

EIGHTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.8.1](#) Discover the truth, beauty, and goodness in the world by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[R.8.2](#) While searching for truth, beauty, and goodness in the world, determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, to the characters, setting, and plot; provide an objective summary, including the Catholic view of the text/parable

[R.8.3](#) Analyze how particular lines of dialogue or incidents in a story (especially in the lives of the saints) or drama propel the action, reveal aspects of a character, or provoke a decision and how a text makes connections among and distinctions between individuals, ideas, or events, through comparisons, analogies, or categories

[R.8.4](#) Discover the Truth, beauty and goodness in the world by determining the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

[R.8.5a](#) Analyze in detail the structure of a specific paragraph in a text, (scripture) including the role of particular sentences in developing and refining a key concept

[R.8.5b](#) Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.

[R.8.6a](#) Determine an author's point of view or purpose in a text or scripture

[R.8.6b](#) Analyze how the author acknowledges and responds to conflicting evidence or viewpoints

[R.8.6.c](#) Analyze how differences in the points of view of the characters and the audience or reader (created through the use of dramatic irony) create such effects as suspense or humor.

[R.8.7](#) Evaluate the advantages and disadvantages of using different media to present a particular topic or idea and analyze the extent to which any religious 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.

[R.8.8a](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient

R.8.8b Recognize when irrelevant evidence is introduced or contrary to Church teaching.

R.8.9 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.

R.8.10 By the end of the year, read and comprehend literature, including scripture, stories, dramas, poems and literature about religious figures, at the high end of grades 6–8 text complexity band independently and proficiently.

Language Standards

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including any written material in religion.

L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b Form and use verbs in the active and passive voice.

L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b Use an ellipsis to indicate an omission.

L.8.2c Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies, including vocabulary related to the Mass, such as: pyx, sanctuary, nave, tabernacle, ambo, etc.

L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

(EXAMPLE: Discuss how knowing the context of scripture readings aids in understanding of difficult language.)

L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: precede, recede, secede), especially religious words.

L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, Catechism, Bible), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary, Bible, or Catechism.

[L.8.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including those used in scripture.

L.8.5a Interpret figures of speech, such as verbal irony and puns in context, including metaphors made in the parables.

L.8.5b Use the relationship between particular words to better understand each of the words, cross-referencing like passages in each gospel.

L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: bullheaded, willful, firm, persistent, resolute; "the eye of the needle" in Jesus' parable).

[L.8.6](#) Acquire and use accurately grade-appropriate general academic, religious, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards

[W.8.1 W82](#) Considering the teachings of Jesus, write arguments to support claims with clear reasons and relevant evidence

W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d Establish and maintain a formal style.

W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

[W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content including scripture.

W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e Establish and maintain a formal style.

W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

[W. 8.3](#) With the teaching of Jesus as inspiration write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (EXAMPLE Compare the lives of the saints to our own lives or the lives of others.)

W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

[W. 8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W. 8.5](#) 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.

[W. 8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[W. 8.7](#) 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.

[W. 8.8](#) 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.

[W. 8.9](#) Draw evidence from literary or informational texts, including the Bible, to support analysis, reflection, and research.

W.8.9a Apply grade 8 reading standards to literature (EXAMPLE: 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).

W.8.9b Apply grade 8 reading standards to literary nonfiction (EXAMPLE: 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).

[W. 8.10](#) 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.

Speaking and Listening Standards

[SL.8.1](#) Discover the Truth, beauty and goodness in the world engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, including theological issues, building on others' ideas and expressing one's own ideas clearly.

SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8. 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8. 1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

[SL. 8.2](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation, looking especially for religious bias.

[SL. 8.3](#) Keeping in mind the Catholic worldview delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (EXAMPLE: the speakers at a pro-life forum)

[SL. 8.4](#) 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 (EXAMPLE: saint presentations).

