oral presentations.
- Community is defined as home, school, or city.
- Teacher may need to pre-teach the presentation criteria listed on the Student Scoring Guide.
- Use Rubistar <http://rubistar.4teachers.org> if you wish to create a rubric for the projects.
- If possible take your students on a tour of a community. During this activity have students interpret how an alien would interpret their surroundings.
- An optional Graphic Organizer is included for use during the prewriting part of the assessment.
- *Refer to the Time Line for Implementation and the Curriculum Guide Glossary for additional information and assistance.*

Optional Writing Prompts for Grade 3 Language Arts Assessment:

Use these ideas to get your students started on their letter writing activity to report back to their own planet.

- You won't believe the most amazing thing I noticed immediately when I landed...
- Humans use odd-looking contraptions to...
- Today I met a weird human called a 'teacher', who...
- When I visited _____ Elementary School, I noticed...
- Earthlings eat unusual things, like...
- I met another interesting person in the community...
- When I come home, I'm really going to miss...

Language Arts Grade 3 Assessment Task

Title: It's a Weird, Wacky World

Program and Essential Standards: 1, 2, 3, 4, 5

Recommended Administration Time: 3rd Grade, 2nd Semester

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of May 1st.

Suggested Time Frame: Allow 2 weeks to complete this project entirely in the classroom.

Essential Question: How would I describe people, places, things, and events in a community that is different than mine?

Task: What if an extraterrestrial landed on Earth in your community? Imagine all the weird, wacky people, places, things, and events it would notice. Now pretend you are that extraterrestrial whose task is to report back these observations by writing a friendly letter to your home planet.

Guidelines:

Writing Activity

1. *Prewriting:* Complete the graphic organizer by listing 3 of each: people, places, things, and events in your community that might interest an extraterrestrial. You may use two or more of these topics for your letter.
2. *Drafting:* Write one friendly letter (2 paragraphs) to your home planet that describes and focuses on the 2 prewriting topics that you chose. Include relevant and interesting details in your letter. You must use correct friendly letter writing format.
3. *Revising and Editing:* Make sure your writing is clear for your audience. Your final letter will show that you used 6 + 1 Traits writing at the 3rd grade level.

Project:

4. Design an original detailed project based on your letter to inform your friends on your home planet about the community you are visiting and observing. Your project may be a diorama, poster, power point, mobile, diary, news article, or other media using technology, e-mail, etc. or other teacher-approved idea. Your project must be neatly done.

Presentation

5. Give a brief oral presentation (approximately 1-3 minutes) utilizing your letter and project. Communicate clearly by using adequate volume, eye contact, and clear enunciation.

Language Arts Student Scoring Guide for Grade 3 Assessment Task: It's a Weird, Wacky World

Task: What if an extraterrestrial landed on Earth in your community? Imagine all the weird, wacky people, places, things, and events it would notice. Now pretend you are that extraterrestrial whose task is to report back these observations by writing a friendly letter to your home planet.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Inquiry	<ul style="list-style-type: none"> • Demonstrates none of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates only one of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Completes all components in the graphic organizer • Answers in the graphic organizer are relevant to their community 	<ul style="list-style-type: none"> • Demonstrates all criteria in Level 3, and describes differences between the two communities 	
Connection	<ul style="list-style-type: none"> • Demonstrates only one of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Writes a friendly letter • Letter contains relevant and interesting details • Letter contains 2 topics from the graphic organizer 	<ul style="list-style-type: none"> • Demonstrates all criteria in Level 3, and letter contains a comparison of earth to the extraterrestrial's home planet 	
Structure	<ul style="list-style-type: none"> • Demonstrates only one of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Uses correct format for a friendly letter • Body of letter contains two paragraphs • Written work shows proficiency of 6 Traits + 1 writing at a 3rd grade level 	<ul style="list-style-type: none"> • Demonstrates all criteria in Level 3, and letter contains more than two quality paragraphs with more than two topics 	
Creation	<ul style="list-style-type: none"> • Demonstrates less than three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates only three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Project is neatly done • Project is based on letter • Project is original • Project is detailed 	<ul style="list-style-type: none"> • Demonstrates all criteria in Level 3, and project contains visual components beyond the project and letter 	
Presentation	<ul style="list-style-type: none"> • Demonstrates less than two of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Presentation is approximately 1 to 3 minutes in length • Letter and project are used during presentation • Communicates clearly by using adequate volume, eye contact, and clear enunciation 	<ul style="list-style-type: none"> • Demonstrates all criteria in Level 3, and student conveys presentation with confidence using appropriate pacing 	

List any modifications made:

**Graphic Organizer for Language Arts Grade 3 Assessment Task
It's a Weird, Wacky World**

	People	Places	Things	Events
1				
2				
3				
4				
5				

(#s 4 and 5 are optional)

Grade Appropriate Suggested Reading Lists

Grade 4	Grade 5
And Then What Happened, Paul Revere?	A Castle in the Attic
Be a Perfect Person in Just Three Days	A Long Way From Chicago
Because of Winn Dixie	A Year Down Under
Best Christmas Pageant Ever	Bound for Oregon
Best School Year Ever	Bridge to Terabithia
Brightly of the Grand Canyon	Bud, Not Buddy
Charlie and the Chocolate Factory	Chasing Redbird
Frindle	Dear Mr. Henshaw
Gratefully Yours	Esperanza Rising
Henry and Beezus	Finding Buck McHenry
How to Eat Fried Worms	Flipped
Jackie & Me	Freedom Train
Justin and the Best Biscuits in the World	From the Mixed Up Files of Mrs. Basil E. Frankweiler
Mari Sandoz: Scribe of the Plains	Hatchet
Mick Harte Was Here	In the Year of the Board and Jackie Robinson
Misty of Chincoteague	James and the Giant Peach
My Daniel	Maniac Magee
Ramona the Pest	Many Moons
Sadako and the Paper Cranes	Midnight Rider
Sarah Plain and Tall	Mrs. Frisby and the Rats of NIMH
Shiloh	Night of the Twisters
Skylark	Number the Stars
Stone Fox	Old Yeller
Strider	On My Honor
Summer of the Swans	Ruby Holler
Tales of a Fourth Grade Nothing	Run Away Home
The Borrowers	Sign of the Beaver
The Hundred Dresses	Skellig
The War with Grandpa	The Birchback House
There's a Boy in the Girls' Bathroom	The Cabin Faced West
Tonight on the Titanic	The Captain's Dog
Trumpet of the Swans	The Family Under the Bridge
Wayside School is Falling Down	The Great Gilly Hopkins
Wizard of Oz	The Incredible Journey
	The Kid in the Red Jacket
	The Lion, the Witch and the Wardrobe
	The Report Card
	The Time Bike
	The Watsons Go to Birmingham
	The Whipping Boy
	Voyage of the Dawn Treader
	Who Stole the Wizard of Oz

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual **Student Scoring Guide** included in the curriculum guide before proceeding to Step Two.
2. The teacher will need to make copies of the **Grade Level Tally Sheet** as needed.
3. Once the teacher has completed rating the assessments for the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, compile the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit only one completed Grade Level Tally Sheet to the building administrator by the week of May 1st.
6. Each teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office** by the week of May 15th.

Grade Level Tally Sheet for Language Arts Grade 3 Assessment Task It's a Weird, Wacky World

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of May 1st.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard	Total Number of Students
Inquiry					
Connection					
Structure					
Creation					
Presentation					

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

*The Content Standards and Benchmarks are based on the Nebraska English Language Arts Standards. *Asterisks throughout this document indicate additions to the Nebraska Standards for schools in the Archdiocese of Omaha or examples that move the indicator to a higher level of understanding. The shaded cells contain the basic standard with successive numbered rows spiraling to greater levels of complexity and showing the level of teacher instruction by the I, D, M's.*

Definitions for the level of teacher instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No Assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: **To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.**

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Language Arts Content Checklist Intermediate Grades 3-5

	Standard/Benchmark	3	4	5
LA _1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Reading: Students will learn and apply reading skills and strategies to comprehend text.		
LA _1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.	<i>Mastered at an earlier level.</i>		
LA _1.1.a	Identify variations in text (e.g., font, size, bold, italic, upper/lower case).	<i>Mastered at an earlier level.</i>		
LA _1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).	<i>Mastered at an earlier level.</i>		
LA _1.1.c	Identify parts of a book (e.g., cover, pages, title, author, illustrator).	<i>Mastered at an earlier level.</i>		
LA _1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom.	<i>Mastered at an earlier level.</i>		
LA _1.1.e	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	<i>Mastered at an earlier level.</i>		
LA _1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	<i>Mastered at an earlier level.</i>		
LA _1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.	<i>Mastered at an earlier level.</i>		
LA _1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.		
LA _1.2.a	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	<i>Mastered at an earlier level.</i>		
LA _1.2.b	Segment spoken sentences into words.	<i>Mastered at an earlier level.</i>		
LA _1.2.c	Identify and produce oral rhymes.	<i>Mastered at an earlier level.</i>		
LA _1.2.d	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	<i>Mastered at an earlier level.</i>		
LA _1.2.e	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	<i>Mastered at an earlier level.</i>		

	Standard/Benchmark	3	4	5
LA _1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.		
LA _1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	Know and apply *advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, *special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text. I, D	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], *vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text. D, M	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text. I, D
LA _1.3.b	Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation). D	D, M	
LA _1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	Recognize and read grade-level (phonetic and non-phonetic) words in text. D, M		
*LA _1.3.d	*Confirm the accuracy of student reading by using phonics and context clues.	Use knowledge of phonetic and structural analysis to read and write grade-level text. *Use context clues to confirm the accuracy of reading at grade level. I, D	D, M	Use knowledge of phonetic and structural analysis to read and write grade-level text *across all disciplines. I, D
LA _1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	Fluency: Students will read a variety of grade-level print/digital texts * fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.		
LA _1.4.a	Listen to text of increasing length and/or complexity to develop stamina.	Listen to and read text of increasing length and/or complexity to increase reader stamina. D	D, M	Use reading strategies to persevere through text of increasing length and/or complexity. I, D
LA _1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.	Use context to adjust pace and prosody based on purpose, text complexity, form, and style. I, D	D	D

