

Literature: 6-8

RL1. Anchor Standard - Read closely a wide range of text material, from secular, Catholic and Christian spiritual/religious viewpoints to determine what it says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| RL.6.1 Educational Benchmark: | | RL.7.1 Educational Benchmark: | | RL.8.1 Educational Benchmark: | |
|--|--|--|--|--|--|
| Cite textual evidence to support analysis of and inferences drawn from Catholic/secular texts. | | Cite textual evidence to support analysis of and inferences drawn from Catholic/secular texts. | | Cite textual evidence to support analysis of and inferences drawn from Catholic/secular texts. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.1a | Write responses to literature that develop an interpretation around clear ideas that shows careful reading, understanding and insight including an understanding of Catholic values, traditions and heritage | RL.7.1a | Write responses to literature that develop an interpretation around clear ideas that shows careful reading, understanding and insight including an understanding of Catholic values, traditions and heritage | RL.8.1a | Write responses to literature that develop an interpretation around clear ideas that shows careful reading, understanding and insight including an understanding of Catholic values, traditions and heritage |
| RL.6.1b | Defend and support inferences drawn from the text citing textual evidence | RL.7.1b | Defend and support inferences drawn from the text citing textual evidence | RL.8.1b | Defend and support inferences drawn from the text citing textual evidence |

Literature: 6-8

RL2. Anchor Standard - Determine and analyze the development of central ideas or themes of secular texts and text that reflect Catholic teachings, values, traditions and heritage and summarize the key supporting details and ideas.

| RL.6.2 Educational Benchmark: | | RL.7.2 Educational Benchmark: | | RL.8.2 Educational Benchmark: | |
|--|---|--|---|--|---|
| Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.2a | Listen to, read and recount short stories, novels, dramas, plays, Psalms and poems | RL.7.2a | Listen to, read and recount short stories, novels, dramas, plays, Psalms and poems | RL.8.2a | Listen to, read and recount short stories, novels, dramas, plays, Psalms and poems |
| RL.6.2b | Recognize and recall elements and details of story structure, including main idea, protagonist, antagonist, exposition, rising action, climax, falling action, resolution, foreshadowing, flashback, author's purpose, identification of the narrator, irony and conflict | RL.7.2b | Recognize and recall elements and details of story structure, including main idea, protagonist, antagonist, exposition, rising action, climax, falling action, resolution, foreshadowing, flashback, author's purpose, identification of the narrator, irony and conflict | RL.8.2b | Recognize and recall elements and details of story structure, including main idea, protagonist, antagonist, exposition, rising action, climax, falling action, resolution, foreshadowing, flashback, author's purpose, identification of the narrator, irony and conflict |
| RL.6.2c | Summarize after reading a selection | RL.7.2c | Verbalize or write an objective summary after reading a selection | RL.8.2c | Verbalize or write an objective summary after reading a selection |
| RL.6.2d | Use moral decision making models to evaluate characters' choices | RL.7.2d | Use moral decision making models to evaluate characters' choices | RL.8.2d | Use moral decision making models to evaluate characters' choices |
| RL.6.2e | Identify major and minor themes and analyze how they relate to life experiences and reflect faith values | RL.7.2e | Identify major and minor themes and analyze how they relate to life experiences and reflect faith values | RL.8.2e | Identify major and minor themes and their relationships to the characters, setting and plot; analyze how they relate to life experiences and reflect faith values |

Literature: 6-8

| | | | | | |
|---------|--|---------|--|---------|---|
| RL.6.2f | Describe how the plot of a particular story or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution | RL.7.2f | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) | RL.8.2f | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision |
| RL.6.2g | Understand and identify the speaker's point of view | RL.7.2g | Understand and identify the speaker's point of view | RL.8.2g | Understand and identify the speaker's point of view |

Literature: 6-8

RL.3. Anchor Standard - Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning, tone and Catholic identity.

| RL.6.3 Educational Benchmark: | | RL.7.3 Educational Benchmark: | | RL.8.3 Educational Benchmark: | |
|---|--|---|--|--|--|
| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.3a | Infer meaning of unfamiliar words in the context of a passage by examining known words | RL.7.3a | Infer meaning of unfamiliar words in the context of a passage by examining known words | RL.8.3a | Infer meaning of unfamiliar words in the context of a passage by examining known words |
| RL.6.3b | Use reading strategies, background knowledge and context clues to aid comprehension | RL.7.3b | Use reading strategies, background knowledge and context clues to aid comprehension | RL.8.3b | Use reading strategies, background knowledge and context clues to aid comprehension |
| RL.6.3c | Apply grade level vocabulary in verbal and/or written responses | RL.7.3c | Apply grade level vocabulary in verbal and/or written responses | RL.8.3c | Apply grade level vocabulary in verbal and/or written responses |
| RL.6.3d | Recognize and analyze the use of literary devices such as alliteration, onomatopoeia, rhyme, rhythm and repetition | RL.7.3d | Recognize and analyze the use of literary devices such as alliteration, onomatopoeia, rhyme, rhythm and repetition | RL.8.3d | Recognize and analyze the use of literary devices such as alliteration, onomatopoeia, rhyme, rhythm and repetition |
| RL.6.3e | Recognize and analyze the use of figurative language: simile, metaphor, personification, hyperbole and symbolism | RL.7.3e | Recognize and analyze the use of figurative language: simile, metaphor, personification, hyperbole and symbolism | RL.8.3e | Recognize and analyze the use of figurative language: simile, metaphor, personification, hyperbole and symbolism |
| RL.6.3f | Explain the difference between literal and figurative meaning | RL.7.3f | Explain the difference between literal and figurative meaning | RL.8.3f | Explain the difference between literal and figurative meaning |

Literature: 6-8

| | | | | | |
|---------|--|---------|--|---------|--|
| RL.6.3g | Analyze the impact of a specific word choice on meaning and tone | RL.7.3g | Analyze the impact of a specific word choice on meaning and tone | RL.8.3g | Analyze the impact of a specific word choice on meaning and tone |
| RL.6.3h | Explain word connotations/ denotations | RL.7.3h | Explain word connotations/ denotations | RL.8.3h | Explain word connotations/ denotations |
| RL.6.3i | Recognize propaganda techniques | RL.7.3i | Recognize rhetoric/propaganda techniques | RL.8.3i | Recognize rhetoric/propaganda techniques |
| | | | | RL.8.3j | Demonstrate word meaning using analogies and allusions |