[SL. 8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

[SL. 8.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. See grade 8 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations, including appropriate speech for readings at Mass, the Psalms, universal prayers of the Church, etc.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	EIGHTH GRADE
SCRIPTURE	
<i>All bitterness, fury, anger, shouting, and reviling must be removed from you, along with all malice.[And] be kind to one another, compassionate, forgiving one another as God has forgiven you in Christ. Ephesians 4:31-32</i>	
STANDARD	
R.8.1 Discover the truth, beauty, and goodness in the world by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
EXAMPLES OF TEXT	
Scripture , Prayers , Parables , Mysteries of the Rosary , Daily Mass Readings , 8th Grade Saints studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my evidence measure up to God’s plan or expectations? • How does my evidence reveal God’s graciousness, presence, and transcendence? • How does prior knowledge and selection of textual evidence deepen comprehension of text? (ie reading the Mass readings in advance of Mass) • How do I use textual evidence to support my analysis of what the text says explicitly as well as inferences drawn from the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	EIGHTH GRADE
SCRIPTURE	
<i>Jesus replied to them, now the hour has come for the Son of man to be glorified. John 12:23</i>	
STANDARD	
R.8.2 While searching for truth, beauty, and goodness in the world, determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, to the characters, setting, and plot; provide an objective summary, including the Catholic view of the text/parable	
EXAMPLES OF TEXT	
Parables , Scripture , Biographies of Saints , Daily Mass Readings , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the theme of a text contribute to strengthening one’s moral character, worldview, and virtue? • What is the established relationship between theme in literature, and supplemental literary elements: characters, setting, and plot? • In what way can summarizing literature establish an overall understanding of literary aspects within a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	EIGHTH GRADE
SCRIPTURE	
<i>Rejoice in the Lord always. I shall say it again: rejoice! Your kindness should be known to all. The Lord is near.</i> Philippians 4: 4-5	
STANDARD	
R.8.3 Analyze how particular lines of dialogue or incidents in a story (especially in the lives of the saints) or drama propel the action, reveal aspects of a character, or provoke a decision and how a text makes connections among and distinctions between individuals, ideas, or events, through comparisons, analogies, or categories	
EXAMPLES OF TEXT	
Scripture , Biographies about Saints , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the analysis of dialogue between characters provoke a deeper understanding of text and literary elements? • How do individual ideas influence others and events? (Consider how it relates to Church history and the lives of the saints.) • How is the character beautiful, truthful, or good compared to the other characters in the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	EIGHTH GRADE
SCRIPTURE	
The Beatitudes Matthew 5:3-12	
STANDARD	
R.8.4 Discover the Truth, beauty and goodness in the world by determining the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
EXAMPLES OF TEXT	
Scripture , Biographies about Saints , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the skill of recognition of the use of text/language allow one to be an effective communicator of faith? • In what ways does the selected vocabulary within text enrich the experience and understanding of literature? • How do literary devices affect meaning in a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	EIGHTH GRADE
SCRIPTURE	
<i>So faith, hope, love remain, these three; but the greatest of these is love.</i> Love 1 Corinthians, Chapter 13	
STANDARD	
R.8.5a Analyze in detail the structure of a specific paragraph in a text, (scripture) including the role of particular sentences in developing and refining a key concept	
R.8.5b Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	
EXAMPLES OF TEXT	
Scripture , Prayers , Parables , Mysteries of the Rosary , Daily Mass Readings , 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does comparing and contrasting text structure assist in deciphering meaning and style? • How does the structure of a piece of text reveal what is beautiful, truthful, or good and contribute to meaningful comprehension? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	EIGHTH GRADE
SCRIPTURE	
<i>Since many have undertaken to compile a narrative of the events that have been fulfilled among us, just as those who were eyewitnesses from the beginning and ministers of the word have handed them down to us, I too have decided, after investigating everything accurately anew, to write it down in an orderly sequence for you, most excellent Theophilus, so that you may realize the certainty of the teachings you have received.</i> Luke 1:1-4	
STANDARD	
R.8.6a Determine an author’s point of view or purpose in a text or scripture	
R.8.6b Analyze how the author acknowledges and responds to conflicting evidence or viewpoints	
R.8.6.c Analyze how differences in the points of view of the characters and the audience or reader (created through the use of dramatic irony) create such effects as suspense or humor.	
EXAMPLES OF TEXT	
Scripture , Prayers , Daily Mass Readings , 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	

Essential Questions

- In what ways do multiple points of view create dramatic effects in literature and scripture?
- In what ways do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?
- In what way can point of view change the message of a story?