	Standard/Benchmark	3	4	5
LA _1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA _1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, *affixes, base and root words, abbreviations). I, D, M	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, suffixes, base and root words). I, D	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, *Greek, Latin, and Anglo-Saxon affixes and roots). D, M
LA _1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	Apply context clues (e.g., word, *phrase, and sentence clues) and text features exist and may be used to help infer meaning of unknown words. I, D	D, M	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. I, D
LA _1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. D	D	D
LA _1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. D	D	D, M
LA _1.5.e	Determine word meaning using reference materials and classroom resources.	Locate words and determine meaning using reference materials. D	D, M	Verify meaning and pronunciation of words or phrases using reference materials. I, D

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	Standard/Benchmark	3	4	5
LA _1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (fiction, non-fiction, poetry and drama).	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
*LA _1.6.a.1	*Identify differences between text types.	Identify characteristics and differences between text genres (e.g., folk tales, fairy tales, tall tales, realistic fiction, science fiction, historical fiction, novels, biography, autobiography, and news sources). D	D, M	Identify and classify different types of text: historical fiction, novels, legend, myth, fantasy. Identify different kinds of poetry. I, D
LA _1.6.a.2	Identify author's purpose (e.g., explain, entertain, inform).	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. D, M	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. I, D	D, M
LA _1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Identify and describe elements of literary text (e.g., characters, setting, plot, *point of view). D, M	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, *theme). I, D, M	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). I, D, M
LA _1.6.c	Identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, *hyperbole, idioms). D	D	Identify and explain why authors use literary devices (e.g., simile, *metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). D, M
LA _1.6.d	Retell major events and key details from a literary text and/or media.	Summarize a literary text and/or media, using key details to *identify the theme. I, D	D, M	Summarize and analyze a literary text and/or media, using key details to explain the theme. I, D
LA _1.6.e	Retell main ideas from informational text and/or media.	Determine main ideas and supporting details from informational text and/or media. I, D	D, M	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. I, D

	Standard/Benchmark	3	4	5
LA _1.6.f	Identify text features in print and digital informational text.	Use text features to locate information and *explain how the information contributes to an understanding of print and digital text. I, D	D	D, M
LA _1.6.g	Identify the basic characteristics of literary and informational text.	Compare and contrast the characteristics that distinguish a variety of literary and informational texts *including selections across geographic regions, cultures, and time periods in relation to present day lives. I, D	D, M	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts. I, D
LA _1.6.h	Make connections between own life and/or other cultures in literary and informational text.	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. I, D	M	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective. I, D, M
LA _1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. D	Construct and/or answer literal, inferential, and *critical questions and support answers with explicit evidence from the text or additional sources. D	D
LA _1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	Identify and apply knowledge of organizational patterns *(headings, subheadings, italics, bold print, and captions) *to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). I, D	Identify and apply knowledge of organizational patterns (headings, subheadings, italics, bold print, and captions) to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, *fact/opinion). D	D, M

	Standard/Benchmark	3	4	5
LA _1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, *discover models for own writing, accomplish a task). D	D, M	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. I, D
LA _1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. D	D	D, M
LA _1.6.m	Monitor comprehension by recognizing when meaning is disrupted.	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. D	D	D, M
LA _1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations and titles.	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media. I, D	D, M	Make and confirm/modify predictions and inferences with text evidence while *previewing and reading literary, informational, digital text, and/or media. I, D
LA _1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). D	D	D, M
LA _1.6.p	Make connections between a print text and an audio, video, or live version of the text.	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text. I, D, M	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text. I, D	D, M
*LA_1.6.q	*Detect prejudice and stereotyping in a variety of texts; recognize and understand their negative impacts on others.	Detect prejudice and stereotyping in a variety of texts; recognize and understand the negative impact on others. I, D	D	D
*LA_1.6.r	*Follow written directions in informational text.	Follow written directions in informational text. I, D	D	D

	Standard/Benchmark	3	4	5
LA _2	Writing: Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.		
LA _2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA _2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to generate ideas and organize information using organization tools (e.g., graphic organizers, story maps, etc.). D, M	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. I, D	D, M
LA _2.1.b	Generate representations of ideas.	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. I, D, M	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. I, D	D
LA _2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses. I, D	Gather and use relevant information and evidence from *multiple authoritative print and/or digital sources to support claims or theses. D	M
LA _2.1.d	Compose grammatically correct sentences.	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type *(declarative, interrogative, exclamation, command). D, M	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type (declarative, interrogative, exclamation, command). I, D	M

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	Standard/Benchmark	3	4	5
LA _2.1.e	Revise to improve and clarify writing.	With peer guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. I, D	D, M	Introduce the use of established criteria, such as rubrics, 6 + 1 traits, etc. to evaluate, edit, and revise own writing. I, D
LA _2.1.f	Provide descriptive feedback to other writers.	Provide oral and/or written descriptive feedback to other writers. D	D	D, M
LA _2.1.g	Persevere in writing tasks.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. I, D	D	D
LA _2.1.h	Proofread and edit writing recursively for format and conventions of standard English.	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). D	D	D
LA _2.1.i	Use own words to relate information.	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. I, D	D	D
LA _2.1.j	Publish a legible document.	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title). I, D	M	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations). I, D
*LA_2.1.k	*Publish a friendly letter.	*Publish a two paragraph friendly letter using correct format with relevant and interesting details. D, M		

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	Standard/Benchmark	3	4	5
LA .2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.		
LA .2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. D	D	M
LA .2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	Provide evidence from literary or informational text to support ideas or opinions. D, M	Provide evidence from literary or informational text to support analysis, reflection, and research. I, D	M
LA .2.2.c	Conduct and publish research to answer questions or solve problems.	Conduct and publish research to answer questions or solve problems using *multiple resources to support theses. D	D	M
LA .2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes. D	D	D
LA .2.2.e	Compare mentor texts and examples to create similar pieces.	Compare various mentor texts and/or exemplars to create similar pieces. D	D	D, M

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	Standard/Benchmark	3	4	5
LA _3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.		
LA _3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		
LA _3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure.	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure. D	D	D
LA _3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text. D, M	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice, *engage audience) for a variety of purposes and situations, including interpreting text. I, D	D
LA _3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. I, D	D	M
LA _3.1.d	Convey a personal perspective with clear reasons.	Convey a personal perspective with clear reasons. D	D	M
LA _3.1.e	Ask pertinent questions to acquire or confirm information.	Ask pertinent questions to acquire or confirm information. D	D	D
LA _3.1.f	Address alternative or opposing perspectives when appropriate to the mode of speaking.	<i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i>	<i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i>	<i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i>

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	Standard/Benchmark	3	4	5
LA _3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	Listening: Students will develop and demonstrate active listening skills across a variety of situations.		
LA _3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities. I, D	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, *taking notes, recalling, questioning) for multiple situations and modalities. D	D
LA _3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Identify the purpose and credibility of information being presented in diverse media and formats. I, D	D	M
LA _3.2.c	Complete a task following complex multi-step directions.	Listen to and follow multi-step oral directions. I, D	M	Complete a task following complex multi-step directions. I, D
LA _3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.		
LA _3.3.a	Integrate professional etiquette and social protocols when communicating.	Demonstrate appropriate social etiquette and apply social cues when communicating. I, D	D	M
LA _3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., *stereotypes, multiple meanings of words) in conversation. I, D	D	M
LA _3.3.c	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. D	D	D
LA _3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask clarifying questions, summarize, and respond to information being communicated to a topic, text, or issue under study. M	Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. I, D	D
LA _3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. I, D	D	M

	Standard/Benchmark	3	4	5
LA _4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.		
LA _4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).		
LA _4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real).	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real). I, D	D	D
LA _4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). I, D	D	D
LA _4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). D	D	D
LA _4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.		
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, *appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). D	D	D
LA _4.2.b	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. D	D	D

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Recommended Mastery Levels for Parts of Speech in Grades 3-5

Parts of Speech	3	4	5
Nouns			
Noun	D, M		
Singular/Plural nouns	D, M		
Common noun	D, M		
Proper noun	D, M		
Possessive noun (singular/plural and regular/irregular)	I	D	D
Collective noun			I, D
Subject	D	M	
Understood Subject			I
Direct Object		I	D
Indirect Object			I
Predicate Noun			I
Noun of Direct Address		I	D
Verbs			
Verb	D	M	
Helping Verb	I	D	M
Action Verb	D	D	D
Linking Verb	D	D	D
Verb Phrase	I	D	M
Regular Verb		I	D
Irregular Verb		I	D
Adverbs			
Adverb			I
Time adverbs			I
Place adverbs			I
Manner adverbs			I
Comparative			I
Superlative			I
Adjectives			
Adjectives	D	D	M
Prepositions			
Preposition			I
Prepositional phrase			I

Recommended Mastery Levels for Parts of Speech in Grades 3-5

Parts of Speech	3	4	5
Conjunctions			
Conjunction (connecting words)	D	D, M	
Coordinating conjunctions		I	D
Interjections			
Interjection			I, D, M
Sentences			
Declarative sentence (telling)	M		
Interrogative sentence (asking)	M		
Exclamatory	M		
Imperative	M		
Sentence fragment	I	D	D
Run-on sentence	I	D	D
Simple Subject/Simple Predicate	D	D	M
Compound Subject	D	D	M
Compound Predicate	D	D	M
Compound Objects			I
Subject/Verb Agreement	D	D	D
Simple sentence	M		
Compound sentence			I
Complex sentence			I
Phrases & Clauses			
Phrase			I
Sentence vs. phrase			I
Capitalization			
Proper nouns	M		
Pronoun "I"	M		
Abbreviations	I	D	D
Initials	I	D	D
Honorary titles		I	D
Titles (books, poems, songs, articles, movies, art, etc.)			I
Postal abbreviations			I
Geographical regions			I
Dialogue			I

Recommended Mastery Levels for Parts of Speech in Grades 3-5

Parts of Speech	3	4	5
Punctuation			
Period			
Abbreviations	I	D	M
Initials	I	D	M
Question mark	M		
Exclamation point	D	D	D, M
Apostrophe	D	D	M
Contractions	D	M	
Possessives		I,D	M
Commas			
Dates	D	D	M
Letters (greeting, closing)	D, M		
Series	I	D	D
City/State	I	D	D
Noun of direct address		I	D
Yes/No at beginning		I	D
Compound sentence		I	D
Quotation Marks			
Dialogue		I	D
Titles (short stories,			I
Underlining			I

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Proficiency - Having or demonstrating mastery of knowledge or skill in a particular area.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum - A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

Curriculum Implementation Checklist for the Classroom

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instructions for all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. The teacher completes Assessments, marks Student Scoring Guides and Grade Level Tally Sheets and turns them into the building administrator by the week of May 1 st .
	10. The Student Scoring Guide is placed in the individual student's cumulative folder.