Literature: 6-8

RL.4. Anchor Standard - Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

| RL.6.4 Educational Benchmark: | | RL.7.4 Educational Benchmark: | | RL.8.4 Educational Benchmark: | |
|---|---|---|---|---|---|
| Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of genres when interpreting the meaning of a literary | | Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of genres when interpreting the meaning of a literary | | Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of genres when interpreting the meaning of a literary work. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.4a | Compare genres using a variety of reading materials (Scripture, fables, epics, myths, tall tales, dramas, poetry, short stories, novels, science fiction, fantasy, realistic fiction, historical fiction, mysteries, humor, narrative nonfiction) | RL.7.4a | Compare genres using a variety of reading materials (Scripture, fables, epics, myths, tall tales, dramas, poetry, short stories, novels, science fiction, fantasy, realistic fiction, historical fiction, mysteries, humor, narrative nonfiction) | RL.8.4a | Compare genres using a variety of reading materials (Scripture, fables, epics, myths, tall tales, dramas, poetry, short stories, novels, science fiction, fantasy, realistic fiction, historical fiction, mysteries, humor, narrative nonfiction) |
| RL.6.4b | Compare and contrast types of non-fiction and fiction | RL.7.4b | Compare and contrast types of non-fiction and fiction | RL.8.4b | Compare and contrast types of non-fiction and fiction. |
| RL.6.4c | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot | RL.7.4c | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot | RL.8.4c | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style |
| | | RL.7.4d | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contribute to its meaning | RL.8.4d | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contribute to its meaning |

RL.5. Anchor Standard: In light of Catholic values, cultural traditions and ethnic heritage, assess how point of view and purpose shapes the content and style of a text.

| RL.6.5 Educational Benchmark: | | RL.7.5 Educational Benchmark: | | RL.8.5 Educational Benchmark: | |
|---|---|---|---|--|--|
| Understand and analyze how an author develops the point of view of the narrator or speaker in a text and conveys the purpose. | | Understand and analyze how an author develops and contrasts the various points of view of characters and prove the author's purpose within a story. | | Analyze how literary elements such as characters' point of view, irony, satire, allegory, etc. create mood and the tone of author's writing. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.5a | Using textual evidence, explain how an author develops the point of view of the narrator or speaker in a text | RL.7.5a | Using textual evidence, explain how an author develops the point of view of the narrator or speaker in a text | RL.8.5a | Using textual evidence, explain how an author develops the point of view of the narrator or speaker in a text |
| RL.6.5b | Explain how an author develops and contrasts the points of view of different characters | RL.7.5b | Assess how an author develops and contrasts the points of view of different characters | RL.8.5b | Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. |
| RL.6.5c | Develop and justify own point of view at various points within the text | RL.7.5c | Develop and justify own point of view at various points within the text | RL.8.5c | Develop and justify own point of view at various points within the text |
| RL.6.5d | Cite text evidence that proves the author's purpose | RL.7.5d | Cite and justify text evidence that proves the author's purpose | RL.8.5d | Evaluate the success of the author of achieving the purpose |
| RL.6.5e | Identify literary devices: irony, propaganda, satire, allegory, mood and tone | RL.7.5e | Explain the use of literary devices: irony, propaganda, satire, allegory, mood and tone | RL.8.5e | Assess the use of literary devices: irony, propaganda, satire, allegory, mood and tone |

Literature: 6-8

RL.6. Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words, in accordance with Catholic values (i.e. social justice), cultural teachings and ethnic heritage.

| RL.6.6 Educational Benchmark: | | RL.7.6 Educational Benchmark: | | RL.8.6 Educational Benchmark: | |
|---|--|---|--|--|---|
| Differentiate between reading a text, to listening/viewing an audio, video or live version of the text. | | Differentiate between a written story, drama, or poem to its audio, filmed, staged or multimedia version. | | Evaluate the authenticity of film or live production to the original source. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.6a | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text | RL.7.6a | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version | RL.8.6a | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors |
| RL.6.6b | Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch | RL.7.6b | Analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) | | |

RL.7. Anchor Standard - Analyze how two or more texts address similar themes or topics in order to build knowledge of themselves, of others and of their Catholic heritage.

| RL.6.7 Educational Benchmark: | | RL7.7 Educational Benchmark: | | RL.8.7 Educational Benchmark: | |
|--|---|--|---|---|--|
| Compare and contrast different genres in terms of their approaches to similar themes and topics. | | Make a connection between a historical fictional literary work and how it relates to same period in history. | | Make a connection between modern works of fiction and how characteristics of traditional stories or religious works are relevant today. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.7a | Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics | RL7.7a | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period | RL.8.7a | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible |
| RL.6.7b | Examine life experiences as they relate to a common theme within a text | RL7.7b | Evaluate life experiences as they relate to a common theme within a text | RL.8.7b | Evaluate life experiences as they relate to a common theme within a text |
| | | RL.7.7c | Examine how a fictional author uses or alters history when writing historical fiction | RL.8.7c | Justify how traditional stories, myths, or religious works or reflected in today's modern works of fiction |

Literature: 6-8

RL.8. Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

| RL.6.8 | Educational Benchmark: | RL.7.8 | Educational Benchmark: | RL.8.8 | Educational Benchmark: |
|--|---|--|---|--|---|
| By the end of the year, read and comprehend literature of appropriate complexity for grade 6 independently and proficiently, scaffolding as needed at the high end of the range. | | By the end of the year, read and comprehend literature of appropriate complexity for grade 7 independently and proficiently, scaffolding as needed at the high end of the range. | | By the end of the year, read and comprehend literature of appropriate complexity for grade 8 independently and proficiently, scaffolding as needed at the high end of the range. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RL.6.8a | Listen to and read Scripture, fables, epics, myths, tall tales, dramas, poetry, short stories, novels, science fiction, fantasy, realistic fiction, historical fiction, mysteries, humor and narrative nonfiction | RL.7.8a | Listen to and read Scripture, fables, epics, myths, tall tales, dramas, poetry, short stories, novels, science fiction, fantasy, realistic fiction, historical fiction, mysteries, humor and narrative nonfiction | RL.8.8a | Listen to and read Scripture, fables, epics, myths, tall tales, dramas, poetry, short stories, novels, science fiction, fantasy, realistic fiction, historical fiction, mysteries, humor and narrative nonfiction |

