

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**READING – LITERATURE
GRADE – SIXTH GRADE**

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A sixth grade student will:

1. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. 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.
4. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
5. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. 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 or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A sixth grade student will:

1. 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.
2. 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.
3. Explain how an author develops the point of view of the narrator or speaker in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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 evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A sixth grade student will:

1. 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, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
2. 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.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A sixth grade student will:

1. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**READING – INFORMATIONAL TEXT
GRADE – SIXTH GRADE**

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A sixth grade student will:

1. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
5. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. 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 or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A sixth grade student will:

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
3. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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 evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A sixth grade student will:

1. 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.
2. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A sixth grade student will:

1. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**ENGLISH - WRITING
GRADE – SIXTH GRADE**

TEXT TYPES AND PURPOSES: Students will be able to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A sixth grade student will:

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING: Students will be able to:

1. Produce clear and coherent writing in which the development, organization, and style in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

A sixth grade student will:

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. 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.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE: Students will be able to:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

A sixth grade student will:

1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
2. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING: Students will be able to:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

A sixth grade student will:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS

ENGLISH – SPEAKING AND LISTENING
GRADE – SIXTH GRADE

COMPREHENSION AND COLLABORATION: Students will be able to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

A sixth grade student will:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formative and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

PRESENTATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

A sixth grade student will:

1. Prepare and conduct interviews.
2. Participate in public performances.
3. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
4. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS

ENGLISH - LANGUAGE
GRADE – SIXTH GRADE

CONVENTIONS OF STANDARD ENGLISH: Students will be able to:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A sixth grade student will:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns.
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e., ones with unclear antecedents).
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.

KNOWLEDGE OF LANGUAGE: Students will be able to:

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A sixth grade student will:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style/tone.

VOCABULARY ACQUISITION AND USE: Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

A sixth grade student will:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from an array of strategies.
 - a. Use context as a clue to the meaning of a word or phrase.
 - b. Use common grade-appropriate affixes and roots as clues to the meaning of a word.
 - c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase.
2. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Interpret parts of speech in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations of words with similar denotations (e.g., *stingy/economical*).
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**READING – LITERATURE
GRADE – SEVENTH GRADE**

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A seventh grade student will:

1. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
2. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. 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.
4. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
5. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. 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 or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A seventh grade student will:

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
2. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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 evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A seventh grade student will:

1. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
2. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A seventh grade student will:

1. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS

READING – INFORMATIONAL TEXT
GRADE – SEVENTH GRADE

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A seventh grade student will:

1. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
2. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. 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.
4. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
5. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. 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 or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A seventh grade student will:

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
2. 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.
3. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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 evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A seventh grade student will:

1. Compare and contrast a 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).
2. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
3. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A seventh grade student will:

1. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**ENGLISH – SPEAKING AND LISTENING
GRADE – SEVENTH GRADE**

COMPREHENSION AND COLLABORATION: Students will be able to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

A seventh grade student will:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. 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.
 - b. Follow rules for collegial discussions, track specific goals and deadlines, and define individual roles as needed.
 - c. 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.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

PRESENTATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

A seventh grade student will:

1. Prepare and conduct interviews.
2. Participate in public performances.
3. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
4. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**ENGLISH - LANGUAGE
GRADE – SEVENTH GRADE**

CONVENTIONS OF STANDARD ENGLISH: Students will be able to:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

A seventh grade student will:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use a comma to separate coordinate adjectives.
 - b. Spell correctly.

KNOWLEDGE OF LANGUAGE: Students will be able to:

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A seventh grade student will:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

VOCABULARY ACQUISITION AND USE: Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

A seventh grade student will:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.
 - a. Use context as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word.
 - c. Consult general and specialized reference materials, both in print and digital formats, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations of words with similar denotations.
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS

READING – LITERATURE
GRADE – EIGHTH GRADE

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

An eighth grade student will:

1. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
2. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3. 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.
4. 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.
5. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. 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 or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

An eighth grade student will:

1. 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 texts.
2. 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.
3. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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 evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

An eighth grade student will:

1. 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.
2. 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, including describing how the material is rendered new.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

An eighth grade student will:

1. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS

READING – INFORMATIONAL TEXT
GRADE – EIGHTH GRADE

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

An eighth grade student will:

1. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
2. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
4. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
5. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. 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 or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

An eighth grade student will:

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
2. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
3. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. 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 evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

An eighth grade student will:

1. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
2. 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.
3. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

An eighth grade student will:

1. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**ENGLISH - WRITING
GRADE – EIGHTH GRADE**

TEXT TYPES AND PURPOSES: Students will be able to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

An eighth grade student will:

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING: Students will be able to:

1. Produce clear and coherent writing in which the development, organization, and style in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

An eighth grade student will:

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
3. 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.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE: Students will be able to:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

An eighth grade student will:

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2. 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.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING: Students will be able to:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

An eighth grade student will:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**ENGLISH – SPEAKING AND LISTENING
GRADE – EIGHTH GRADE**

COMPREHENSION AND COLLABORATION: Students will be able to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

An eighth grade student will:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. 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.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of evidence presented.
2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
3. 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 information is introduced..

PRESENTATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

An eighth grade student will:

1. Prepare and conduct interviews.
2. Participate in public performances.
3. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
4. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**ENGLISH - LANGUAGE
GRADE – EIGHTH GRADE**

CONVENTIONS OF STANDARD ENGLISH: Students will be able to:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

An eighth grade student will:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Explain the use of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (common, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

KNOWLEDGE OF LANGUAGE: Students will be able to:

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

An eighth grade student will:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

VOCABULARY ACQUISITION AND USE: Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gather vocabulary knowledge when encountering an unknown term important to comprehension or expression.

An eighth grade student will:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from an array of strategies.
 - a. Use context as a clue to the meaning of a word or phrase.
 - b. Use common affixes and roots as clues to the meaning of a word.
 - c. Consult general and specialized reference materials in both print and digital formats, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations of words with similar denotations.
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.