MIDDLE SCHOOL GRADES 6-8

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Middle School Grades 6-8 Language Arts Essential Standards

Standard #1: Inquiry

Research and assemble information and evaluate its relevance and quality.

Standard #2: Connection

Classify and evaluate relationships between individuals and meanings of concepts learned.

Standard #3: Structure

Implement the use of a template to organize written and oral compositions.

Standard #4: Creation

Compose a product that applies language skills for a specific purpose.

Standard #5: Presentation

Communicate effectively through formal and public speaking skills.

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions and teacher notes that have been inserted throughout the guides.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

SEPTEMBER

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; and allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of May 1st.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by the week of May 15th.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.
- Collect Assessments from students, rate them or collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Turn in your Grade Level Tally Sheet to administration by the week of May 1st.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO by the week of May 15th.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Curriculum Implementation Map** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are not graded on the Assessment; instead, they are rated for proficiency on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Connection” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Connection”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Connection”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each piece of identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Language Arts Grade 7 Assessment Task

Title: Challenge the Text

Teacher Notes

- Break up this task into manageable pieces.
- Encourage critical reading throughout the first semester.
- Teacher resources are included to facilitate the assessment.
- Except for reading the novel and creating the visual representation, students should complete all parts of the assessment during class time.
- A **Student Guideline** is provided in the **Teacher Resources** section to assist students with completion of the requirements by the dates set by the teacher.
- If you are not comfortable allowing your students to choose any book, you could create a list of approved books you are already familiar with for your students to use. (A suggested grade appropriate list is included in the guide.)
- An additional Persuasive Writing Rubric is included in the Teacher Resource Section. This is an optional resource provided for use with the Assessment and is not submitted to the Catholic Schools Office.
- Refer to the Curriculum Guide Glossary for clarification of terms.

Language Arts Grade 7 Assessment Task

Title: Challenge the Text

Program and Essential Standards: 1, 2, 3, 4, 5

Administration Time: Grade 7, 3rd Quarter

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of May 1st.

Suggested Time Frame: 3-5 weeks with the independent reading completed prior to the start of the assessment

Essential Question: How do I use the skill of persuasion to convince others to support my choice?

Task: Using an excerpt from a novel, convince another that the novel is a good choice for his/her purpose. Write a five paragraph persuasive essay in business letter form to convince him/her to support your choice of the novel.

Guidelines

1. Choose and get teacher approval for a novel to read during the first semester.
2. Select an excerpt from the approved novel with a definitive beginning and end that you will use in your persuasive essay.
3. Choose an audience that you want to persuade:
 - a. the editors of a literature textbook company to include your chosen excerpt in their textbook;
 - b. an executive at a movie studio to use the novel to produce a movie;
 - c. your teacher to include the novel as a requirement for the reading curriculum;or
 - d. another teacher-approved audience.
4. Evaluate and explain what makes the novel worthy of being used in a text, or curriculum, or as the basis of a movie. Possibilities include, but are not limited to, the elements of literature - plot, figurative language, conflict, point of view, characterization, setting - and/or other personal reasons.
5. Create an outline for the essay:
 - a. Generate a hook and introductory paragraph;
 - b. Include three reasons that your excerpt or novel should be chosen;
 - c. Support the reasons with textual examples; and
 - d. Build a conclusion.
6. Write a five paragraph persuasive essay in business letter form to your chosen audience.
7. Include the title and the author.
8. Incorporate the 6 Traits + 1 writing skills.
9. Determine a presentation format and get teacher approval.
10. Create a visual representation (PowerPoint, podcast, video/drama, poster, etc.) of your chosen excerpt using elements from your persuasive essay.
11. Present your visual representation to a teacher-approved audience using formal language and public speaking skills (eye contact, vocal control, poise, etc.).

Language Arts Student Scoring Guide for Grade 7

Assessment Task: Challenge the Text

Task: Using an excerpt from a novel, convince another that the novel is a good choice for their purpose. Write a five paragraph persuasive essay in business letter form to convince them to support your choice of the text.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Inquiry	<ul style="list-style-type: none"> • Demonstrates less than three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Obtains teacher approval for novel • Selects an excerpt from the novel with definitive beginning and ending • Evaluates and explains what makes the novel worthy of being selected • Chooses an audience 	<ul style="list-style-type: none"> • In addition to meeting all criteria in Level 3, includes topics studied throughout the year (i.e. theme, genre, figurative language) 	
Connection	<ul style="list-style-type: none"> • Demonstrates none of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates one of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Includes three reasons for including the excerpt or novel • Supports reasoning for the excerpt or novel with textual examples 	<ul style="list-style-type: none"> • In addition to meeting all criteria in Level 3, includes personal reasons 	
Structure	<ul style="list-style-type: none"> • Demonstrates less than four of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates four of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Creates an outline • Utilizes 5 paragraph essay format • Utilizes business letter format • Shows 6 Trait +1 writing proficiency • Includes title and author 	<ul style="list-style-type: none"> • In addition to meeting all criteria in Level 3, exhibits exceptional skill in at least one of the 6 Trait +1 areas 	
Creation	<ul style="list-style-type: none"> • Demonstrates less than three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Letter is persuasive in nature • Targets appropriate audience • Includes a visual representation • Uses elements from the essay 	<ul style="list-style-type: none"> • In addition to meeting all the criteria in Level 3, includes a counter argument in the essay 	
Presentation	<ul style="list-style-type: none"> • Demonstrates less than three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Demonstrates three of the criteria listed in Level 3 	<ul style="list-style-type: none"> • Uses formal language • Demonstrates strong eye contact • Demonstrates vocal control • Demonstrates poise 	<ul style="list-style-type: none"> • In addition to meeting all the criteria in Level 3, incorporates appropriate gestures OR has command of the audience 	

List any modifications made:

Teacher Resources

Grade 7

Persuasive Essay/Letter Format for Grade 7 Language Arts Assessment

Heading
Your street address
Your city, state & Zip

The date you wrote
the letter

Inside address
The name & address
of the person you are
writing to. Use title
such as Mr. and Mrs.,
and include
person's title

Greeting ending with
a colon

Body: Do not indent
the paragraphs, skip a
line between

Closing followed by
a comma
Signature
Type/Print name
below the signature

1794 South Hillside Avenue
Anytown, NE 63122

March 30, 2006

Mrs. Ellen Finkelstein
7th Grade Teacher
St. Katherine Drexel School
2192 Claymore Street
Anytown, NE 63122

Dear Mrs. Finkelstein:

Paragraph 1: Introductory paragraph

Thesis Sentence/ Topic Sentence- tells what your letter is about

1st idea

2nd idea

3rd idea

Closing Sentence

Paragraph 2: Body paragraph 1:

1st idea topic sentence

4-6 sentences of explanation, details, reasons, examples, etc.

Closing sentence

Paragraph 3: Body paragraph 2:

2nd idea topic sentence

4-6 sentences of explanation, details, reasons, examples, etc.

Closing sentence

Paragraph 4: Body paragraph 3:

3rd idea topic sentence

4-6 sentences of explanation, details, reasons, examples, etc.

Closing sentence

Paragraph 5: Closing paragraph

Restate thesis sentence

Restate 1st idea

Restate 2nd idea

Restate 3rd idea

Closing sentence for the whole letter- should have some punch- be memorable!

Sincerely,
Matilda Smith
Matilda Smith

“Challenge the Text” Student Guideline

Name: _____

Date: _____

Essential Question: How do I use the skill of persuasion to convince others to support my choice?

Task: Using an excerpt from a novel, convince another that the novel is a good choice for their purpose. Write a five paragraph persuasive essay in business letter form to convince them to support your choice of the text.

Create and present a visual representation (PowerPoint, podcast, video/drama, poster, etc.) of your text choice and reasoning to a teacher-approved audience.

	Check When Completed	Task	Due Date
1.		Choose and get teacher approval for a novel you read first semester.	
2.		Select an excerpt with a definitive beginning and end to use in your persuasive essay.	
3.		Choose an audience that you want to persuade: <ol style="list-style-type: none"> a. the editors of a literature textbook company to include your chosen excerpt in their textbook; b. an executive at a movie studio to use the book to produce a movie; c. your teacher to include the book as a requirement for the reading curriculum; or d. another teacher-approved audience. 	
4.		Explain what makes the novel worthy of being used in a text, or curriculum, or as the basis of a movie. Possibilities include, but are not limited to, the elements of literature - plot, figurative language, conflict, point of view, characterization, setting - and/or other personal reasons.	
5.		Create an outline for the essay. <ol style="list-style-type: none"> a. Generate a hook and introductory paragraph; b. Include three reasons that your excerpt or novel should be chosen; c. Support the reasons with textual examples; and d. Build a conclusion. 	
6.		Write a 5 paragraph persuasive essay in business letter form to your chosen audience.	
7.		Include the title and the author.	
8.		Incorporate the 6+1 Traits writing skills.	
9.		Determine presentation format and get teacher approval.	
10.		Create a visual representation (PowerPoint, podcast, video/drama, poster, etc.) of your chosen excerpt using elements from your persuasive essay.	
11.		Present to a teacher-approved audience using formal language and public speaking skills (eye contact, vocal control, poise, etc.)	