Informational Text: 6-8

RIT.1. Anchor Standard - Read closely a wide range of text material, from secular, Catholic and Christian spiritual/religious viewpoints to determine what it says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| RIT.6.1 | Educational Benchmark: | RIT.7.1 | Educational Benchmark: | RIT.8.1 | Educational Benchmark: |
|----------------|--|----------------|--|----------------|--|
| | Cite textual evidence to support analysis of and inferences drawn from Catholic/secular informational texts. | | Cite textual evidence to support analysis of and inferences drawn from Catholic/secular informational texts. | | Cite textual evidence to support analysis of and inferences drawn from Catholic/secular informational texts. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| RIT.6.1a | Write responses to informational text that develop an interpretation around clear ideas that shows careful reading, understanding and insight including an understanding of Catholic values, traditions and heritage | RIT.7.1a | Write responses to informational text that develop an interpretation around clear ideas that shows careful reading, understanding and insight including an understanding of Catholic values, traditions and heritage | RIT.8.1a | Write responses to informational text that develop an interpretation around clear ideas that shows careful reading, understanding and insight including an understanding of Catholic values, traditions and heritage |
| RIT.6.1b | Defend and support inferences drawn from the text | RIT.7.1b | Defend and support inferences drawn from the text | RIT.8.1b | Defend and support inferences drawn from the text |

Informational Text: 6-8

RIT.2. Anchor Standard - Determine and analyze the development of central ideas or themes of secular texts and text that reflect Catholic teachings, values, traditions and heritage and summarize the key supporting details and ideas.

| RIT.6.2 Educational Benchmark: | | RIT.7.2 Educational Benchmark: | | RIT.8.2 Educational Benchmark: | |
|---|--|---|--|--|---|
| Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the informational text distinct from personal opinions or judgments. | | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting details; provide an objective summary of the text. | | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.2a | Identify a central idea and analyze how it relates to life experiences and reflects faith values | RIT.7.2a | Identify a central idea and analyze how it relates to life experiences and reflects faith values | RIT.8.2a | Identify two or more central ideas and analyze how they relate to life experiences and reflect faith values |
| RIT.6.2b | Analyze the development of a central idea and its relationship to supporting details | RIT.7.2b | Analyze the development of a central idea and its relationship to supporting details | RIT.8.2b | Analyze the development of two or more central ideas over the course of the selection |
| RIT.6.2c | Summarize the selection separate from personal opinions or judgments | RIT.7.2c | Verbalize or write an objective summary of the selection | RIT.8.2c | Verbalize or write an objective summary of the selection |
| RIT.6.2d | Justify how the key details support the main ideas | RIT.7.2d | Justify how the key details support the main ideas | RIT.8.2d | Justify how the key details support the main ideas |

Informational Text: 6-8

RIT.3. Anchor Standard - Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning, tone and Catholic Identity.

| RIT.6.3 Educational Benchmark: | | RIT.7.3 Educational Benchmark: | | RIT.8.3 Educational Benchmark: | |
|---|--|---|--|---|--|
| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings and technical meanings; analyze the impact of a specific word choice on meaning and tone. | | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.3a | Use reading strategies and context clues to aid comprehension | RIT.7.3a | Use reading strategies and context clues to aid comprehension | RIT.8.3a | Use reading strategies and context clues to aid comprehension |
| RIT.6.3b | Develop word meaning by using background knowledge | RIT.7.3b | Develop word meaning by using background knowledge | RIT.8.3b | Develop word meaning by using background knowledge |
| RIT.6.3c | Apply grade level vocabulary in verbal and/or written responses | RIT.7.3c | Integrate grade level vocabulary in verbal and/or written responses | RIT.8.3c | Integrate grade level vocabulary in verbal and/or written responses |
| RIT.6.3d | Analyze the impact of a specific word choice on meaning and tone | RIT.7.3d | Analyze the impact of a specific word choice on meaning and tone | RIT.8.3d | Analyze the impact of a specific word choice on meaning and tone |
| RIT.6.3e | Recognize and analyze the use of figurative language in the informational text | RIT.7.3e | Recognize and analyze the use of figurative language in the informational text | RIT.8.3e | Recognize and analyze the use of figurative language in the informational text |
| RIT.6.3f | Explain word connotations and denotations | RIT.7.3f | Explain word connotations, denotations and technical meanings | RIT.8.3f | Explain word connotations, denotations and technical meanings |
| | | | | RIT.8.3g | Demonstrate word meaning using analogies or allusions |

Informational Text: 6-8

RIT.4. Anchor Standard - Analyze the structure of Catholic/secular texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

| RIT6.4 Educational Benchmark: | | RIT.7.4 Educational Benchmark: | | RIT.8.4 Educational Benchmark: | |
|---|---|---|---|---|--|
| Understand the structure and how it relates to the overall development of the text. | | Understand the structure and how it relates to the overall development of the text. | | Understand the structure and how it relates to the overall development of the text. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.4a | Apply the knowledge of text patterns and how it contributes to the meaning of the text | RIT.7.4a | Compare and contrast text patterns: chronology, comparison, cause/effect, problem/solution, etc. | RIT.8.4a | Justify the choice of an author's text pattern(s): chronology, comparison, cause/effect, problem/solution, etc. |
| RIT.6.4b | Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the ideas | RIT.7.4b | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas | RIT.8.4b | Analyze the structure an author uses to organize a text, including the role of particular sentences in developing and refining a key concept |

Informational Text: 6-8

RIT.5. Anchor Standard - In light of Catholic values, traditions and heritage, assess how point of view or purpose shapes the content and style of a text.