Activities

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

EIGHTH GRADE

SCRIPTURE

Keep yourselves in the love of God and wait for the mercy of our Lord Jesus Christ that leads to eternal life. Jude 1:21

STANDARD

R.8.7 Evaluate the advantages and disadvantages of using different media to present a particular topic or idea and analyze the extent to which any religious 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.

EXAMPLES OF TEXT

[Scripture Daily Mass readings](#), [8th Grade Saint](#) studies with which there is a personal connection or devotion, [Literature](#) reflecting Catholic morals/values,

Essential Questions

- In what way does the evaluation of acting and directorial choices influence filmed or live story production?
- What are the advantages/disadvantages of using different mediums to present a particular topic or idea and increase understanding of the audience?

Activities

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

EIGHTH GRADE

SCRIPTURE

All scripture is inspired by God and useful for refuting error, for guiding people's lives and teaching them to be upright.

This is how someone who is dedicated to God becomes fully equipped and ready for any good work. 2 Timothy 3: 16-17

STANDARD

R.8.8a Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient

R.8.8b Recognize when irrelevant evidence is introduced or contrary to Church teaching.

EXAMPLES OF TEXT

<p>Scripture Daily Mass Reading, Eighth Grade Saints biographies, Literature reflecting Catholic morals/values,</p>
<p>Essential Questions</p>
<ul style="list-style-type: none"> In what ways can a reader determine whether an author’s reasoning is sound and evidence is sufficient to support the intended meaning?
<p>Activities</p>

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<p><i>Trust in the Lord with all your heart, and do not rely on your own insight. In all your ways acknowledge him, and he will make straight your paths.</i> Proverbs 3:5-6</p>	
STANDARD	
<p>R.8.9 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.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Daily Mass Readings, 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values</p>	
<p>Essential Questions</p>	
<ul style="list-style-type: none"> In what way does the comparison of a modern work of fiction to the original text expand the reader’s understanding of the author’s intent. 	
<p>Activities</p>	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	EIGHTH GRADE
SCRIPTURE	
<p><i>Thy word is a lamp to my feet and a light to my path.</i> Psalm 119:105</p>	
STANDARD	
<p>R.8.10 By the end of the year, read and comprehend literature, including scripture, stories, dramas, poems and literature about religious figures, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Daily Mass Readings, 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values</p>	
<p>Essential Questions</p>	
<ul style="list-style-type: none"> How does reading deepen your relationship with Jesus and allow you to communicate faith? Why is reading important? Why is it important to read a variety of literary forms in Scripture to reveal the truth, beauty, 	

and goodness of your relationship with Jesus?

[Activities](#)

Language Standards

Conventions of Standard English

EIGHTH GRADE

SCRIPTURE

Love does not delight in evil but rejoices with the truth. 1 Corinthians 13:6

STANDARD

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including any written material in religion.

L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b Form and use verbs in the active and passive voice.

L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

EXAMPLES OF TEXT

[Scripture](#)

Essential Questions

- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?
- How do voice and intonation affect the message being communicated?
- To what extent do the rules of language affect communication?
- To what extent does the complexity of a sentence impact written communication?
- Why is it important to have command of standard English conventions?
- How do I determine the meaning of an unfamiliar word or usage?

[Activities](#)

Language Standards

Conventions of Standard English

EIGHTH GRADE

SCRIPTURE

But Jesus said, Let the little children come to me. Don't stop them, because the kingdom of heaven belongs to people that are like these children.

Matthew 19:14

STANDARD

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b Use an ellipsis to indicate an omission.

L.8.2c Spell correctly.

EXAMPLES OF TEXT

[Scripture](#)

Essential Questions

- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith?
- Why is it important to have command of standard English conventions?
- How do I determine the meaning of an unfamiliar word or usage particularly in biblical text ?

