

Oneness-Family School - Sixth - Eighth Grade - Language Benchmarks  
*Academy: Reading & Writing, Grammar & Language Studies*

| <b>LANGUAGE</b>  |   |  |
|--|---|--|
| <b>Sixth Grade</b>   | <b>Seventh Grade</b>  | <b>Eighth Grade</b>  |
| <p><b>Reading Comprehension</b></p> <p>Can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>Can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Can determine and state evidence that confirms the important ideas and messages of a text.</p> <p>Can identify evidence to suggest logically what might be true about setting, characters, plot, etc.</p> <p>Can provide a summary of the text distinct from personal opinions or judgments.</p> <p>Can use significant details of characterization and/or plot</p> | <p><b>Reading Comprehension</b></p> <p>Can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>Can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Can determine and state multiple pieces of evidence that confirms the important ideas and messages of a text.</p> <p>Can identify multiple pieces of evidence to suggest logically what might be true about the characters, setting, plot, etc.</p> <p>Can provide an objective summary of a text.</p> <p>Can track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text.</p> | <p><b>Reading Comprehension</b></p> <p>Can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>Can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Can determine, select, and state the piece of evidence, from among several pieces of evidence that confirms the meaning of a text.</p> <p>Can identify, from among multiple pieces of evidence, the strongest piece of evidence that suggests logically what might be true about the characters, setting, plot, etc.</p> <p>Can provide an objective summary of a text.</p> |

|   |  |  |
|---|--|--|
| <p>development, repeated words, ideas, and/or symbols as clues to theme.</p> <p>Can present details to accentuate support of main ideas or themes.</p> <p>Can paraphrase significant events or details from a text.</p> <p>Can state or compose a summary that includes events from the beginning, middle, and end of a text.</p> <p>Can describe how a particular plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Can apply the basic elements of plot structure in a description of a story's plot.</p> <p>Can apply the elements of characterization in a description of character development.</p> | <p>Can paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.</p> <p>Can examine and discuss the basic elements of plot structure and characterization.</p> | <p>Can determine the interaction among characters, setting, and plot through a text.</p> <p>Can examine what a character in a story thinks, says, or does.</p>   |
| <p><b>Literary Analysis</b></p> <p>Can determine a theme or central idea of a text and how it is conveyed through particular details.</p>   | <p><b>Literary Analysis</b></p> <p>Can determine a theme or central idea of a text and analyze its development over the course of a text.</p> <p>Can use significant details of character and plot development, repeated words,</p>  | <p><b>Literary Analysis</b></p> <p>Can determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting, and plot.</p> |

|   |   |  |
|---|---|--|
| <p>Can connect conclusions about character/s, plot, and/or symbols to determine theme.</p> <p>Can examine an author's word choice as an indicator of tone.</p> <p>Can analyze the impact of a specific word choice on meaning and tone.</p> <p>Can 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.</p> <p>Can demonstrate understanding of the structure of novels, dramas, &amp; poetry.</p> <p>Can determine how the particular parts of a text relate to each other to form a complete structure.</p> <p>Can connect details of literary structures and elements to determine how they work together to form or advance plot, setting, and theme of a text.</p> <p>Can determine how theme is relayed through particular details in a literary text.</p> <p>Can explain how an author develops the point of view of the narrator or speaker in a text.</p> | <p>ideas, and/or symbols to formulate a theme.</p> <p>Can analyze how particular elements of a story interact (e.g. how setting shapes the characters or plot).</p> <p>Can make connections between or among elements of plot structure and characters to determine their effect upon each other.</p> <p>Can examine an author's purpose in using sound elements of words.</p> <p>Can 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.</p> <p>Can analyze how a poem's form contributes to its meaning.</p> <p>Can examine how the parts of poetic forms connect to other parts of the text to clarify meaning.</p> <p>Can analyze how elements of a literary text interact.</p> <p>Can use evidence from literary texts to support analysis poem's form or structure.</p> | <p>Can examine the interaction of characters, setting, and plot to express a theme.</p> <p>Can analyze how particular line of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Can connect how a character's speech, thoughts, or actions cause movement within the plot.</p> <p>Can show how a character's speech of thoughts reflect the traits a character displays.</p> <p>Can interpret analogies and literary allusions as ways to construct meaning in a literary text.</p> <p>Can analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Can 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.</p> <p>Can demonstrate an understanding of literary style.</p> |
|---|---|--|

|   |   |  |
|---|---|--|
| <p>Can apply knowledge of the different types of point of view to a text.</p> <p>Can determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns.</p>  | <p>Can examine how poetic forms help clarify or fulfill an author’s purpose.</p> <p>Can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Can apply knowledge of point of view and characterization to determine multiple narrators.</p> <p>Can explain how multiple narrators are alike and different.</p> <p>Can examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a text.</p> | <p>Can explain how the structures of multiple texts are alike and different.</p> <p>Can examine the purpose of the structure and how the structure of a text influences the way a text is written.</p> <p>Can use evidence from texts to support a comparative analysis of text structures.</p> <p>Can 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.</p> <p>Can demonstrate knowledge of mood.</p> <p>Can explain how shared or opposing points of view between a reader and character can generate a specific mood.</p> |
| <p><b>Writing</b></p> <p>Can write routinely over extended time frames (time for research, reflect, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p><b>Writing</b></p> <p>Can write routinely over extended time frames (time for research, reflect, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Can follow the writing process from brainstorming through revision for</p>   | <p><b>Writing</b></p> <p>Can write routinely over extended time frames (time for research, reflect, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Can follow the writing process from brainstorming through revision for</p>  |