| RIT.6.5 Educational Benchmark: | | RIT.7.5 Educational Benchmark: | | RIT.8.5 Educational Benchmark: | |
|--|--|---|---|---|--|
| Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | | Determine the author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | | Determine the author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.5a | Explain how the author conveys his/her purpose in the text | RIT.7.5a | Assess how an author develops and contrasts his/her point of view from others | RIT.8.5a | Analyze how the author acknowledges and responds to conflicting evidence or viewpoints |
| RIT.6.5.b | Cite text evidence that proves the author's purpose | RIT.7.5b | Cite text evidence that proves the author's purpose | RIT.8.5b | Cite text evidence that proves the author responds to conflicting evidence or viewpoints |

Informational Text: 6-8

RIT.6. Anchor Standard - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words, in accordance with Catholic values (e.g., social justice), teachings and heritage.

| RIT.6.6 | Educational Benchmark: | RIT.7.6 | Educational Benchmark: | RIT.8.6 | Educational Benchmark: |
|----------------|---|----------------|---|----------------|--|
| | Draw on information from multiple sources to develop a coherent understanding of a topic or issue. | | Analyze how different mediums' portrayal of a subject affects understanding. | | Judge the impact different mediums' have on a particular topic or idea. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| RIT.6.6a | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | RIT.7.6a | Compare and contrast text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. How the delivery of a speech affects the impact of the words) | RIT.8.6a | Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. (e.g., print or digital text, video, multimedia) |

Informational Text: 6-8

RIT.7. Anchor Standard - Analyze how two or more texts address similar themes or topics in order to build knowledge of themselves, others and their Catholic heritage.

| RIT.6.7 Educational Benchmark: | | RIT.7.7 Educational Benchmark: | | RIT.8.7 Educational Benchmark: | |
|---|--|--|---|---|--|
| Compare and contrast one author's presentation of events with that of another author. | | Examine how two or more authors shape their arguments. | | Examine two or more texts that provide conflicting information on the same topic. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.7a | Describe real life experiences as they relate to a text | RIT.7.7a | Apply real life experiences as they relate to a text | RIT.8.7a | Apply real life experiences as they relate to a text |
| RIT.6.7b | Critique one author's presentation of events with that of another author (e.g., memoir written by and a biography about the same person) | RIT.7.7b | Analyze how different authors writing about the same topic shape their presentations or key information by emphasizing different evidence or advancing different interpretations of facts | RIT.8.7b | Compare and contrast a case in which two or more texts provide conflicting information on the same topic |
| | | | | RIT.8.7c | Identify where texts disagree on matters of fact or interpretation |

Informational Text: 6-8

RIT.8. Anchor Standard - Read and comprehend complex literary and informational texts independently and proficiently.

| RIT.6.8 Educational Benchmark: | | RIT.7.8 Educational Benchmark: | | RIT.8.8 Educational Benchmark: | |
|--|--|--|---|--|---|
| By the end of the year, read and comprehend proficiently at the high end of the grade text complexity band, with scaffolding as needed at the high end of the range. | | By the end of the year, read and comprehend proficiently at the high end of the grade text complexity band, with scaffolding as needed at the high end of the range. | | By the end of the year, read and comprehend proficiently at the high end of the grade text complexity band, with scaffolding as needed at the high end of the range. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.8a | Listen to and read biblical, biographical, autobiographical, non-fictional, informational texts, including history/social studies, science and technical texts, informational articles, essays, narrative non-fiction, interviews, expository text, etc. | RIT.7.8a | Listen to and read biblical, biographical, autobiographical, non-fictional, informational texts, including history/social studies, science and technical texts, essays, narrative non-fiction, interviews, expository text, diaries, journals, informational articles, etc. | RIT.8.8a | Listen to and read biblical, biographical, autobiographical, non-fictional, informational texts, including history/social studies, science and technical texts, essays, narrative non-fiction, interviews, expository text, diaries, journals, informational articles, etc. |

Informational Text: 6-8

RIT.9. Anchor Standard - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

| RIT.6.9 Educational Benchmark: | | RIT.7.9 Educational Benchmark: | | RIT.8.9 Educational Benchmark: | |
|--|---|--|---|--|---|
| Trace and evaluate the argument and specific claims in a text, distinguishing claims that are not supported by reasons and evidence from those that are. | | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. | | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| RIT.6.9a | Judge the accuracy and reliability of information in a text | RIT.7.9a | Judge the accuracy and reliability of information in a text | RIT.8.9a | Judge the accuracy and reliability of information in a text |
| RIT.6.9b | Distinguish between supported and unsupported statements | RIT.7.9b | Distinguish between supported and unsupported statements | RIT.8.9b | Distinguish between supported and unsupported statements |

L.1. Anchor Standard: Incorporate and apply the conventions of standard English grammar and usage when writing or speaking.

| L.6.1 | Educational Benchmark: | L.7.1 | Educational Benchmark: | L.8.1 | Educational Benchmark: |
|--------------|--|--------------|--|--------------|---|
| | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| L.6.1a | Identify, define and use sentences, phrases and clauses | L.7.1a | Identify, define and use sentences, phrases and clauses | L.8.1a | Identify, define and use sentences, phrases and clauses |
| | I. Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas | | I. Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas | | I. Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas |
| | II. Explain the function of phrases and clauses in general and function in specific sentences | | II. Explain the function of phrases and clauses in general and function in specific sentences | | II. Explain the function of phrases and clauses in general and function in specific sentences |
| | | | III. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers | | III. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers |
| | | | | | IV. Explain the function of verbals (gerunds, participles, infinitives) in general and function in particular sentences |
| L.6.1b | Identify, define and use parts of speech: nouns | L.7.1b | Identify, define and use parts of speech: nouns | L.8.1b | Identify, define and use parts of speech: nouns |
| | I. Identify the use of nouns of direct address and appositives | | I. Identify the use of nouns of direct address and appositives | | I. Identify the use of nouns of direct address and appositives |