[Activities](#)

Language Standards

Knowledge of Language

EIGHTH GRADE

SCRIPTURE

Upon this rock, I will build my church. Matthew 16:18

STANDARD

L. 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

EXAMPLES OF TEXT

[Daily Mass Readings](#), [Scripture](#)

Essential Questions

- How do voice, intonation, and mood affect the message being communicated?
- How do I determine the meaning of an unfamiliar word or usage, particularly biblical text ?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith?

[Activities](#)

Language Standards

Vocabulary Acquisition and Use

EIGHTH GRADE

SCRIPTURE

Your word is a lamp to my feet and a light for my path. Psalm 119:105

STANDARD

L. 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies, including vocabulary related to the Mass, such as: pyx, sanctuary, nave, tabernacle, ambo, etc.

L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

(EXAMPLE: Discuss how knowing the context of scripture readings aids in understanding of difficult language.)

L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the

<p>meaning of a word (EXAMPLES: precede, recede, secede), especially religious words.</p> <p>L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, Catechism, Bible), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary, Bible, or Catechism.</p>
EXAMPLES OF TEXT
Daily Mass Readings, Scripture
Essential Questions
<ul style="list-style-type: none"> • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith? • To what extent does knowledge of etymology enlarge the scope of one’s vocabulary? • How does knowledge of language assist in drawing multiple meanings of words and phrases?
Activities

Language Standards	
Vocabulary Acquisition and Use	EIGHTH GRADE
SCRIPTURE	
<i>If we tell God our sins, he will forgive us and make us clean again. 1 John 1:9</i>	
STANDARD	
<p>L. 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including those used in scripture.</p> <p>L.8.5a Interpret figures of speech, such as verbal irony and puns in context, including metaphors made in the parables.</p> <p>L.8.5b Use the relationship between particular words to better understand each of the words, cross-referencing like passages in each gospel.</p> <p>L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: bullheaded, willful, firm, persistent, resolute; "the eye of the needle" in Jesus' parable).</p>	
EXAMPLES OF TEXT	
Scripture Daily Mass Readings , Parables	
Essential Questions	
<ul style="list-style-type: none"> • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith? • In what way is figurative language important to written creativity? 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	EIGHTH GRADE
SCRIPTURE	

So they went into the ark to Noah, by twos of all flesh in which was the breath of life. Those that entered, male and female of all flesh, entered as God had commanded him; and the Lord closed it behind him. Genesis 7:15-16

STANDARD

L 8.6 Acquire and use accurately grade-appropriate general academic, religious, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXAMPLES OF TEXT

[Daily Mass Readings](#), [Parables](#), [Scripture](#)

Essential Questions

- In what way does word choice affect one’s intended message?
- How does the depth of vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith?

[Activities](#)

Writing Standards

Text Types and Purposes

EIGHTH GRADE

SCRIPTURE

Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. Matthew 7:7

STANDARD

W.8.1 Considering the teachings of Jesus, write arguments to support claims with clear reasons and relevant evidence

W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d Establish and maintain a formal style.

W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

EXAMPLES OF TEXT

[Scripture](#), [Fruits of the Holy Spirit](#)

Essential Questions

- How will the skill of creating logical, non-emotional arguments allow one to defend faith?
- Why is it important to have strong evidence to make a logical, non-emotional argument?
- In what way is word choice valuable in presenting your point of view?

[Activities](#)

Writing Standards

Text Types and Purposes	EIGHTH GRADE
SCRIPTURE	
<i>Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.</i> Matthew 7:7	
STANDARD	
W. 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content including scripture.	
W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.8.2e Establish and maintain a formal style.	
W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	
EXAMPLES OF TEXT	
Scripture , Lives of the Saints , Church History Text	
Essential Questions	
<ul style="list-style-type: none"> • How does the Church use precise language to communicate doctrine and morality? • How does one determine relevant content to support a concrete idea? • In what way is precise language necessary in helping to establish and maintain a formal style? 	
Activities	

Writing Standards	
Text Types and Purposes	EIGHTH GRADE
SCRIPTURE	
<i>Remember those who led you, who spoke the word of God to you; and considering the result of their conduct, imitate their faith.</i> Hebrews 13:7	
STANDARD	
W. 8.3 With the teaching of Jesus as inspiration write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (EXAMPLE Compare the lives of the saints to our own lives or the lives of others.)	
W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection,	

to develop experiences, events, and/or characters.

