

Catholic Identity Standards

8.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 8.0A recognize that every human life is sacred because each person is created and loved by God
- 8.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 8.0C recognize and oppose unjust social structures and work toward justice for all
- 8.0D see God at work in all things and as expressed in the sacraments
- 8.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Developing and Sustaining Foundational Language Skills: Oral Language

8.1 The student develops oral language through listening, speaking, and discussion.

- 8.1A listen actively to interpret a message by summarizing, asking questions, and making comments
- 8.1B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems
- 8.1C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively
- 8.1D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues

Developing and Sustaining Foundational Language Skills: Fluency

8.3 The student reads grade-level text with fluency and comprehension.

- 8.3A adjust fluency when reading grade-level text based on the reading purpose

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

8.4 The student reads grade-appropriate texts independently.

- 8.4A self-select text and read independently for a sustained period of time

Developing and Sustaining Foundational Language Skills: Vocabulary

8.2 The student uses newly acquired vocabulary expressively.

- 8.2A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- 8.2B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
- 8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc

Comprehension Skills

8.5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

- 8.5A establish purpose for reading assigned and self-selected texts
- 8.5B generate questions about text before, during, and after reading to deepen understanding and gain information
- 8.5C make and correct or confirm predictions using text features, characteristics of genre, and structures
- 8.5D create mental images to deepen understanding
- 8.5E make connections to personal experiences, ideas in other texts, and society
- 8.5F make inferences and use evidence to support understanding
- 8.5G evaluate details read to determine key ideas
- 8.5H synthesize information to create new understanding
- 8.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- 8.IS6* analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms

Response Skills

8.6 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

8.GS4* share how literature can contribute to strengthening one's moral character

8.DS1* share how literature fosters both prudence and sound judgment in the human person

8.DS7* delight and wonder through the reading of creative, sound, and healthy stories, plays and poems

- 8.6A describe personal connections to a variety of sources, including self-selected texts
- 8.6B write responses that demonstrate understanding of texts, including comparing sources within and across genres
- 8.6C use text evidence to support an appropriate response
- 8.6D paraphrase and summarize texts in ways that maintain meaning and logical order
- 8.6E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
- 8.6F respond using newly acquired vocabulary as appropriate
- 8.6G discuss and write about the explicit or implicit meanings of text
- 8.6H respond orally or in writing with appropriate register, vocabulary, tone, and voice
- 8.6I reflect on and adjust responses as new evidence is presented
- 8.6J defend or challenge the authors' claims using relevant text evidence

8.IS9* evaluate complex literary selections for all that is implied in the concept of “person” as defined from a Catholic perspective

Multiple Genres: Literary Elements

8.7	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
8.DS2*	Develop empathy, care, and compassion for a character’s crisis or choice in order to transcend oneself, build virtue, and better understand one’s own disposition and humanity
8.DS3*	Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues
8.DS4*	Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form
8.DS5*	Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity’s best storytellers and most alive intellects
8.DS6*	Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms
8.7A	analyze how themes are developed through the interaction of characters and events
8.7B	analyze how characters' motivations and behaviors influence events and resolution of the conflict
8.7C	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
8.7D	explain how the setting influences the values and beliefs of characters
8.GS1*	analyze literature that reflects the transmission of a Catholic culture and worldview
8.IS1*	identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state
8.IS11*	summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times

Multiple Genres: Genres

8.8	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
8.8A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories
8.8B	analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry
8.8C	analyze how playwrights develop dramatic action through the use of acts and scenes
8.8Di	analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence
8.8Dii	analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations
8.8Diii	analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis
8.8Ei	analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument
8.8Eii	analyze characteristics and structures of argumentative text by identifying and explaining the counter argument
8.8Eiii	analyze characteristics and structures of argumentative text by identifying the intended audience or reader
8.8F	analyze characteristics of multimodal and digital texts
8.IS3*	describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual
8.IS4*	explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual’s rights, duties, freedoms, and restraints? What are a society’s? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?

Author's Purpose and Craft

8.9	The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
8.9A	explain the author's purpose and message within a text
8.9B	analyze how the use of text structure contributes to the author's purpose
8.9C	analyze the author's use of print and graphic features to achieve specific purposes
8.9D	describe how the author's use of figurative language such as extended metaphor achieves specific purposes
8.9E	identify and analyze the use of literary devices, including multiple points of view and irony
8.9F	analyze how the author's use of language contributes to the mood, voice, and tone
8.9G	explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning

Composition: Writing Process

8.10	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
8.10A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
8.10B.i	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion

8.10B.ii	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts, details, and examples
8.10C	revise drafts for clarity, development, organization, style, word choice, and sentence variety
8.10D.i	edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
8.10D.ii	edit drafts using standard English conventions, including consistent, appropriate use of verb tenses and active and passive voice
8.10D.iii	edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement
8.10D.iv	edit drafts using standard English conventions, including pronoun-antecedent agreement
8.10D.v	edit drafts using standard English conventions, including correct capitalization
8.10D.vi	edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses
8.10D.vii	edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
8.10E	publish written work for appropriate audiences
8.WS2*	write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings
8.WS3*	use grammar as a means of signifying concepts and the relationship to reason
8.WS3*	demonstrate the use of effective rhetorical skills in the service and pursuit of truth

Composition: Genres

8.11 The student uses genre characteristics and craft to compose multiple texts that are meaningful.

8.11A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
8.11B	compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft
8.11C	compose multi-paragraph argumentative texts using genre characteristics and craft
8.11D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure
7.WS1*	explain how language can be used as a bridge for communion with others for the betterment of all involved
7.IS7*	use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God

Inquiry And Research

8.12 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

8.12A	generate student-selected and teacher-guided questions for formal and informal inquiry
8.12B	develop and revise a plan
8.12C	refine the major research question, if necessary, guided by the answers to a secondary set of questions
8.12D	identify and gather relevant information from a variety of sources
8.12E	differentiate between primary and secondary sources
8.12F	synthesize information from a variety of sources
8.12G	differentiate between paraphrasing and plagiarism when using source materials
8.12H.i	examine sources for reliability, credibility, and bias, including omission
8.12H.ii	examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language
8.12I	display academic citations and use source materials ethically
8.12J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results