PERSUASIVE ESSAY OUTLINE

Title of Paper: _____

1. Introduction:

a. Hook: _____

b. Thesis statement: _____

2. Body Paragraphs

a. #1 Topic Sentence: _____

i. 1st Support: _____

ii. 2nd Support: _____

iii. 3rd Support: _____

b. #2 Topic Sentence: _____

i. 1st Support: _____

ii. 2nd Support: _____

iii. 3rd Support: _____

c. #3 Topic Sentence: _____

i. 1st Support: _____

ii. 2nd Support: _____

iii. 3rd Support: _____

3. Conclusion

a. Restate the thesis in different words: _____

b. Concluding thought: _____

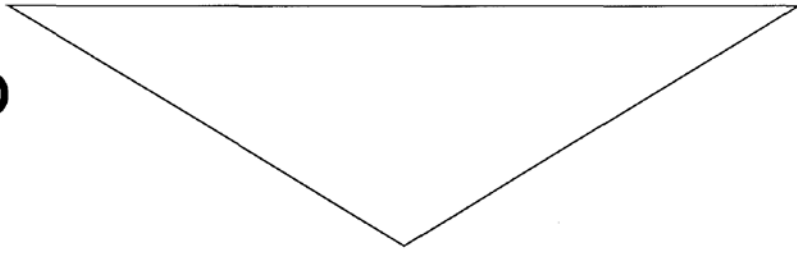
Optional Additional Persuasive Writing Rubric for Grade 7

Assessment Task: Challenge the Text

*(May be used in addition to Archdiocesan Scoring Guide.
Do not submit this rubric to the Catholic Schools Office.)*

Attribute	1	2	3	4	Results
Ideas	The opinion statement is unclear. Persuasive reasons are needed.	The opinion statement is clear. More persuasive reasons are needed.	The opinion statement is clear, and most reasons support the opinion.	The essay has a clear opinion statement. Persuasive reasons support the opinion.	
Organization	The beginning, middle, and ending run together.	The writing has a beginning, middle, and ending, but two of those parts are weak.	The writing has a clear beginning, middle, and ending, but one of those parts needs to be strengthened.	The beginning contains the opinion statement. The middle provides clear support. The ending reinforces the opinion.	
Voice	The voice rambles on and lacks confidence.	The voice needs to be more confident and persuasive.	The voice is confident, but it needs to be more persuasive.	The voice is confident and persuasive.	
Word Choice	The words do not create a clear message.	More precise and accurate words are needed to create a clear message.	Accurate words create a message. More persuasive words are needed.	Precise words create a clear message and fit the purpose.	
Sentence Fluency	Most of the sentences begin the same way. Most sentences are simple. Some compound and complex sentences are needed.	Varied sentence beginnings are needed. Sentence variety would make the essay more interesting.	Varied sentence beginnings are used. Sentence variety would make the essay more interesting to read.	Variety is seen in both the types of sentences and their beginnings.	
Conventions	Frequent errors make the essay difficult to read.	Some errors cause confusion.	Grammar and punctuation errors are seen in a few sentences and are distracting where they appear.	Grammar and punctuation errors are few and are not distracting.	

INTRO



BODY

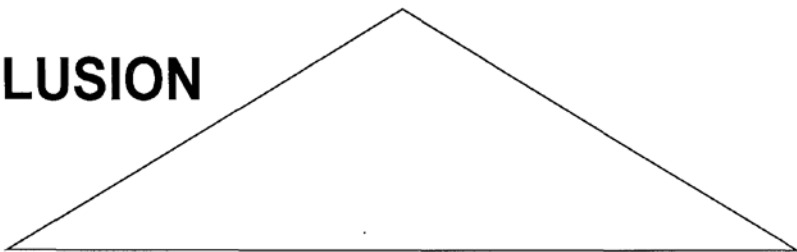
Paragraph #1

Paragraph #2

Paragraph #3

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CONCLUSION



Grade 7

Literary Terms

Alliteration – The repetition of the same or very similar consonant sounds in words that are close together.

Characterization – The process of revealing the personality of a character in a story. A writer can reveal a character in the following ways:

1. by letting the reader hear the character speak
2. by describing how the character looks and dresses
3. by letting the reader listen to the character’s inner thoughts and feelings
4. by revealing what other people in the story think or say about the character
5. by showing the reader what the character does – how he or she acts
6. by telling the reader directly what the character’s personality is like (cruel, kind, sneaky, brave, and so on).

Conflict – A struggle or clash between opposing characters or opposing forces.

Figure of Speech – A word or phrase that describes one thing in terms of something else and is not literally true.

Metaphor – An imaginative comparison between two unlike things in which one thing is said to be another thing.

Onomatopoeia – The use of words with sound that echo their sense.

Plot – The series of related events that make up a story.

Point of View – The vantage point from which a story is told.

Setting – The time and place in which the events of a work of literature take place.

Simile – A comparison between two unlike things, using a word such as *like*, *as*, *than*, or *resembles*.

Grade 7

Six Traits of Writing – What Teachers Value in Writing

Taken from: Spandel, Vicki.
Creating Writers; fourth edition. Pearson Education: 2005.

Ideas

It's clear-makes sense
Writer narrows topic to manageable size
Steady focus on one main message – or several key messages
Information teaches me something, holds my interest
A fresh, original perspective
Important, telling details that go beyond common knowledge
Absence of 'filler' (unneeded information)

Organization

Seizes my attention with an inviting lead
Starts somewhere and goes somewhere, builds to something
Provides connections-section to section, detail to detail, beginning to end
Well paced, spending time where it matters
Like a good road map, easy to follow
Doesn't just stop-has a sense of resolution or completion
Doesn't end with 'Then I woke up, and it was all a dream'
Doesn't end with a redundant, banal, or preachy summary: "Now you know the three reasons why we must all join the war on drugs"

Voice

Sounds like a person wrote it, not a committee
Writer seems engaged, involved with topic
Sounds like *this* particular writer
Brings topic to life
Speaks to me-shows writer to reader connection
Individual-sounds like this writer and no other
Makes me respond-I laugh, smile, cry, wince, get the chills
Shows energy, life spontaneity, confidence

Word Choice

Memorable moments-"just right" words
Words and phrases I wish I'd thought of myself
Creates word pictures
Wording is accurate, precise, and enlightening
Every word or phrase is crystal clear
Strong verbs
Simple language used well
Repeats words only as necessary-or for effect
Uses language to inform or entertain-not to impress

Sentence Fluency

Easy to read aloud
Inviting, easy-on-the-ear rhythm, cadence
Carefully crafted sentences
Variety in sentence length, structure
Concise, straightforward structure in business/informational writing
Fragments used only for effect
Authentic dialogue-sounds like real people speaking
Consistency in tense (present, past, future)

Conventions and Layout

Looks clean, edited, polished-free of distracting errors
Reader does not need to do any mental editing
Conventions help reader process text
Conventions support meaning and voice
Design and presentation (as needed) draw reader's eye to key points
Avoids distracting overload of multiple fonts, hard-to-read graphics
Makes use of graphics, as appropriate, to enhance text

Grade Appropriate Suggested Reading Lists

Grade 6		Grades 7/8
A Wrinkle in Time	A Lantern in Her Hand	Painting the Black
Brian's Winter	A Light in the Forest	Parallel Journeys
Caddie Woodlawn	Abel's Island	Phoenix Rising
Call it Courage	Across Five Aprils	Point Blank
Crispin	Alicia My Story	Rescuing Josh McGuire
Esperanza Rising	Anne Frank: The Diary of a Young Girl	Shane
Hatchet	Armageddon Summer	Soldier Boys
Holes	Artemis Fowl	Star Girl
I, Juan de Pareja	Artemis Fowl - Arctic Incident	Stuck in Neutral
Island of the Blue Dolphins	Breaking Rank	Summer of My German Soldier
Jacob Have I Loved	Bull Run	Ten and Twenty
Letters from Rifka	Call of the Wild	Tex
Missing May	Christmas Carol	The Adventures of Tom Sawyer
Mrs. Frisby and the Rats of NIMH	Clay Marble	The Bartimaues Trilogy
My Side of the Mountain	Devil's Arithmetic	The Giver
Number the Stars	Flames of the Tiger	The Hobbit
Out of the Dust	Flipped	The House of Dies Drear
Roll of Thunder, Hear My Cry	Flowers for Algernon	The Island on Bird Street
Snow Treasure	Forgotten Fire	The Lightning Thief
Souder	Forgotten Tales	The Outsiders
Stand Tall	Freak the Mighty	The Pearl
Surviving the Applewhites	Friedrich	The Pigman
The Cay	Gathering Blue	The Prince and the Pauper
The Indian in the Cupboard	Gregor the Overlander	The Red Pony
The Lion, the Witch and the Wardrobe	Homecoming	The River
The Summer of the Monkeys	Hope Was Here	The Skin I'm In
The View from Saturday	I Have Live 1,000 Years	The Story of My Life: The Autobiography of Helen Keller
Thunder Cave	Johnny Tremain	The True Confessions of Charlotte Doyle
Tuck Everlasting	Journey Home	The Wanderer
Walk Two Moons	Kits Wilderness	The Westing Game
Where the Red Fern Grows	Let the Circle be Unbroken	The Yearling
Witch of Blackbird Pond	Little Women	Thief Lord
	Montmorency	Touching Spirit Bear
	My Brother Sam is Dead	Transall Saga
	No Promises in the Wind	Under a War Torn Sky
	Nothing But the Truth	White Fang
	Outcasts of 19 Schuyler Place	Wringer

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual **Student Scoring Guide** included in the curriculum guide before proceeding to Step Two.
2. The teacher will need to make copies of the **Grade Level Tally Sheet** as needed.
3. Once the teacher has completed rating the assessments for the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, compile the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit only one completed Grade Level Tally Sheet to the building administrator by the week of May 1st.
6. Each teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office** by the week of May 15th.