W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

EXAMPLES OF TEXT

[8th Grade Saint Studies](#), [Scripture](#)

Essential Questions

- How did the Scripture authors use figurative/ imaginative language when communicating a relationship with God?
- How does point of view affect the direction a story will take?
- In what way is it important to use imagination when creating a narrative text?
- In what way is precise and vivid language necessary to create narrative texts?

[Activities](#)

Writing Standards

Production and Distribution of Writing

EIGHTH GRADE

SCRIPTURE

I can do all things through him who strengthens me. Philippians 4:13

STANDARD

W. 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXAMPLES OF TEXT

Essential Questions

- How do regular, varied writing opportunities make you a stronger writer and give you opportunities to share your character and relationship with Jesus?
- How does the self revision process affect the final product?
- How do writers select the genre of writing for a specific purpose and audience, specifically biblical authors?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?

[Activities](#)

Writing Standards

Production and Distribution of Writing

EIGHTH GRADE

SCRIPTURE

<i>We love because he first loved us.</i> 1 John 4:19
STANDARD
W. 8.5 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.
EXAMPLES OF TEXT
Essential Questions
<ul style="list-style-type: none"> • How does the skill of revising, editing, and rewriting allow one to gain personal/spiritual conversion? • How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith? • In what way is peer and adult revision necessary in contributing to the final product? • How does point of view affect a particular writing piece to make it unique from another writer’s perspective? • How do essential components of the writing process guide writers in the communication of ideas? • How does the selection of resources impact the quality and validity of the research process and product?
<u>Activities</u>

Writing Standards	
Production and Distribution of Writing	EIGHTH GRADE
SCRIPTURE	
<i>We love because he first loved us.</i> 1 John 4:19	
STANDARD	
W. 8.6 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.	
EXAMPLES OF TEXT	
Church History text, <u>Lives of the Saints</u> , <u>Scripture</u>	
Essential Questions	
<ul style="list-style-type: none"> • How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith? • Why is technology a necessary tool to enhance the appearance of the final product? • How do essential components of the writing process guide writers in the communication of ideas? • How does the selection of resources impact the quality and validity of the research process and product? 	
<u>Activities</u>	

Writing Standards

Research to Build and Present Knowledge	EIGHTH GRADE
SCRIPTURE	
<i>I am the good shepherd, and I know My own and My own know Me, even as the Father knows Me and I know the Father; and I lay down My life for the sheep. John 10</i>	
STANDARD	
W. 8.7 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.	
EXAMPLES OF TEXT	
8th Grade Saint Studies, Church History text and related research materials, Scripture , YouCat/CCC	
Essential Questions	
<ul style="list-style-type: none"> • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • Why is it important to draw information from several sources when conducting a short research project? • How does the selection of resources impact the quality and validity of the research process and product? • How does research guide students to focus their ideas on a specific topic and support them in their ability to make firm statements regarding faith? • How do essential components of the writing process guide writers in the communication of ideas? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	EIGHTH GRADE
SCRIPTURE	
<i>I will fetch my knowledge from afar, And I will ascribe righteousness to my Maker. Job 36:3</i>	
STANDARD	
W. 8.8 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.	
EXAMPLES OF TEXT	
8th Grade Saint Studies, Church History text and research materials	
Essential Questions	
<ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and express your faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • When is it more effective to quote or to paraphrase, and how will the skill of effective paraphrasing and use of credible resources allow one to become a credible witness of faith? • Why is following a universal format for citation important? 	

- How does research guide students to focus their ideas on a specific topic?
- How does the selection of resources impact the quality and validity of the research process and product?