|  |   |   |
|--|---|---|
| <p>Can follow the writing process from brainstorming through revision for personal narrative writing.</p> <p>With guidance and support, can produce writing in which the development and organization are appropriate to task and purpose.</p> <p>Can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Can introduce a claim and organize the reasons and evidence clearly.</p> <p>Can apply academic vocabulary to express relationships precisely.</p> <p>Can identify elements that distinguish formal from informal writing.</p> | <p>personal narrative writing and informational writing.</p> <p>Can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Can introduce a claim, acknowledge alternative claims, and organize the reasons and evidence logically.</p> <p>Can apply academic vocabulary to express relationships precisely.</p> <p>Can identify elements that distinguish formal from informal writing.</p> | <p>personal narrative writing, informational writing, and persuasive writing.</p> <p>Can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Can introduce a claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Can apply academic vocabulary to express relationships precisely.</p> <p>Can identify elements that distinguish formal from informal writing.</p> |
| <p><b>Research</b></p> <p>Can show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.</p> <p>Can develop a topic with relevant facts, definitions, concrete details, quotations, and other examples.</p>   | <p><b>Research</b></p> <p>Can show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.</p> <p>Can develop a topic with relevant facts, definitions, concrete details, quotations, and other examples.</p>  | <p><b>Research</b></p> <p>Can show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.</p> <p>Can develop a topic with relevant, well-chosen facts, definitions, concrete details, and other examples.</p>   |

|   |   |  |
|---|---|--|
| <p>Can locate and evaluate sources for reliability to select evidence.</p> <p>Can gather information about a topic from a variety of reliable print and digital resources.</p> <p>Can determine the most appropriate information gathered from a variety of reliable sources.</p> <p>Can consult print or digital reference materials to clarify the precise meaning of a word.</p> <p>Can conduct short research projects to answer a question, drawing on several sources.</p> <p>Can 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.</p> | <p>Can use an established procedure to determine the accuracy of sources.</p> <p>Can gather information about a topic and compare and contrast that information from a variety of reliable print and digital resources.</p> <p>Can determine the most appropriate information gathered from a variety of reliable sources.</p> <p>Can consult print or digital reference materials to clarify the precise meaning of a word.</p> <p>Can conduct short research projects to answer a question, drawing on several sources, and generating additional questions for further research and investigation.</p> <p>Can gather relevant information from print and digital sources using effective search terms; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>Can use an established procedure to determine the accuracy of sources.</p> <p>Can gather information about a topic and evaluate that information from a variety of reliable print and digital resources.</p> <p>Can determine the most effective information gathered from a variety of reliable sources.</p> <p>Can consult print or digital reference materials to clarify the precise meaning of a word.</p> <p>Can conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Can gather relevant information from print and digital sources using effective search terms; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> |
|---|---|--|

|   |   |  |
|---|---|--|
| <p><b>Grammar</b></p> <p>Can distinguish singular and plural nouns including possessive and collective nouns.</p> <p>Can identify abstract and concrete nouns.</p> <p>Can determine the function of nouns including as: predicate nominatives, direct and indirect objects, objects of prepositions, and appositives.</p> <p>Can classify adjectives as descriptive or limiting.</p> <p>Can correctly use the comparative and superlative degrees of both regular and irregular adjectives.</p> <p>Can identify predicate adjectives.</p> <p>Can classify the function of an adverb as time, place, or manner.</p> <p>Can correctly use easily confused verb pairs (i.e. lay/lie) in sentences.</p> <p>Can distinguish between action and linking verbs; active and passive verbs; transitive and intransitive verbs.</p> <p>Can identify simple verb tenses.</p> | <p><b>Grammar</b></p> <p>Can diagram sentences containing adjective and adverb modifiers, predicate adjectives and predicate nominatives, direct and indirect objects, appositives, and prepositional phrases.</p> <p>Can identify and correct errors in writing including content errors by inserting, modifying, or deleting punctuation marks, capitals, and single words.</p> | <p><b>Grammar</b></p> <p>Can diagram sentences containing prepositional phrases, participial phrases, appositive phrases, gerund phrases, infinitive phrases, noun clauses, and adjective and adverb clauses.</p> <p>Can identify and correct errors in writing including content errors by inserting, modifying, or deleting punctuation marks, capitals, and single words.</p> |
|---|---|--|

|   |  |  |
|---|--|--|
| <p>Can write sentences with proper subject/verb agreement.</p> <p>Can recognize and correct double negatives.</p> <p>Can identify prepositional phrases and participial phrases and can determine their function as an adjective or adverb.</p> <p>Can identify interjections and conjunctions.</p> <p>Can identify infinitive phrases and gerund phrases and can determine their function in a sentence.</p> <p>Can identify and correct misplaced and dangling modifiers.</p> <p>Can find and correct grammatical and punctuation errors in other's writing.</p> <p>Can use commas, semi-colons, colons, hyphens, dashes, apostrophes, italics, quotations marks, and parentheses correctly in a sentence and in a longer piece of writing:</p> |  |  |
|---|--|--|



|   |   |   |
|---|---|---|
| <p><b>Vocabulary</b></p> <p>Demonstrates mastery of approximately 200 new vocabulary words.</p> <p>Can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> | <p><b>Vocabulary</b></p> <p>Demonstrates mastery of approximately 100 Greek and Latin word elements.</p> <p>Demonstrates mastery of approximately 300 new vocabulary words.</p> <p>Can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> | <p><b>Vocabulary</b></p> <p>Demonstrates mastery of approximately 100 new Greek and Latin word elements.</p> <p>Demonstrates mastery of approximately 300 new vocabulary words.</p> <p>Can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> |
|---|---|---|