Grade Level Tally Sheet for Language Arts Grade 7 Assessment Task Challenge the Text

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of May 1st.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard	Total Number of Students
Inquiry					
Connection					
Structure					
Creation					
Presentation					

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

*The Content Standards and Benchmarks are based on the Nebraska English Language Arts Standards. *Asterisks throughout this document indicate additions to the Nebraska Standards for schools in the Archdiocese of Omaha or examples that move the indicator to a higher level of understanding. The shaded cells contain the basic standard with successive numbered rows spiraling to greater levels of complexity and showing the level of teacher instruction by the I, D, M's.*

Definitions for the level of teacher instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: **To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.**

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Language Arts Content Checklist Middle School 6-8

	Standard/Benchmark	6	7	8
LA _1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	<i>Mastered at an earlier level.</i>		
LA _1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	<i>Mastered at an earlier level.</i>		
LA _1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.		
LA _1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text. D	D	D
LA _1.3.b	Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	<i>Mastered at an earlier level.</i>		
LA _1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	<i>Mastered at an earlier level.</i>		
*LA _1.3.d	*Confirm the accuracy of student reading by using phonics and context clues.	Use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines. D	D	D, M
LA _1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.		
LA _1.4.a	Listen to text of increasing length and/or complexity to develop stamina.	Use reading strategies to persevere through text of increasing length and/or complexity. D	D	M
LA _1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.	Use context to adjust pace and prosody based on purpose, text complexity, form, and style. D	D	D, M
LA _1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA _1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, *including words across content areas. I, D	D	D, M
LA _1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. D	D	D, M

	Standard/Benchmark	6	7	8
LA _1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. D	D	D
LA _1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	Identify and *use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing. I, D, M	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, *figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing. I, D	D, M
LA _1.5.e	Determine word meaning using reference materials and classroom resources.	Verify meaning and pronunciation of words or phrases using reference materials. D	D	D, M
LA _1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (fiction, non-fiction, poetry and drama).	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
*LA _1.6.a.1	*Identify differences between text types.	Identify and classify different types of text: historical fiction, novels, legend, myth, fantasy. Identify different kinds of poetry. D	D	D, M
LA _1.6.a.2	Identify author's purpose (e.g., explain, entertain, inform).	Analyze text to determine author's purpose(s) and describe how author's perspective influences text. I, D, M	Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective. I, D	D, M
LA _1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). I, D	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and *recurring themes). D	D, M

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

	Standard/Benchmark	6	7	8
LA _1.6.c	Identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood *foreshadowing, flashback, satire, irony). I, D	*Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood *foreshadowing, flashback, satire, irony). D	D, M
LA _1.6.d	Retell major events and key details from a literary text and/or media.	Summarize and analyze a literary text and/or media, using key details to explain the theme. D, M	Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme. I, D, M	Summarize, analyze and synthesize the development of a common theme between two literary texts and/or media. I, D, M
LA _1.6.e	Retell main ideas from informational text and/or media.	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. D, M	Summarize, analyze, and synthesize an informational text and/or media, using supporting details to *formulate the main idea. I, D, M	Summarize, analyze, and synthesize the *connection between the main ideas of two informational texts and/or media. I, D, M
LA _1.6.f	Identify text features in print and digital informational text.	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. I	D, M	Analyze and evaluate information from print and digital text features, to support comprehension. I, D, M
LA _1.6.g	Identify the basic characteristics of literary and informational text.	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts. D, M	Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts. I, D	D, M

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

	Standard/Benchmark	6	7	8
LA _1.6.h	Make connections between own life and/or other cultures in literary and informational text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective; *illustrate understanding of bias as it relates to the text. I, D, M	Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from *literary and informational text to develop a regional, national, and international multicultural perspective; *illustrate understanding of bias as it relates to the text. I, D	D, M
LA _1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Construct and/or answer literal, inferential, critical and *interpretive questions and support answers with explicit evidence from the text or additional resources. D	D	D, M
LA _1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). I, D	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, *proposition/support). D	D, M
LA _1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. D	D	D
LA _1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	* Analyze and build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. I	D	D, M
LA _1.6.m	Monitor comprehension by recognizing when meaning is disrupted.	Self-monitor comprehension and independently apply appropriate strategies to understand text. I, D	D	D, M
LA _1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations and titles.	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. D	D	D, M
LA _1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media,*including charts and diagrams,*). I, D	D	D

	Standard/Benchmark	6	7	8
LA _1.6.p	Make connections between a print text and an audio, video, or live version of the text.	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script. I, D	D	D, M
*LA_1.6.q	*Detect prejudice and stereotyping in a variety of texts; recognize and understand their negative impacts on others.	Detect prejudice and stereotyping in a variety of texts; recognize and understand the negative impact on others. D	D	D, M
*LA_1.6.r	*Follow written directions in informational text.	Follow written directions in informational text. D, M		

	Standard/Benchmark	6	7	8
LA _2	Writing: Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.		
LA _2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA _2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, select and narrow an appropriate topic, and synthesize information. I, D	D, M	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answers questions, and synthesize information. I, D
LA _2.1.b	Generate representations of ideas.	Generate a draft and publish that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. D	D, M	Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. I, D
LA _2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. I, D	D	D
LA _2.1.d	Compose grammatically correct sentences.	Compose paragraphs with grammatically correct *(correct capitalization including references to God, punctuation, spelling, indentation, usage), simple, compound, and complex sentences of varying length and complexity. I, D	D, M	Apply standard rules of grammar and paragraph formation, including parallel structure and subordination. I, D

	Standard/Benchmark	6	7	8
LA _2.1.e	Revise to improve and clarify writing.	Use established criteria, such as rubrics, 6 + 1 Traits, etc., to evaluate, edit and revise own writing. D	D	D
LA _2.1.f	Provide descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers. I, D	D	D
LA _2.1.g	Persevere in writing tasks.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. D	D	D
LA _2.1.h	Proofread and edit writing recursively for format and conventions of standard English.	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). D	D	D
LA _2.1.i	Use own words to relate information.	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. D	D	D
LA _2.1.j	Publish a legible document.	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations). D	D	M
LA _2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.		
LA _2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas effectively in *persuasive, and reflective modes to multiple audiences using a variety of media and formats. I, D	D, M	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. I, D
LA _2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	Using literary or informational text, generate questions, take notes and summarize information. I, D	D	M

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

	Standard/Benchmark	6	7	8
LA _2.2.c	Conduct and publish research to answer questions or solve problems.	Conduct and publish both short and sustained research projects to answer questions or solve problems using *and document* multiple primary and/or secondary sources to support theses. *Paraphrase and avoid plagiarism. I, D	D	D
LA _2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes. D	D	D
LA _2.2.e	Compare mentor texts and examples to create similar pieces.	Analyze various mentor texts and/or exemplars in order to create a similar piece. I, D	D	D
	Standard/Benchmark	6	7	8
LA _3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.		
LA _3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		
LA _3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure.	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure. D	D	D
LA _3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice, engage audience) for a variety of purposes and situations, including interpreting text. D	D	D
LA _3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences. I, D	D	D
LA _3.1.d	Convey a personal perspective with clear reasons.	Convey a personal perspective with clear reasons and use correct citation of sources. I, D	D	M
LA _3.1.e	Ask pertinent questions to acquire or confirm information.	Ask pertinent questions to acquire or confirm information. D	D	D
LA _3.1.f	Address alternative or opposing perspectives when appropriate to the mode of speaking.	Address alternative or opposing perspectives when appropriate to the mode of speaking. I, D	D	D, M

	Standard/Benchmark	6	7	8
LA _3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	Listening: Students will develop and demonstrate active listening skills across a variety of situations.		
LA _3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital). D	D	D, M
LA _3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats. I, D	D, M	Analyze the purpose of information presented in diverse media and formats, *evaluate its motives (e.g., social, commercial, political), and determine its credibility. I, D
LA _3.2.c	Complete a task following complex multi-step directions.	Complete a task following complex multi-step directions. D	D	D
LA _3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.		
LA _3.3.a	Integrate professional etiquette and social protocols when communicating.	Apply appropriate social etiquette and practice social protocols when communicating. I	D	M
LA _3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, *subtleties of language) in conversation. I, D	D	D
LA _3.3.c	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. D	D	M
LA _3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. D	D	M
LA _3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults, *assuming leadership and participant roles,* on grade-appropriate topics and texts. Build on others' ideas to clearly express one's own views *using subject related vocabulary* while respecting diverse perspectives. I, D	D	D

	Standard/Benchmark	6	7	8
LA _4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.		
LA _4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).		
LA _4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real).	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real). D	D	D, M
LA _4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). D	D	D
LA _4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). D	D	D
LA _4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.		
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). D	D	D
LA _4.2.b	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. D	D	D

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

Recommended Mastery Levels for Parts of Speech in Grades 6-8

Parts of Speech	6	7	8
Nouns			
Noun <i>Mastered at an earlier level.</i>			
Singular/Plural nouns <i>Mastered at an earlier level.</i>			
Common noun <i>Mastered at an earlier level.</i>			
Proper noun <i>Mastered at an earlier level.</i>			
Concrete noun	I, D, M		
Abstract noun	I, D, M		
Possessive noun (singular/plural and regular/irregular)	M		
Collective noun	M		
Subject			
Understood Subject	D	M	
Direct Object	D	D	M
Indirect Object	D	D	M
Object of Preposition		I, D	M
Predicate Noun	D	D	M
Noun of Direct Address	M		
Appositives	I, D	M	
Verbs			
Verb <i>Mastered at an earlier level.</i>			
Helping Verb <i>Mastered at an earlier level.</i>			
Action Verb	M		
Linking Verb	M		
Verb Phrase <i>Mastered at an earlier level.</i>			
Regular Verb	D	M	
Irregular Verb	D	M	
Adverbs			
Adverb	D	M	
Time adverbs	D	M	
Place adverbs	D	M	
Manner adverbs	D	M	
Comparative	D	M	
Superlative	D	M	
Affirmation/Negation	I, D	M	
Adjectives <i>Mastered at an earlier level.</i>			
Prepositions			
Preposition	D	D	M
Prepositional phrase	D	D	M
Adjective phrase		I	D
Adverb phrase		I	D

Recommended Mastery Levels for Parts of Speech in Grades 6-8

Parts of Speech	6	7	8
Conjunctions			
Conjunction (connecting words) <i>Mastered at an earlier level.</i>			
Coordinating conjunctions	D	M	
Correlative conjunctions		I	D
Subordinating conjunctions		I	D
Interjections			
Interjection <i>Mastered at an earlier level.</i>			
Sentences			
Declarative sentence (telling) <i>Mastered at an earlier level.</i>			
Interrogative sentence (asking) <i>Mastered at an earlier level.</i>			
Exclamatory <i>Mastered at an earlier level.</i>			
Imperative <i>Mastered at an earlier level.</i>			
Sentence fragment	M		
Run-on sentence	M		
Simple Subject/Simple Predicate <i>Mastered at an earlier level.</i>			
Compound Subject <i>Mastered at an earlier level.</i>			
Compound Predicate <i>Mastered at an earlier level.</i>			
Compound Objects	D	M	
Subject/Verb Agreement	D	M	
Simple sentence <i>Mastered at an earlier level.</i>			
Compound sentence	D	M	
Complex sentence	D	D	D
Compound-Complex sentence			I
Phrases & Clauses			
Phrase	D	M	
Clause		I	D
Sentence vs. phrase	D	M	
Phrase vs. Clause		I	D
Independent clause		I	D
Dependent clause		I	D
Restrictive/nonrestrictive clauses			I
Verbals & Verbal Phrases			
Gerunds/ Gerund phrases		I, D	M
Participles/Participial phrases	I	D	M
Infinitives/Infinitive phrases		I, D	M