Language: 6-8

| | | | | | |
|--------|---|--------|---|--------|---|
| | II. Identify the use of words in the possessive case, nominative case and objective case | | II. Identify the use of words in the possessive case, nominative case and objective case | | II. Identify the use of words in the possessive case, nominative case and objective case |
| | III. Identify nouns with particular emphasis on concrete, abstract and collective nouns as a part of speech | | III. Identify nouns with particular emphasis on concrete, abstract and collective nouns as a part of speech | | III. Identify nouns with particular emphasis on concrete, abstract and collective nouns as a part of speech |
| | IV. Identify direct and indirect objects | | IV. Identify direct and indirect objects | | IV. Identify direct and indirect objects |
| | V. Demonstrate an understanding of and use of predicate nominative (predicate noun) | | V. Demonstrate an understanding of and use of predicate nominative (predicate noun) | | V. Demonstrate an understanding of and use of predicate nominative (predicate noun) |
| L.6.1c | Identify, define and use parts of speech: pronouns | L.7.1c | Identify, define and use parts of speech: pronouns | L.8.1c | Identify, define and use parts of speech: pronouns |
| | I. Use reflexive intensive pronouns (e.g., myself, ourselves) | | I. Use reflexive intensive pronouns (e.g., myself, ourselves) | | I. Use reflexive intensive pronouns (e.g., myself, ourselves) |
| | II. Identify and use demonstrative and indefinite pronouns | | II. Identify and use demonstrative and indefinite pronouns | | II. Identify and use demonstrative and indefinite pronouns |
| | III. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) | | III. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) | | III. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) |
| | IV. Identify the antecedent of the pronoun | | IV. Identify the antecedent of the pronoun | | IV. Identify the antecedent of the pronoun |
| | V. Demonstrate agreement of the antecedent with the pronoun | | V. Demonstrate agreement of the antecedent with the pronoun | | V. Demonstrate agreement of the antecedent with the pronoun |
| | VI. Ensure that pronouns are in the proper case (subjective, objective, possessive) | | | | |
| | VII. Recognize and correct inappropriate shifts in pronoun number and person | | | | |
| L.6.1d | Identify, define and use parts of speech: verbs | L.7.1d | Identify, define and use parts of speech: verbs | L.8.1d | Identify, define and use parts of speech: verbs |

Language: 6-8

| | | | | | |
|--------|--|--------|--|--------|--|
| | I. Recognize and correct inappropriate shifts in verb tense | | I. Recognize and correct inappropriate shifts in verb tense | | I. Recognize and correct inappropriate shifts in verb tense |
| | II. Identify and use linking/state of being verbs | | II. Identify and use linking/state of being verbs | | II. Identify and use linking/state of being verbs |
| | III. Use modal auxiliaries (e.g., can, may, must) to convey various conditions | | III. Use modal auxiliaries (e.g., can, may, must) to convey various conditions | | III. Use modal auxiliaries (e.g., can, may, must) to convey various conditions |
| | IV. Identify and use transitive and intransitive verbs | | IV. Identify and use transitive and intransitive verbs | | IV. Identify and use transitive and intransitive verbs |
| | V. Identify active and passive voice | | V. Identify active and passive voice | | V. Identify active and passive voice |
| | | | | | VI. Identify and use verbals(gerunds, participles and infinitives) |
| | | | | | VII. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood |
| L.6.1e | Explain the function of adjectives in general and their functions in particular sentences | L.7.1e | Explain the function of adjectives in general and their functions in particular sentences | L.8.1e | Explain the function of adjectives in general and their functions in particular sentences |
| L.6.1f | Explain the function of adverbs in general and their functions in particular sentences | L.7.1f | Explain the function of adverbs in general and their functions in particular sentences | L.8.1f | Explain the function of adverbs in general and their functions in particular sentences |
| L.6.1g | Explain the function of interjections in general and their functions in particular sentences | L.7.1g | Explain the function of interjections in general and their functions in particular sentences | L.8.1g | Explain the function of interjections in general and their functions in particular sentences |

L.2. Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

| L.6.2 | Educational Benchmark: | L.7.2 | Educational Benchmark: | L.8.2 | Educational Benchmark: |
|--------------|--|--------------|---|--------------|--|
| | Use commas, dashes, ellipses, brackets and parentheses to set off nonrestrictive/parenthetical elements. | | Use commas, dashes, ellipses, brackets and parentheses to set off nonrestrictive/parenthetical elements. | | Use commas, dashes, ellipses, brackets and parentheses to set off nonrestrictive/parenthetical elements. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| L.6.2a | Apply conventions of punctuation | L.7.2a | Apply conventions of punctuation | L.8.2a | Apply conventions of punctuation |
| L.6.2b | Use punctuation (comma, parenthesis, dashes) to set off non-restrictive/parenthetical elements | L.7.2b | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt) | L.8.2b | Use punctuation (comma, ellipsis, dash) to indicate a pause or break |
| L.6.2c | Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt) | L.7.2c | use a comma before a coordinating conjunction in a compound sentence | L.8.2c | use commas, ellipses, or a dash to indicate a pause or a break |

L3. Anchor Standard: Incorporate and apply knowledge of language and its conventions when writing, speaking, reading, or listening.

| L.6.3 | Educational Benchmark: | L.7.3 | Educational Benchmark: | L.8.3 | Educational Benchmark: |
|--------------|--|--------------|--|--------------|--|
| | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| L.6.3a | Vary sentence patterns for meaning, reader/listener interest and style | L.7.3a | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy | L.8.3a | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) |
| L.6.3b | Maintain consistency in style and tone | L.7.3b | Maintain consistency in style and tone | L.8.3b | Maintain consistency in style and tone |

L.4. Anchor Standard: Incorporate and apply the understanding of word relationships and nuances in word meanings.

| L.6.4 | Educational Benchmark: | L.7.4 | Educational Benchmark: | L.8.4 | Educational Benchmark: |
|--------------|---|--------------|---|--------------|---|
| | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| L.6.4a | Use knowledge of vowel/consonant sounds to identify misspelled words | L.7.4a | Use knowledge of vowel/consonant sounds to identify misspelled words | L.8.4a | Use knowledge of vowel/consonant sounds to identify misspelled words |
| L.6.4b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) | L.7.4b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel) | L.8.4b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) |
| L.6.4c | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words | L.7.4c | Use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words | L.8.4c | Use the relationship between particular words to better understand each of the words |