[Activities](#)

Writing Standards	
Research to Build and Present Knowledge	EIGHTH GRADE
SCRIPTURE	
<i>Therefore we ought to support such men, so that we may be fellow workers with the truth.</i> 3 John 1:8	
STANDARD	
<p>W. 8.9 Draw evidence from literary or informational texts, including the Bible, to support analysis, reflection, and research.</p> <p>W.8.9a Apply grade 8 reading standards to literature (EXAMPLE: 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).</p> <p>W.8.9b Apply grade 8 reading standards to literary nonfiction (EXAMPLE: 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).</p>	
EXAMPLES OF TEXT	
Daily Mass Readings , Scripture , Lives of the Saints stories, Church History text, Religious periodicals	
Essential Questions	
<ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and better communicator of your faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • Why is evidence important when generating responses to different reading genres? • How can evidence support claims in fiction and nonfiction writing? • Why is following a universal format for citation important? • How does research guide students to focus their ideas on a specific topic? 	
Activities	

Writing Standards	
Range of Writing	EIGHTH GRADE
SCRIPTURE	
<i>My words are from the uprightness of my heart, And my lips speak knowledge sincerely.</i> Job 33:3	

STANDARD	
W. 8.10 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.	
EXAMPLES OF TEXT	
Scripture	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and their faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • How does regular writing, reflecting, and editing allow one to develop a personal prayer, reflection, and relationship with the person of Jesus? • Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer? • Why is it important to periodically reflect on your own piece of writing? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	EIGHTH GRADE
SCRIPTURE	
<i>Thus says the LORD, the God of Israel, 'Write all the words which I have spoken to you in a book.</i> Jeremiah 30:2	
STANDARD	
<p>SL.8.1 Discover the Truth, beauty and goodness in the world engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, including theological issues, building on others' ideas and expressing one's own ideas clearly.</p> <p>SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8. 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8. 1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
EXAMPLES OF TEXT	
Daily Mass Readings	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How does development of conversation and discussion allow one to express faith and develop a personal relationship with the person of Jesus? 	

- To what extent can a conversation affect change?
- Why is discussion important to consensus building?
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

[Activities](#)

Speaking and Listening Standards	
Comprehension and Collaboration	EIGHTH GRADE
SCRIPTURE	
<i>Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person. Colossians 4:6</i>	
STANDARD	
SL. 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation, looking especially for religious bias.	
EXAMPLES OF TEXT	
<u>Daily Mass Readings</u>	
Essential Questions	
<ul style="list-style-type: none"> • How does development of communication allow one to express faith? • To what extent does the message of the media affect an audience? • How can supporting details contribute to the speaker’s message? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension and Collaboration	EIGHTH GRADE
SCRIPTURE	
<i>For where two or three have gathered together in My name, I am there in their midst. Matthew 18:20</i>	
STANDARD	
SL. 8.3 Keeping in mind the Catholic worldview delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (EXAMPLE: the speakers at a pro-life forum)	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How does sound reasoning allow one to defend one’s faith? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? 	

- How do I adapt my communication to different purposes and audiences?

[Activities](#)

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<i>Teach me Your way, O LORD; I will walk in Your truth.</i> Psalm 86:11	
STANDARD	
SL. 8.4 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 (EXAMPLE: saint presentations).	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How did Jesus adapt his communication to reach his audience? • How did the saints develop communication to influence the people of the time and us today? • How does an understanding of communication skills allow one to express faith? • In what ways do we use persuasion to express our point of view? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<i>Through him all things were made; without him nothing was made that has been made.</i> John 1:3	
STANDARD	
SL. 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • What are the pros and cons of using technology to clarify and/or enhance information? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? • How does a visual aid enhance communication and make evident what is being communicated? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<i>And He spoke to them at length in parables... Matthew 13:3</i>	
STANDARD	
SL. 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. See grade 8 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations, including appropriate speech for readings at Mass, the Psalms, universal prayers of the Church, etc.	
EXAMPLES OF TEXT	
Daily Mass Readings	
Essential Questions	
<ul style="list-style-type: none"> • How will command of formal English allow one to express faith? • Why is it important to adapt speech for a target audience? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? • How do I determine when to use formal language or informal language to communicate a message? 	
Activities	

Scripture

Acts of the Apostles Primacy of Peter; Matthew 16:13-19

Fruits of the Holy Spirit; Gal. 5:22-23

Gifts of the Holy Spirit; Isaiah 11:2-3

Use of the Gifts of the Holy Spirit; Romans 8:14-16

Beatitudes

Matthew 5:3-12

“Blessed are the poor in spirit,
for theirs is the kingdom of heaven.