Recommended Mastery Levels for Parts of Speech in Grades 6-8

Parts of Speech	6	7	8
Capitalization			
Proper nouns <i>Mastered at an earlier level.</i>			
Pronoun "I" <i>Mastered at an earlier level.</i>			
Abbreviations	M		
Initials	M		
Honorary titles	M		
Titles (books, poems, songs, articles, movies,	D, M		
Postal abbreviations	D, M		
Geographical regions	D, M		
Dialogue	D	D	M
Bibliography	I	D	D
Punctuation			
Plurals (i.e. e's, 4's)	I	D, M	
Commas			
Dates <i>Mastered at an earlier level.</i>			
Letters (greeting, closing) <i>Mastered at an earlier level.</i>			
Series	M		
City/State	M		
Noun of direct address	M		
Yes/No at beginning of sentence	M		
Compound sentence	M		
Appositives	I, D	M	
Introductory phrases	I	D	M
One-word transitions			I
Quotation Marks			
Dialogue	D	D	M
Titles (short stories, songs)	D	M	
Semicolon		I	D, M
Colon		I	D, M
Underlining	D	M	

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Proficiency - Having or demonstrating mastery of knowledge or skill in a particular area.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum - A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

Curriculum Implementation Checklist for the Classroom

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instructions for all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. The teacher completes Assessments, marks Student Scoring Guides and Grade Level Tally Sheets and turns them into the building administrator by the week of May 1 st .
	10. The Student Scoring Guide is placed in the individual student's cumulative folder.

HIGH SCHOOL GRADES 9-12

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High School Grades 9-12 Language Arts Essential Standards

Standard #1: Inquiry

Formulate questions and synthesize information that fosters further inquiry.

Standard #2: Connection

Utilize the concepts learned to make associations between personal experience and world situations.

Standard #3: Structure

Utilize appropriate language and organizational strategies to convey meaning.

Standard #4: Creation

Develop a product that synthesizes knowledge and skills.

Standard #5: Presentation

Deliver a formal oral presentation focusing on audience, reflection, and research.

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions and teacher notes that have been inserted throughout the guides.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

SEPTEMBER

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; and allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of May 1st.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of May 1st.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by the week of May 15th.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment.
- Collect Assessments from students, rate them or collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Turn in your Grade Level Tally Sheet to administration by the week of May 1st.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO by the week of May 15th.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Curriculum Implementation Map** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are not graded on the Assessment; instead, they are rated for proficiency on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Connection” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Connection”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Connection”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Language Arts Grade 11 or 12 Assessment Task

Title: Art Imitating Life

Teacher Notes

- Project should be broken down into check-in dates or manageable sections.
- Literature should be teacher-approved. Teacher can decide if literature should be limited to books taught in class; however, limiting literature may make projects repetitive.
- Teacher can establish the time period of a current world situation.
- Teacher can choose format of works cited page-MLA, APA, etc.
- Previously, research was required from two different source types (i.e. internet and a print source). This is no longer required. For example, both reliable sources could come from the same online database or both from print sources.
- Teacher will determine the audience for presentations.
- If teachers are going to use the project as a graded activity, they should create a rubric to reflect course content and expectations, but still must submit the Archdiocesan Scoring Guide.
- Sample grading rubrics can be found in the Teacher Resource section. These are only for reference and are not the required format. They are not to be submitted to the Catholic Schools Office.
- The term “examples” in the rubric refers to the literature, personal experiences, and world situations used in the project.
- Teacher should refer to the Curriculum Guide Glossary and Time Line for further clarification of expectations.

Language Arts Grade 11 or 12 Assessment Task

Title: Art Imitating Life

Program and Essential Standards: 1, 2, 3, 4, 5

Recommended Administration Time: 11th (2nd semester) or 12th grade (1st semester)

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of May 1st.

Suggested Time Frame: One month including five days of in-class work time

Essential Question: What associations can be made among literature, self, and world situations?

Task: Research a thematic topic presented in literature, and relate it to self and current world situations. Create a product conveying the thematic relationship among literature, self, and world situations, and present it to a teacher-determined audience.

Guidelines:

1. Choose a thematic topic (honesty, revenge, guilt, love, democracy, justice, peace, equality, family, coming of age, heroism, etc.).
2. Choose one previously read, teacher approved novel or play that addresses the thematic topic.
3. Formulate a thematic question that is addressed in the chosen literature.
4. Through interviews, newspaper articles, magazines, etc. find two different modern situations/examples that support the question. The modern situations must be found in two different sources.
5. Answer the thematic question based on the information found in the literature, personal experiences, and modern situations/examples in the form of a thesis statement. Make sure all sources relate to the thematic question or revise the thematic question to relate to the sources.
6. Choose a structure and create a final product that is a clear representation of the thematic topic. Effort should be consistent regardless of format. Some suggestions include Power Point, poster, drama, scrapbook, poem, cookbook, painting, technology, or other creative modes.
7. Include the following along with the final product:
 - an oral presentation using language appropriate for the audience, explaining how the literature, personal experiences, and the modern situations/examples address the thematic topic chosen
 - a detailed written outline for the oral presentation with in-text citations (oral citations should be given during the presentation)
 - an oral reflection at the end of the presentation explaining the significance of the project
 - a works cited page

Language Arts Student Scoring Guide for Grade 11 or 12 Assessment Task: Art Imitating Life

Task: Research a thematic topic presented in literature, and relate it to self and current world situations. Create a product conveying the thematic relationship among literature, self, and world situations, and present it to a teacher-determined audience.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
Inquiry	<ul style="list-style-type: none"> Thematic topic is unclear or missing Examples are not suited to the thematic topic 	<ul style="list-style-type: none"> Thematic topic and thesis are limited or vague Examples are somewhat suited to the thematic topic 	<ul style="list-style-type: none"> Thematic topic is clear Examples are suited to the thematic topic 	<ul style="list-style-type: none"> The thematic topic goes beyond obvious relationships with abstract thinking 	
Connection	<ul style="list-style-type: none"> Thematic topic does not connect to literature, self, or world situations Connections are missing, inappropriate, or detract from the thematic topic 	<ul style="list-style-type: none"> Thematic topic is lacking support Explanations are limited Connections are limited, superficial, or digress from the thematic topic 	<ul style="list-style-type: none"> Thematic topic is supported with explanations of relationships among situations/examples 	<ul style="list-style-type: none"> Student demonstrates higher level thinking by making connections beyond the expectations 	
Structure	<ul style="list-style-type: none"> Sources are missing or not referenced In-text citations are missing Works cited page has glaring errors or lacks pertinent information Oral presentation is confusing and muddled Outline has glaring errors, is missing, or unorganized 	<ul style="list-style-type: none"> Sources are limited or not referenced correctly In-text citations are present but incorrectly formatted Works cited page is incorrectly formatted or has distracting errors Oral presentation lacks logical structure Outline has errors or information is limited 	<ul style="list-style-type: none"> Two different sources are referenced In-text citations are utilized correctly Works cited page is formatted correctly Oral presentation is organized logically Outline is formatted logically 	<ul style="list-style-type: none"> Student demonstrates exceptional organizational skills 	
Creation	<ul style="list-style-type: none"> Product lacks effort, creativity, or is difficult to follow Product lacks connection to thematic topic 	<ul style="list-style-type: none"> Product lacks attention to detail or creativity Product has limited connection to thematic topic 	<ul style="list-style-type: none"> Product shows attention to detail Product is a clear representation of the thematic topic 	<ul style="list-style-type: none"> Product exceeds expectations by employing original thought 	
Presentation	<ul style="list-style-type: none"> Student did not prepare Details are lacking Student's use of language is inappropriate or awkward Student lacks understanding of the project or the reflection is missing 	<ul style="list-style-type: none"> Student preparation is limited Student's use of language is limited or distracting Student understanding of the project is limited or incomplete 	<ul style="list-style-type: none"> Student shows preparedness Student uses appropriate language for designated audience Student clearly explains understanding of the significance of the project through the reflection 	<ul style="list-style-type: none"> Student work is compelling exhibiting a deeper understanding of the thematic topic through the reflection 	

List any modifications made:

Teacher Resources

SAMPLE

Write down your thematic question:

Example: What do children learn from the behavior of their parents?

The thesis statement is an answer to your thematic question. It should include the theme that you chose and a creative way of combining the information from the book and sources. Remember, this is just a preview of your main points, and should not include any overly specific information. It should be creative and fluent. Write down two possible thesis statements.

Examples:

1. Parents teach positive and negative life lessons through behavior their children observe.
2. Both positive and negative life lessons can be observed by children whose parents "practice what they preach".

1. _____

2. _____

SAMPLE

Art Imitating Life – Archdiocesan Assessment

1. Your first task is to choose a theme and a book (the theme has to be in the book that you choose) so read through both lists and decide on which you would most like to do your project. You should pick a book with which you are familiar – meaning one that you have read. You will not have to re-read the book, but you will need to use the book as a resource, so you will have to find a copy of it. You have to use internal citations giving specific information from your book so you will need page numbers and bibliography information.

Possible themes (themes are limitless):

<i>AMBITION</i>	<i>DEMOCRACY</i>	<i>COMING OF AGE</i>
<i>ABSOLUTE POWER</i>	<i>JUSTICE</i>	<i>HEROISM</i>
<i>HONESTY</i>	<i>UTOPIA</i>	<i>BRAVERY</i>
<i>REVENGE</i>	<i>PEACE</i>	<i>LOYALTY</i>
<i>GUILT</i>	<i>EQUALITY</i>	<i>LOVE</i>
<i>FAMILY</i>		

Books from which you can choose (see the teacher if you have another book in mind):

<i>ANIMAL FARM</i>	<i>NIGHT</i>
<i>1984</i>	<i>HUCKLEBERRY FINN</i>
<i>BRAVE NEW WORLD</i>	<i>THE GREAT GATSBY</i>
<i>FAHRENHEIT 451</i>	<i>THE CRUCIBLE</i>
<i>MACBETH</i>	<i>RED BADGE OF COURAGE</i>
<i>GREAT EXPECTATIONS</i>	<i>LORD OF THE FLIES</i>
<i>THE PEARL</i>	

Keep in mind that you are doing an entire project revolving around the book and theme that you choose. With that in mind, choose something that you will enjoy and that you truly care about so you can show your best work. Also, keep in mind the fact that you will have to find some modern situations that can be compared to the book's situations.