Writing: 6-8

W.1. Anchor Standard: Write narratives to develop experiences or events (e.g. spiritual, religious, real, imagined) using effective techniques, well-chosen details and well-structured event sequences.

| W.6.1 Educational Benchmark: | | W.7.1 Educational Benchmark: | | W.8.1 Educational Benchmark: | |
|---|---|--|---|---|---|
| Write a narrative that includes narrative techniques and the elements of a story. | | Write a narrative that includes point of view, narrative techniques and the elements of a story. | | Write a narrative that includes narrative techniques and the elements of a story. | |
| Learning Objective | | Learning Objective | | Learning Objective | |
| Students will be able to: | | Students will be able to: | | Students will be able to: | |
| W.6.1a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W.7.1a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W.8.1a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others |
| W.6.1b | To develop plot by organizing an event sequence that unfolds naturally and logically | W.7.1b | To develop plot by organizing an event sequence that unfolds naturally and logically | W.8.1b | To develop plot by organizing an event sequence that unfolds naturally and logically |
| W.6.1c | Engage and orient the reader by establishing a context, introducing a narrator and/or characters and determining audience | W.7.1c | Engage and orient the reader by establishing a context, point of view and introducing a narrator and/or characters and determining audience | W.8.1c | Engage and orient the reader by establishing a context, point of view and introducing a narrator and/or characters and determining audience |
| W.6.1d | Use narrative techniques, such as dialogue, pacing, sensory language and description, to develop experiences, events and/or characters | W.7.1d | Use narrative techniques, such as dialogue, pacing, sensory language and description, to develop experiences, events and/or characters | W.8.1d | Use narrative techniques, such as dialogue, pacing, sensory language and description, to develop experiences, events and/or characters |
| W.6.1e | Use a variety of transition words, precise phrases and clauses to convey sequence and signal shifts from one time frame or setting to another | W.7.1e | Use a variety of transition words, precise phrases and clauses to convey sequence and signal shifts from one time frame or setting to another | W.8.1e | Use a variety of transition words, precise phrases and clauses to convey sequence and signal shifts from one time frame or setting to another |
| W.6.1f | Provide a conclusion that follows from the narrated experiences or events | W.7.1f | Provide a conclusion that follows from and reflects on the narrated experiences or events | W.8.1f | Provide a conclusion that follows from and reflects on the narrated experiences or events |

Writing: 6-8

| | | | | | |
|--------|--|--------|--|--------|--|
| W.6.1g | Identify questions and strategies for improving drafts in writing conferences with others | W.7.1g | Identify questions and strategies for improving drafts in writing conferences with others | W.8.1g | Identify questions and strategies for improving drafts in writing conferences with others |
| W.6.1h | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.7.1h | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.8.1h | Use proper editing marks when revising, editing and proofreading, using an editing checklist |
| W.6.1i | Explain the reasons for revisions in conferences with a teacher or peer | W.7.1i | Explain the reasons for revisions in conferences with a teacher or peer | W.8.1i | Explain the reasons for revisions in conferences with a teacher or peer |

Writing: 6-8

W.2. Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information from secular and Catholic sources clearly and accurately through the effective selection, organization and analysis of content.

| W.6.2 | Educational Benchmark: | W.7.2 | Educational Benchmark: | W.8.2 | Educational Benchmark: |
|--------------|---|--------------|---|--------------|---|
| | Write focused informative/explanatory pieces on topics or texts, based on credible sources. | | Write focused informative/explanatory pieces on topics or texts, based on credible sources. | | Write focused informative/explanatory pieces on topics or texts, based on credible sources. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| W.6.2a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W.7.2a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W.8.2a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others |
| W.6.2b | Organize ideas, concepts and information, using strategies such as definition, classification, cause/effect and comparison/contrast | W.7.2b | Organize ideas, concepts and information, using strategies such as definition, classification, cause/effect and comparison/contrast | W.8.2b | Organize ideas, concepts and information, using strategies such as definition, classification, cause/effect and comparison/contrast |
| W.6.2c | Introduce a topic clearly incorporating a hook, transition and a thesis statement | W.7.2c | Introduce a topic clearly, previewing what is to follow; incorporating a hook, transition and a thesis statement | W.8.2c | Introduce a topic clearly, previewing what is to follow; incorporating a hook, transition and a thesis statement |
| W.6.2d | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples | W.7.2d | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples | W.8.2d | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples |
| W.6.2e | Use appropriate transitions to clarify the relationships among ideas and concepts | W.7.2e | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts | W.8.2e | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts |

Writing: 6-8

| | | | | | |
|--------|---|--------|---|--------|---|
| W.6.2f | Use precise language and domain-specific vocabulary to inform about or explain the topic | W.7.2f | Use precise language and domain-specific vocabulary to inform about or explain the topic | W.8.2f | Use precise language and domain-specific vocabulary to inform about or explain the topic |
| W.6.2g | Provide a concluding statement or section that follows from the information or explanation | W.7.2g | Provide a concluding statement or section that follows from and supports the information or explanation presented | W.8.2g | Provide a concluding statement or section that follows from and supports the information or explanation presented |
| W.6.2h | Identify questions and strategies for improving drafts in writing conferences with others | W.7.2h | Identify questions and strategies for improving drafts in writing conferences with others | W.8.2h | Identify questions and strategies for improving drafts in writing conferences with others |
| W.6.2i | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.7.2i | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.8.2i | Use proper editing marks when revising, editing and proofreading, using an editing checklist |
| W.6.2j | Explain the reasons for revisions in conferences with a teacher or peer | W.7.2j | Explain the reasons for revisions in conferences with a teacher or peer | W.8.2j | Explain the reasons for revisions in conferences with a teacher or peer |
| W.6.2k | Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension | W.7.2k | Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension | W.8.2k | Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension |
| W.6.2l | Establish and maintain a formal style | W.7.2l | Establish and maintain a formal style | W.8.2l | Establish and maintain a formal style |