Blessed are those who mourn,
for they will be comforted.

Blessed are the meek,
for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness,
for they will be filled.

Blessed are the merciful,
for they will be shown mercy.

Blessed are the pure in heart,
for they will see God.

Blessed are the peacemakers,
for they will be called children of God.

Blessed are those who are persecuted because of righteousness,
for theirs is the kingdom of heaven.

“Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. ¹² Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

Corinthians 13

¹³ If I speak in the tongues^[a] of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. ² If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. ³ If I give all I possess to the poor and give over my body to hardship that I may boast,^[b] but do not have love, I gain nothing.

⁴ Love is patient, love is kind. It does not envy, it does not boast, it is not proud. ⁵ It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. ⁶ Love does not delight in evil but rejoices with the truth. ⁷ It always protects, always trusts, always hopes, always perseveres.

⁸ Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. ⁹ For we know in part and we prophesy in part, ¹⁰ but when completeness comes, what is in part disappears. ¹¹ When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put the ways of childhood behind me. ¹² For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known.

¹³ And now these three remain: faith, hope and love. But the greatest of these is love.

Daily Mass Readings

<http://www.usccb.org/bible/readings/061317.cfm>

Virtues

Virtues as they relate to scripture, catechism and lives of the saints

Theological Virtues: faith, hope, charity

Cardinal Virtues: prudence, justice, fortitude, temperance

Lively Virtues: Chastity, Temperance, Charity, Diligence, Patience, Kindness, Humility

Theology of the Body

Saints

Personal connection and devotions with a specific saint; Personal Confirmation Saint

St. Augustine Ambrose

St. Cyril of Jerusalem

12 Apostles

St. Agnes

St. Benedict

St. Scholastica

St. Thomas Aquinas

St. Catherine of Sienna

St. Angela Merici

St. Dominic

St. Thomas Becket

St. Thomas More

St. Ignatius of Loyola

St. Teresa of Avila

St. Vincent DePaul

St. Louis DeMarillac

St. Junipero Serra

St. Maria Goretti

St. Theresa Lisieux

St. Issac Jogues

St. Teresa Benedicta

St. Maximilian Kolbe

St. Teresa of Calcutta (Mother Teresa)

St. Padre Pio

St. Rose Philippine Duchesne

St. Katherine Drexel

St. John XXIII

St. Pier Giorgio Frassati

Prayers

St. Michael the Archangel

Act of Faith

Act of Hope

Act of Love

Magnificat

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Personal Vocation discernment

Meditation through Scripture

Written reflection/journal

Participates in the Stations of the Cross

Stations of the Cross

Songs

Commandments

All 10 Commandments as they relate to the precepts of the Church.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

Baptism as it relates to Confirmation, See Confirmation Curriculum

Participation in Reconciliation/Eucharist

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9

11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Mysteries of the Rosary

Fruits of the Holy Spirit

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness,
Galatians 5:22

Literature R.8.1

Short Stories

Thank You Ma'am by Langston Hughes

The Two Brothers by Leo Tolstoy

Poems

The Road Not Taken by Robert Frost

The Arrow and the Song by Henry Wadsworth Longfellow

Novels

The Call of the Wild by Jack London

The Long Winter by Laura Ingalls Wilder

Informational Texts

Saint biographies (age appropriate) - see "Eighth Grade Saint Studies)

Literature R.8.2

Novels

Little Women by Alcott

Where the Red Fern Grows by Rawls

Wonder by R.J. Palacio

Short Stories

The Fisherman and His Wife by Grimm

The Gift of the Magi by O'Henry

Informational Texts

Saint biographies (age appropriate) - see "Eighth Grade Saint Studies)

Newsela articles (<https://newsela.com/>)

Literature R.8.3

Novels/Short Stories -

To Kill a Mockingbird by Harper Lee

The Outsiders by S.E. Hinton

The Necklace by Guy de Maupassant

Study the seasons, saints, and celebrations during the liturgical year as laid out in the yearly liturgical calendar.