2. Once you have chosen your theme and book, you need to come up with a research or thematic question. For example, if I were to choose the theme 'family lessons' and the book To Kill a Mockingbird, my research questions could be, "What do children learn from the behavior of their parents?" Or if I were to choose the theme 'bravery' and the story Beowulf, my research question could be, "Why is bravery a necessary trait in a quality leader?" Remember, you will have to apply your question to modern day situations (happened in your lifetime), so don't write a thematic question that will not apply to current events.

My theme is: _____

My book is: _____

My thematic question is: _____

**Art Imitating Life - Archdiocesan Assessment
Thesis Statements**

List your theme and book:

Example: Family lessons - To Kill a Mockingbird

Explain the theme as it relates to the book:

Example: Both Atticus's kids and Bob Ewell's kids learned lessons from their parents. While Jem and Scout learned positive lessons of tolerance and justice, Mayella learned lessons of racism and hatred.

Summarize source 1

Example: Newspaper article about family who has made it a weekly event to assist at the homeless shelter. Parents and kids serve meals, teach mini-lessons and talk with residents.

Summarize source 2

Example: Magazine article about alcoholics whose kids grow up to be alcoholics. Includes several stories about different examples of kids having alcohol problems because of living with parents who had problems.

SAMPLE

Grade 9-12

Examples of Theme, Novel, Question and Thesis and further suggestions

Theme:

Family Lessons (What Children Learn from Parents)

Novel(s):

To Kill a Mockingbird, Death of a Salesman, Huckleberry Finn, Scarlet Letter, etc.

Thematic Question:

What do children learn from the behavior of their parents?

Thesis:

Parents teach positive and negative life lessons through behavior their children observe.

Suggestions:

- Have students brainstorm a list of possible current events that can apply to this theme. Remind students that there are usually positive and negative sides to all stories.
- Choose a story you have read in class and have students discuss how it applies to this particular theme. Help them point out specific examples.

SAMPLE

**Art Imitating Life – Archdiocesan Assessment
Thesis Statement Examples**

Book	Theme	Thematic Question	Thesis Statement
<i>Romeo and Juliet</i>	War Casualties	Is the death of the innocent required to end conflict?	Conflicts are often started or result in the death of the innocent and the violence will only escalate afterwards due to anger on both sides. (Bohnenkamp)
<i>A Canticle for Leibowitz</i>	Learning from mistakes	Are we bound to repeat history?	Human kind goes from one generation to the next, blindly closing its eyes on the mistakes of the past. (Lehn)
<i>Catch-22</i>	Bravery	What is the line between bravery and foolhardiness?	The only way to know whether or not an actions is heroic is to know the intent of the person. (Schill)
<i>Johnny Got His Gun</i>	War Casualties	Is war worth the loss of human life?	In recent wars there are no political, economical, or social gains or improvements, while our men are dying and being severly crippled for absolutely no justified reason. (Dyer)
<i>To Kill a Mockingbird</i>	Family lessons	What do Children learn from the behavior of their parents?	Parents teach positive and negative life lessons through behavior their children observe.
BOOKS I ENJOYED	THEMES IN THEM	POSSIBLE QUESTIONS	POSSIBLE STATEMENTS

SAMPLE

Internal Citations (In-text citations)

You must have in-text or internal citations in any project that you do. This means that when you reference your literature book and your two sources (which you must do at least two times each) you must use the author's last name and/or the title of the source. So any information from your sources has to be cited.

It is important to remember that you are NOT summarizing first the book, then the two sources. You need to combine the information, choose only the best parts from each source and synthesize that into your project.

The following are a few examples of how that would look.

Internal citation in a paper or PowerPoint presentation:

President Johnson was reelected saying that we would not escalate the Vietnam War, which sounds familiar when President Bush got reelected saying that the U.S. will "stay as long as needed and not one day longer." Both Presidents' military aids planned to gradually escalate the war ("History") used first word of the internet article because there was no author. The over-all justification of both wars to establish democracy (Wright). Used author's last name.

Internal citation in a poster:

You also have to do an oral presentation with posters, so be prepared to have internal citations in both. You can show your internal citations on captions or by using direct quotations with appropriate citations.

Internal citation in lyrics or music:

Here you are not citing specific lines so much as ideas you take from your sources. The citation should be done as a side note, not as a part of the music.

Internal citation in art work (mobiles, sculptures, paintings):

Be creative. If your art work cannot include written material, you will have to write a paper to help support your project, and in that paper you will use internal citations. (The paper wouldn't have to be as long as if you were only doing a paper.)

Internal citation in a speech: (From a persuasive speech about ACT scores and reading.)

- Why our atmosphere needs to be improved.

1. Student statistics:

- a. The average reading score was 21.8, state average is 22.2 as stated in the ACT College Readiness Report for No Name Catholic High School
- b. In No Name Catholic High School's 1st quarter eligibility report, 30 freshmen, 31 sophomores, 20 juniors and 8 seniors have D's or F's in two or more classes – that's roughly 30% of the school.

2. Current rank among high schools:

According to John Doe, Academic Dean, No Name Catholic High School, total scores for the ACT were among the 10 lowest in Omaha.

3. National issue:

Jim Trelease, a well-known expert in the world of reading, recounts surveys that report that 90% of students devote only 1% of their free time to reading and 30% to watching television. 50% of students read for an average of four minutes or less per day, 30% read two minutes per day, and 10% read nothing at all.

SAMPLE 1

**Graded Scoring Guide for Grade 11 or 12
Assessment Task: Art Imitating Life**

Inquiry	/20
Thematic topic is clear	1 2 3 4 5 6 7 8 9 10
Examples are suited to the thematic topic	1 2 3 4 5 6 7 8 9 10
Connection	/20
Thematic topic is supported with explanations of relationships among situations/examples	2 4 6 8 10 12 14 16 18 20
Structure	/20
Two different sources are referenced	1 2 3 4
In-text citations are utilized correctly	1 2 3 4
Works cited page is formatted correctly	1 2 3 4
Oral presentation is organized logically	1 2 3 4
Outline is formatted logically	1 2 3 4
Creation	/20
Product shows attention to detail	1 2 3 4 5 6 7 8 9 10
Product is a clear representation of the thematic topic	1 2 3 4 5 6 7 8 9 10
Presentation	/20
Student shows preparedness	1 2 3 4 5 6 7
Student uses appropriate language for designated audience	1 2 3 4 5 6
Student clearly explains understanding of the significance of the project through the reflection	1 2 3 4 5 6 7
GradeTotal:	/100
Tally Sheet Conversion:	
Exceeds Standard	Level 4: 18-20 points
Meets Standard	Level 3: 15-17 points
Progressing	Level 2: 12-14 points
Does not Meet	Level 1: 0-11 points

SAMPLE 2

**Graded Scoring Guide for Grade 11 or 12
Assessment Task: Art Imitating Life**

Inquiry	/20
Thematic topic is clear Examples are suited to the thematic topic	<i>Comments:</i>
Connection	/20
Thematic topic is supported with explanations of relationships among situations/examples	<i>Comments:</i>
Structure	/20
Two different sources are referenced In-text citations are utilized correctly Works cited page is formatted correctly Oral presentation is organized logically Outline is formatted logically	<i>Comments:</i>
Creation	/20
Product shows attention to detail Product is a clear representation of the thematic topic	<i>Comments:</i>
Presentation	/20
Student shows preparedness Student uses appropriate language for designated audience Student clearly explains understanding of the significance of the project through the reflection	<i>Comments:</i>
GradeTotal:	/100
Tally Sheet Conversion: Exceeds Standard Level 4: 18-20 points Meets Standard Level 3: 15-17 points Progressing Level 2: 12-14 points Does not Meet Level 1: 0-11 points	

Suggested Reading Lists

High School Grades 9-12

This list should be considered in addition to whatever content is included in an anthology (including poetry, short story, etc.)

Title	Title	Title
1984	Into the Wild	Sir Gawain and the Green Knight
A Doll's House	Invisible Man by Ellison	Snow Falling on Cedars
A Raisin in the Sun	Jane Eyre	Speak
A Separate Peace	Jim the Boy	The Adventures of Huckleberry Finn
A Tale of Two Cities	Joy Luck Club	The Awakening
All But My Life	Julius Ceasar	The Canterbury Tales
And Then There Were None	Kaffir Boy	The Chosen
Animal Farm	Last Days of Summer	The Color Purple
Anthem	Les Miserables	The Crucible
Beowulf	Lord Jim	The Curious Incident of the Dog in the Night
Black Boy	Lord of the Flies	The Education of Little Tree
Black Like Me	Macbeth	The Elephant Man
Brave New World	Maus I	The Epic of Gilgamesh
Catcher in the Rye	Morte D'Arthur	The Fellowship of the Ring
Cry, The Beloved Country	Much Ado About Nothing	The Grapes of Wrath
Cyrano de Begerac	My Antonia	The Great Gatsby
Dante's Inferno	Mythology	The House of Mango Street
Death and the King's Horseman	Native Son	The Jungle
Death of a Salesman	Night	The Kite Runner
Death on the Nile	No Exit	The Odyssey
Dr. Jekyll and Mr. Hyde	O Pioneers	The Old Man and the Sea
Dracula	Oedipus Rex	The Power of One
East of Eden	Of Mice and Men	The Red Badge of Courage
Fahrenheit 451	One Day in the Life of Ivan Denisovich	The Scarlet Letter
Flags of Our Fathers	Othello	The Screwtape Letters
Frankenstein	Paradise Lost	The Things They Carried
Great Expectations	Pride & Prejudice	The Time Machine
Gulliver's Travels	Return of the Native	Their Eyes Were Watching God
Hamlet	Rocket Boys	Things Fall Apart
Hard Times	Romeo and Juliet	To Kill A Mockingbird
Heart of Darkness	Roots	Tuesdays With Morrie
I Know Why the Caged Bird Sings	Salem's Lot	When the Emperor was Divine
Illiad	Shadow Divers	When the Legends Die
In Cold Blood	Siddhartha	Wuthering Heights

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual **Student Scoring Guide** included in the curriculum guide before proceeding to Step Two.
2. The teacher will need to make copies of the **Grade Level Tally Sheet** as needed.
3. Once the teacher has completed rating the assessments for the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, compile the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit only one completed Grade Level Tally Sheet to the building administrator by the week of May 1st.
6. Each teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office** by the week of May 15th.