Writing: 6-8

| | | | | | |
|--|---|---|---|---|---|
| W.3. Anchor Standard: Write arguments to support claims in an analysis of meaningful topics or texts using sufficient evidence and valid reasoning that uphold Catholic teachings, traditions and heritage. | | | | | |
| W.6.3 | Educational Benchmark: | W.7.3 | Educational Benchmark: | W.8.3 | Educational Benchmark: |
| Write opinion pieces on topics or texts, based on credible sources. | | Write opinion pieces on topics or texts, based on credible sources. | | Write opinion pieces on topics or texts, based on credible sources and acknowledge opposing claims. | |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| W.6.3a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W.7.3a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | W.8.3a | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others |
| W.6.3b | Create an organizational structure in which ideas are logically grouped to support the writer’s purpose | W.7.3b | Organize the reasons and evidence logically | W.8.3b | Organize the reasons and evidence logically |
| W.6.3c | Introduce claims clearly incorporating a hook, transition and a thesis statement | W.7.3c | Introduce claims clearly incorporating a hook, transition and a thesis statement | W.8.3c | Introduce claims clearly incorporating a hook, transition and a thesis statement |
| W.6.3d | Support claims with clear reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text | W.7.3d | Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text | W.8.3d | Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text |
| W.6.3e | Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence | W.7.3e | Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence | W.8.3e | Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence |

Writing: 6-8

| | | | | | |
|--------|--|--------|--|--------|--|
| W.6.3f | Acknowledge alternate or opposing claims citing credible evidence | W.7.3f | Acknowledge alternate or opposing claims citing credible evidence | W.8.3f | Acknowledge and distinguish alternate claims using supporting evidence logically |
| W.6.3g | Provide a concluding section that paraphrases the argument presented | W.7.3g | Provide a concluding section that follows from and supports the argument presented | W.8.3g | Provide a concluding section that follows from and supports the argument presented |
| W.6.3h | Identify questions and strategies for improving drafts in writing conferences with others | W.7.3h | Identify questions and strategies for improving drafts in writing conferences with others | W.8.3h | Identify questions and strategies for improving drafts in writing conferences with others |
| W.6.3i | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.7.3i | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.8.3i | Use proper editing marks when revising, editing and proofreading, using an editing checklist |
| W.6.3j | Explain the reasons for revisions in conferences with a teacher or peer | W.7.3j | Explain the reasons for revisions in conferences with a teacher or peer | W.8.3j | Explain the reasons for revisions in conferences with a teacher or peer |
| W.6.3k | Establish and maintain a formal style | W.7.3k | Establish and maintain a formal style | W.8.3k | Establish and maintain a formal style |

Writing: 6-8

| | | | | | |
|---|--|---|---|---|---|
| W.4. Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation from Catholic and secular perspectives. | | | | | |
| W.6.4 | Educational Benchmark: | W.7.4 | Educational Benchmark: | W.8.4 | Educational Benchmark: |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| W.6.4a | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting | W.7.4a | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources | W.8.4a | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others |
| W.6.4b | Conduct research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge and developing a basic plan for gathering information | W.7.4b | Conduct research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge and developing a basic plan for gathering information | W.8.4b | Conduct research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge and developing a basic plan for gathering information |
| W.6.4c | Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources | W.7.4c | Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | W.8.4c | Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

Writing: 6-8

| | | | | | |
|--------|--|--------|--|--------|--|
| W.6.4d | Write research papers from multiple authoritative sources such as speakers, newspapers, magazines, reference books, interviews and online information searches | W.7.4d | Write research papers from multiple authoritative sources such as speakers, newspapers, magazines, reference books, interviews and online information searches | W.8.4d | Write research papers from multiple authoritative sources such as speakers, newspapers, magazines, reference books, interviews and online information searches |
| W.6.4e | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic | W.7.4e | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic | W.8.4e | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic |
| W.6.4f | Use appropriate transitions to clarify the relationships among ideas and concepts | W.7.4f | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts | W.8.4f | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts |
| W.6.4g | Use precise language and domain-specific vocabulary to inform about or explain the topic | W.7.4g | Use precise language and domain-specific vocabulary to inform about or explain the topic | W.8.4g | Use precise language and domain-specific vocabulary to inform about or explain the topic |
| W.6.4h | Provide a concluding statement or section that follows from the information or explanation | W.7.4h | Provide a concluding statement or section that follows from and supports the information or explanation presented | W.8.4h | Provide a concluding statement or section that follows from and supports the information or explanation presented |
| W.6.4i | Identify questions and strategies for improving drafts in writing conferences with others | W.7.4i | Identify questions and strategies for improving drafts in writing conferences with others | W.8.4i | Identify questions and strategies for improving drafts in writing conferences with others |
| W.6.4j | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.7.4j | Use proper editing marks when revising, editing and proofreading, using an editing checklist | W.8.4j | Use proper editing marks when revising, editing and proofreading, using an editing checklist |
| W.6.4k | Explain the reasons for revisions in conferences with a teacher or peer | W.7.4k | Explain the reasons for revisions in conferences with a teacher or peer | W.8.4k | Explain the reasons for revisions in conferences with a teacher or peer |
| W.6.4l | Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension | W.7.4l | Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension | W.8.4l | Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension |
| W.6.4m | Establish and maintain a formal style | W.7.4m | Establish and maintain a formal style | W.8.4m | Establish and maintain a formal style |

Speech and Listening: 6-8

SL. 1 Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and Catholic values while expressing one's own clearly and persuasively.

