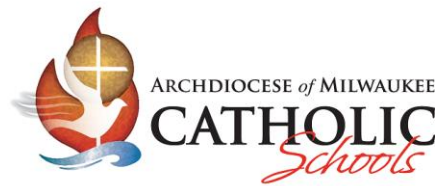


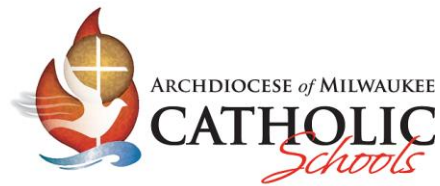
Archdiocese of Milwaukee ELA Curriculum/Catholic Social Teaching Correlation for Grades 1-8

Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
Reading: Literature and Informational Text	RL. 2.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.	How are you incorporating diverse texts with multiple messages into your units/lessons?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	Lesson Plans- Grades 1-8 Elementary Resources Biblical passages and activities
Reading: Literature and Informational Text	RL. 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.	How do you/students recognize that texts reflect one's own and others' culture?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	



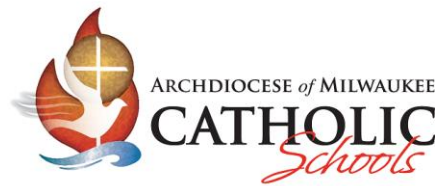
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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
Speaking and Listening	SL.2.1 Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.	How do you/students consider individual differences when communicating?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Language	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	How do you/students recognize and appreciate linguistic diversity? (e.g. at home, in the community, and in peer professional writing and speaking) Do you help students to discern when and where it is appropriate to use standardized English?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	



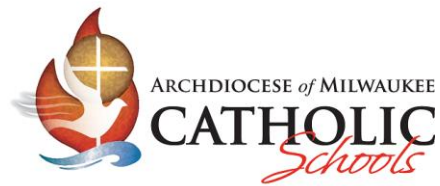
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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
Language	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and in responding to texts, including using adjectives and adverbs to describe. Supports standard L.2.4	How do you teach students vocabulary that is appropriate to the context and situation? (e.g. cultural, general academic, discipline-specific terms and phrases)	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Reading: Literature and Informational Text	RL. 3.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral and explain how it is conveyed through key details in the text.	How are you incorporating diverse texts with multiple messages into your units/lessons?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	



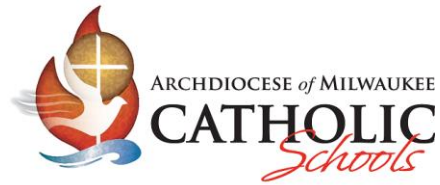
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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
<p>Reading: Literature and Informational Text</p>	<p>RL. 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>How are you/students making connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations?</p>	<p>Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.</p> <p>Rights and Responsibilities- Every person has a fundamental right to life and to those things required for human dignity. Corresponding to these rights are duties and responsibilities to one another, to our</p>	



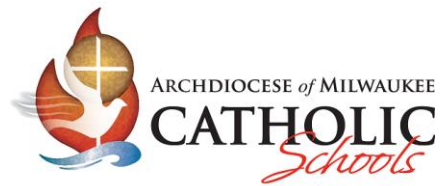
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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
			families, and to society at large.	
Writing	W. 3.4 With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose. Supports standards 3.W.1, 2 and 3	How are you encouraging /modeling culturally-sustaining and rhetorically authentic writing?		Elementary /Intermediate Unit Plan Sample
Speaking and Listening	SL.5.6 Supports standard 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content choosing flexibility from a range of strategies.	How are you exposing your students to culturally diverse vocabulary? How are you encouraging students to work collaboratively and independently to build vocabulary knowledge when they encounter unknown words including cultural, academic, and discipline-specific terms and phrases- How will they use vocabulary appropriate to the context and situation?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	Middle School Resources
Reading: Literature and Informational Text	RL. 6.2 Determine a theme or central idea of the text and how it is conveyed through particular details; provide a summary of	How are you exposing students to a variety of genres, diverse texts that depict other cultures and geographic locations?	Solidarity- We are one human family, brothers and sisters created in the image of God,	Grade 6 Assessment



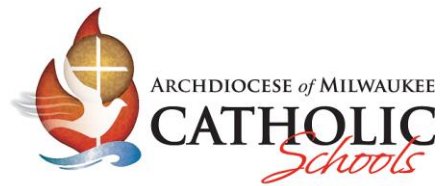
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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
	the text distinct from personal opinions or judgements.		whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Reading Literature and Informational Texts	RL. 6.6 Explain how the author develops the point of view of the narrator or speaker in a text. Supports Standard 6.R.2	How are you teaching students what “bias” means? How does the author’s geographical location, identity and or culture (in informational texts) affect perspective?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Writing	W.6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task,	How are you modeling and providing authentic examples of culturally sustainable, rhetorically authentic to task, purpose and audience in writing?	Solidarity- We are one human family, brothers and sisters created in the image of God,	



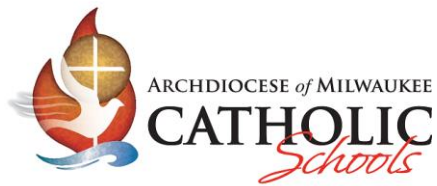
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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
	purpose and audience. supports standards 6.W.1, 2 and 3		whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Language	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	How are you exposing students to more culturally diverse reading, writing and listening and teaching how it functions in different cultures, contexts and disciplines? How do you teach the history of standard English and expose students to other dialects?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Reading	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters and	How are you exposing students to literature written by authors from other places in the world and from other cultures? How are you teaching them to identify biases?	Solidarity- We are one human family, brothers and sisters created in the image of God,	



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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
	narrators in a text. Supports standard RL.7.2	In informational texts, how are you guiding them to explain how an author’s geographical location, identity and or culture affect perspective? How will they analyze how the author distinguishes his or her position from others?	whatever our national, racial, ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace. Life and Dignity of the Human Person- The Catholic Church proclaims that all human life is sacred and the dignity of the human person is the foundation of a moral vision for society.	
Reading	RL.7.9 Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of	How are you evaluating the quality of texts through cultural perspectives? How do you promote multiple perspectives?	Solidarity- We are one human family, brothers and sisters created in the image of God, whatever our national, racial,	



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Domain	Standard	CSR Extensions	CST Correlation	CST Connections/ Resources
	understanding how authors of fiction use or alter history.		ethnic, economic and ideological differences may be. The Gospel calls us to be people of love and peace.	
Writing	W.7.4- see above in 6th grade.			
Language	L.7.1- see above in 6th grade. L.7.4- see above in 6th grade.			
Reading	R.8.6- see above in 7th grade. R.8.9- see above in 7th grade.			
Writing	W.8.4- see above in various grade levels.			
Language	L.8.1- see above in various grade levels. L.8.5- see above. L.8.4- see above.			