Grade Level Tally Sheet for Language Arts Grade 11 or 12 Assessment Task Art Imitating Life

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of May 1st.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard	Total Number of Students
Inquiry					
Connection					
Structure					
Creation					
Presentation					

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

*The Content Standards and Benchmarks are based on the Nebraska English Language Arts Standards. *Asterisks throughout this document indicate additions to the Nebraska Standards for schools in the Archdiocese of Omaha or examples that move the indicator to a higher level of understanding. The shaded cells contain the basic standard with successive numbered rows spiraling to greater levels of complexity and showing the level of teacher instruction by the I, D, M's.*

Definitions for the level of teacher instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: **To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.**

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Language Arts Content Checklist High School 9-12

	Standard/Benchmark	9-10	11-12
LA _1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	<i>Mastered at an earlier level.</i>	
LA _1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	<i>Mastered at an earlier level.</i>	
LA _1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.		
LA _1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text. 9-D, 10-M	
LA _1.3.b	Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	<i>Mastered at an earlier level.</i>	
LA _1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	<i>Mastered at an earlier level.</i>	
*LA_1.3.d	*Confirm the accuracy of student reading by using phonics and context clues.	<i>Mastered at an earlier level.</i>	
LA _1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	
LA _1.4.a	Listen to text of increasing length and/or complexity to develop stamina.	Adjust reading strategies to persevere through text of increasing length and/or complexity. 9-I, 10-D	11-D, 12-M
LA _1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.	<i>Mastered at an earlier level.</i>	
LA _1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA _1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing. 9-I, 10-D	11-D, 12-M
LA _1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	<i>Skills blended with 10.1.5.a at this level.</i>	<i>Skills blended with 12.1.5.a at this level.</i>
LA _1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. 9-10 D	11-D, 12-M

	Standard/Benchmark	9-10	11-12
LA _1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. 9-I, D; 10-D	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. 11-I, D; 12-M
LA _1.5.e	Determine word meaning using reference materials and classroom resources.	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate. 9-I, 10-D	11-D, 12-M
LA _1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (fiction, non-fiction, poetry and drama).	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	
*LA _1.6.a.1	*Identify differences between text types.	Identify characteristics and differences between text types (e.g., folk tales, fairy tales, tall tales, realistic fiction, science fiction, historical fiction, novels, biography, autobiography, news sources, legend, myth, fantasy, short story, novel, essay, technical, editorial, diary, journal, memoir, narrative and poetry.) 9-I, 10-D	11-D, 12-M
*LA _1.6.a.2	Identify author's purpose (e.g., explain, entertain, inform).	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences. 9- I, D; 10-D	11-D, 12-D, M
LA _1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood *, irony, foreshadowing, symbolism, flashback, satire and parody*). 9-I, 10-D	11-D, 12-M
LA _1.6.c	Identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood). 9-I, D; 10-D ,M	Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). 11-I, D; 12-D, M
LA _1.6.d	Retell major events and key details from a literary text and/or media.	Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media). 9-I, D; 10-D	Summarize, analyze, and synthesize the themes and main ideas between *multiple literary and informational works (print, digital, and/or other media). 11-D; 12-D,M
LA _1.6.e	Retell main ideas from informational text and/or media.	<i>Skills blended with 10.1.6.d at this level.</i>	<i>Skills blended with 12.1.6.d at this level.</i>

	Standard/Benchmark	9-10	11-12
LA _1.6.f	Identify text features in print and digital informational text.	Interpret and evaluate information from print and digital text features to support comprehension. 9-I, 10-D	11-D, 12-M
LA _1.6.g	Identify the basic characteristics of literary and informational text.	Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective *or theme. 9-I, D; 10-D	11-D, 12-M
LA _1.6.h	Make connections between own life and/or other cultures in literary and informational text.	<i>Skills blended with 10.1.6.g at this level.</i>	<i>Skills blended with 12.1.6.g at this level.</i>
LA _1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers. 9-I, 10-D	11-D, 12-M
LA _1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer). 9-I, 10-D	11-D, 12-M
LA _1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. 9-10 D	11-D, 12-M
LA _1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text. *Classify, identify, and analyze the characteristics of fiction, nonfiction, poetry and technical sources. 9-I, 10-D	11-D, 12-M
LA _1.6.m	Monitor comprehension by recognizing when meaning is disrupted.	Self-monitor comprehension and independently apply appropriate strategies to understand complex text. 9-I, 10-D	11-D, 12-M
LA _1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations and titles.	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats. 9-I, 10-D	11-D, 12-M
LA _1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research *via multiple mediums (e.g., writing, artistic representation, video, other media). 9-10 D	11-D, 12-M

	Standard/Benchmark	9-10	11-12
LA _1.6.p	Make connections between a print text and an audio, video, or live version of the text.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. 9-I, 10-D	11-D, 12-M
*LA_1.6.q	*Detect prejudice and stereotyping in a variety of texts; recognize and understand their negative impacts on others.	<i>*Addressed in 10.1.6.a and 10.1.6.f*</i>	
*LA_1.6.r	*Follow written directions in informational text.	<i>Mastered at an earlier level.</i>	

	Standard/Benchmark	9-10	11-12
LA _2	Writing: Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.	
LA _2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	
LA _2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answers questions, and synthesize information. 9-10 D	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answers questions, and synthesize information. 11-D, 12-M
LA _2.1.b	Generate representations of ideas.	Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. 9-D; 10-D, M	Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. 11-I, D; 12, D,M
LA _2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. 9-10 D	11-D, 12-M
LA _2.1.d	Compose grammatically correct sentences.	Apply standard rules of grammar and paragraph formation, including parallel structure and subordination. 9-10 D	11-D, 12-M
LA _2.1.e	Revise to improve and clarify writing.	Revise to improve and clarify writing through self-monitoring strategies and feedback from others. 9-10 D	11-D, 12-M

	Standard/Benchmark	9-10	11-12
LA _2.1.f	Provide descriptive feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers. 9-10 D	11-D, 12-M
LA _2.1.g	Persevere in writing tasks.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. 9-10 D	11-D, 12-M
LA _2.1.h	Proofread and edit writing recursively for format and conventions of standard English.	Proofread and edit writing recursively for format and conventions of standard English (e.g. spelling, capitalization, grammar, punctuation, syntax, semantics). 9-10 D	11-D, 12-M
LA _2.1.i	Use own words to relate information.	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. 9-D, 10- M	
LA _2.1.j	Publish a legible document.	Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements). 9-I, D; 10-D	11-D, 12-M
LA _2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	
LA _2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, *technical, entertainment, expository* and reflective modes to multiple audiences using a variety of media and formats. 9-10 D	11-D, 12-M
LA _2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	Provide evidence from literary or informational text to support analysis, reflection, and research. 9-I, 10-D	11-D, 12-M
LA _2.2.c	Conduct and publish research to answer questions or solve problems.	Conduct and publish both short and sustained research projects to answer questions or solve problems *and document* multiple primary and/or secondary sources to support theses. **Paraphrase and avoid plagiarism. 9-10 D	11-D, 12-M
LA _2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes. D	11-D, 12-M
LA _2.2.e	Compare mentor texts and examples to create similar pieces.	Analyze various mentor texts and/or exemplars in order to create a similar piece. D	11-D, 12-M

	Standard/Benchmark	9-10	11-12
LA _3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	
LA _3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	
LA _3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure.	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. *Oral presentation is based on inquiry and research with sources cited.* 9-D,10-M	
LA _3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	Demonstrate and *adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text. 9-D,10-M	
LA _3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences. 9-D, 10-M	Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. 11- I, D; 12- M
LA _3.1.d	Convey a personal perspective with clear reasons.	Convey a perspective with clear reasoning, use correct citation of sources, and valid evidence. 9- I, D; 10- M	
LA _3.1.e	Ask pertinent questions to acquire or confirm information.	Ask pertinent questions to acquire or confirm information. 9-D, 10-M	
LA _3.1.f	Address alternative or opposing perspectives when appropriate to the mode of speaking.	Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking. 9-I, D; 10-M	

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

	Standard/Benchmark	9-10	11-12
LA _3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	
LA _3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital). 9-I, D; 10-M	
LA _3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility. 9-D, 10-M	
LA _3.2.c	Complete a task following complex multi-step directions.	Complete a task following complex multi-step directions. 9-10 D	11-D, 12-M
LA _3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	
LA _3.3.a	Integrate professional etiquette and social protocols when communicating.	Integrate professional etiquette and social protocols when communicating. 9-I, D; 10-D	11- D, 12-M
LA _3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation. 9-10 D	11- D, 12-M
LA _3.3.c	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas. 9-I, D; 10-M	Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas. 11-I, D; 12-M
LA _3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study. 9-I, D; 10-D	11-D, 12-M
LA _3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts. Build on others' ideas to clearly and persuasively express one's own views using subject related vocabulary while respecting diverse perspectives. *Participate in and lead discussions. e.g., Socratic and small group* 9-D, 10-M	

	Standard/Benchmark	9-10	11-12
LA _4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	
LA _4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	
LA _4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real).	Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. 9-I, D; 10-D, M	
LA _4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines). 9-10 D	11-D, 12-M
LA _4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Use or decipher multiple formats of print and digital text (e.g. cursive, manuscript, font, graphics, symbols). 9-10 D	11-D, 12-M
LA _4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives) 9-10 D	11-D, 12-M
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. 9-10 D	11-D, 12-M

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To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Proficiency - Having or demonstrating mastery of knowledge or skill in a particular area.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum - A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

Curriculum Implementation Checklist for the Classroom

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instructions for all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. The teacher completes Assessments, marks Student Scoring Guides and Grade Level Tally Sheets and turns them into the building administrator by the week of May 1 st .
	10. The Student Scoring Guide is placed in the individual student's cumulative folder.