

# **Middle School Grades 6-8 Language Arts Essential Standards**

## **Standard #1: Inquiry**

Research and assemble information and evaluate its relevance and quality.

## **Standard #2: Connection**

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

## **Standard #3: Structure**

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

## **Standard #4: Creation**

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

## **Standard #5: Presentation**

Communicate effectively through formal and public speaking skills.

# for Use of Content Checklist

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

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

Definitions for the level of teacher instruction:

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

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

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

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

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

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

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

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

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

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

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

	<b>Standard/Benchmark</b>	<b>6</b>	<b>7</b>	<b>8</b>
LA __2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.		
LA __2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA __2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, select and narrow an appropriate topic, and synthesize information. I, D	D, M	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answers questions, and synthesize information. I, D
LA __2.1.b	Generate representations of ideas.	Generate a draft and publish that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. D	D, M	Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. I, D
LA __2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. I, D	D	D
LA __2.1.d	Compose grammatically correct sentences.	Compose paragraphs with grammatically correct *(correct capitalization including references to God, punctuation, spelling, indentation, usage), simple, compound, and complex sentences of varying length and complexity. I, D	D, M	Apply standard rules of grammar and paragraph formation, including parallel structure and subordination. I, D

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

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

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

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

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

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

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

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

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

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

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