| SL.6.1 | Educational Benchmark: | SL.7.1 | Educational Benchmark: | SL.8.1 | Educational Benchmark: |
|---|--|---|---|---|---|
| Contribute and collaborate in discussions by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others without dominating the discussion. | | Contribute and collaborate in discussions by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others without dominating the discussion. | | Contribute and collaborate in discussions by listening attentively, demonstrating respect for the opinions of others and responding responsibly and courteously to the remarks of others without dominating the discussion. | |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| SL.6.1a | Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion | SL.7.1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion | SL.8.1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion |
| SL.6.1b | Practice Christian responses to use in conflict situations | SL.7.1b | Practice Christian responses to use in conflict situations | SL.8.1b | Practice Christian responses to use in conflict situations |
| SL.6.1c | Use effective strategies to keep a discussion going: inviting the ideas and opinions of others, citing evidence, posing “what if” questions, relating situations to experiences | SL.7.1c | Use effective strategies to keep a discussion going: inviting the ideas and opinions of others, citing evidence, posing “what if” questions, relating situations to experiences | SL.8.1c | Use effective strategies to keep a discussion going: inviting the ideas and opinions of others, citing evidence, posing “what if” questions, relating situations to experiences |
| SL.6.1d | Display and maintain facial expressions, body language, eye contact and other response cues that indicate respect for the speaker | SL.7.1d | Display and maintain facial expressions, body language, eye contact and other response cues that indicate respect for the speaker | SL.8.1d | Display and maintain facial expressions, body language, eye contact and other response cues that indicate respect for the speaker |

Speech and Listening: 6-8

| | | | | | |
|---------|---|---------|---|---------|--|
| SL.6.1e | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed | SL.7.1e | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed | SL.8.1d | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas |
| SL.6.1f | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed | SL.7.1f | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed | SL.8.1f | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed |
| SL.6.1g | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing | SL.7.1g | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing | SL.8.1g | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing |
| SL.6.1h | Establish and maintain an open mind when listening to others' ideas and opinions and respond respectfully | SL.7.1h | Establish and maintain an open mind when listening to others' ideas and opinions and respond respectfully | SL.8.1h | Establish and maintain an open mind when listening to others' ideas and opinions and respond respectfully |
| SL.6.1i | Draw conclusions from key points and discussions and, when warranted, qualify or justify one's own views in light of the evidence presented | SL.7.1i | Draw conclusions from key points and discussions and when warranted, qualify or justify one's own views in light of the evidence presented | SL.8.1i | Draw conclusions from key points and discussions and, when warranted, qualify or justify one's own views in light of the evidence presented |
| SL.6.1j | Differentiate between formal and informal contexts or situations | SL.7.1j | Differentiate between formal and informal contexts or situations | SL.8.1j | Differentiate between formal and informal contexts or situations |

Speech and Listening: 6-8

SL.2 Anchor Standard: Using a Christ-like model, evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

| SL.6.2 | Educational Benchmark: | SL.7.2 | Educational Benchmark: | SL.8.2 | Educational Benchmark: |
|---------|--|---------|--|---------|---|
| | Evaluate a speaker's point of view and reasoning. | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| SL.6.2a | Follow a speaker's argument and take notes | SL.7.2a | Follow a speaker's argument and take notes | SL.8.2a | Follow a speaker's argument and take notes |
| SL.6.2b | Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement | SL.7.2b | Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement | SL.8.2b | Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement |
| SL.6.2c | Judge the accuracy and reliability of information given in oral presentations | SL.7.2c | Judge the accuracy and reliability of information given in oral presentations | SL.8.2c | Judge the accuracy and reliability of information given in oral presentations |
| SL.6.2d | Distinguish between supported and unsupported statements | SL.7.2d | Understand different points of view by distinguishing between objective and subjective presentations of materials | SL.8.2d | Understand different points of view by distinguishing between objective and subjective presentations of materials |

Speech and Listening: 6-8

SL.3 Anchor Standard: Based on Catholic standards, present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style that are appropriate to task, purpose and audience.

| SL.6.3 | Educational Benchmark: | SL.7.3 | Educational Benchmark: | SL.8.3 | Educational Benchmark: |
|---|---|---|--|---|---|
| Compose and present an oral presentation. | | Compose and present an oral presentation. | | Compose and present an oral presentation. | |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| SL.6.3a | Sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas or themes | SL.7.3a | Present claims and findings, emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples | SL.8.3a | Present claims and findings, emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details |
| SL.6.3b | Enunciate words and use correct pronunciation when speaking while employing appropriate volume, expression and pace | SL.7.3b | Enunciate words and use correct pronunciation when speaking while employing appropriate volume, expression and pace | SL.8.3b | Enunciate words and use correct pronunciation when speaking while employing appropriate volume, expression and pace |
| SL.6.3c | Apply appropriate eye contact, posture and gestures | SL.7.3c | Apply appropriate eye contact, posture and gestures | SL.8.3c | Apply appropriate eye contact, posture and gestures |
| SL.6.3d | Discuss criteria for effective oral presentations | SL.7.3d | Discuss criteria for effective oral presentations | SL.8.3d | Discuss criteria for effective oral presentations |
| SL.6.3e | Speak from notes or a brief outline to communicate information clearly in an organized and sequential manner | SL.7.3e | Speak from notes or a brief outline to communicate information clearly in an organized and sequential manner | SL.8.3e | Speak from notes or a brief outline to communicate information clearly in an organized and sequential manner |
| SL.6.3f | Provide evidence to support statements | SL.7.3f | Provide evidence to support statements | SL.8.3f | Provide evidence to support statements |
| SL.6.3g | Explain opinions by citing evidence and referring to sources | SL.7.3g | Explain opinions by citing evidence and referring to sources | SL.8.3g | Explain opinions by citing evidence and referring to sources |

Speech and Listening: 6-8

SL 4 Anchor Standard: Make strategic and morally appropriate use of digital media and visual displays of data to express information and enhance understanding of presentations.

| SL.6.4 | Educational Benchmark: | SL.7.4 | Educational Benchmark: | SL.8.4 | Educational Benchmark: |
|---------|---|---------|--|---------|--|
| | Use digital media to enhance oral presentations. | | Use a variety of multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. |
| | Learning Objective | | Learning Objective | | Learning Objective |
| | Students will be able to: | | Students will be able to: | | Students will be able to: |
| SL.6.4a | Design presentations using multimedia components (e.g., graphics, images, music, sound) and visual displays to inform | SL.7.4a | Design presentations using multimedia components (e.g., graphics, images, music, sound) and visual displays to provide evidence, support claims, findings and salient points | SL.8.4a | Design presentations using multimedia components (e.g., graphics, images, music, sound) and visual displays to provide evidence, support claims, findings and add interest |