Literature R.8.4

The following suggestions could be used to support students in determining how word choice impacts the reader.

Prayers:

Hail, Holy Queen

Memorare

Prayers of Thanksgiving

Personal Petitions

The Ten Commandments - especially the 5th, 6th, and 9th Commandments as they relate to human dignity.

Poems:

Jabberwocky by Lewis Carroll

I Sing the Battle by Harry Kemp

The Dawn's Awakening! by Otto Leland Bohanan (Great while teaching the Harlem Renaissance.).

Additional suggestions:

The People Could Fly by Virginia Hamilton

Where the Red Fern Grows by Rawls

Literature R.8.5

Poems

Love that Dog by Sharon Creech

Stopping by Woods on a Snowy Evening by Robert Frost

The Red Wheelbarrow by William Carlos Williams

Psalms

Psalm 27
Psalm 127
Psalm 1

Psalm 123

Literature R.8.6

Echo and Narcissus
To Kill a Mockingbird by Harper Lee
The Westing Game by Raskin

Picture Books:

The True Story of the Three Little Pigs by Jon Scieszka
The Day the Crayons Quit by Drew Daywalt

Literature R.8.7

Short Story:

The Monkey's Paw by W.W. Jacobs
The Gift of the Magi by O'Henry

Novels:

Red Badge of Courage by Stephen Crane
To Kill a Mockingbird by Harper Lee

Other suggestions:

Diary of Young Girl by Anne Frank

I Have a Dream speech, Martin Luther King, Jr (Text and video)

Literature R.8.8

Sword of the Spirit: A Beginner's Guide to St. Paul by Christopher Cuddy and Mark Hart
I am Malala by Malala Yousafzia
We Will Not Be Silent : How the White Rose Student Resistance Movement Defied Adolf Hitler by Russell Freedman

Literature R.8.9

The Bronze Bow by Speare
Lilies of the Field by Barrett

The Trumpeter of Krakow by Kelly

The Scarlet Pimpernel by Orczy

Literature R.8.10

The Bronze Bow by Speare

Lilies of the Field by Barrett

The Trumpeter of Krakow by Kelly

The Scarlet Pimpernel by Orczy

Literature L.8.1

Literature L.8.2

Literature L.8.3

Literature L.8.4

Literature L.8.5

Literature L.8.6

Literature W.8.1

Literature W.8.2

Literature W.8.3

Literature W.8.4

Literature W.8.5

Literature W.8.6

Literature W.8.7

Literature W.8.8

Literature W.8.9

Literature W.8.10

Literature SL.8.1

Literature SL.8.2

Literature SL.8.3

Literature SL.8.4

Literature SL.8.5

Literature SL.8.6

Activities R.8.1

The following activities could support students' ability to interpret the relationship between literal and inferential meanings.

- Create a character interview.
- Create a character trait analysis
- Change a major element of the text to show the main character's reaction.
- Rewrite the ending of a story.

Activities R.8.2

The following activities could be used to support students in determining the significance of theme and summarize literature.

- Write a book review (specifics, please)
- Analyze song lyrics, specifically identifying the theme and figurative language.
- Illustrate a story in chronological order
- Create a timeline of events
- Students search for an inspirational quote to define a theme and brainstorm stories, movies, or real life events in which you see this theme played out.
- Use biblical narratives as "case studies" to interpret personal faith, real life issues, and moral dilemmas.

- Post covers of books you have read and ask students to discuss whether or not the theme is evident in the cover.
- Complete a graphic organizer which highlights “the big idea.”
- Conduct a class discussion debating the author’s message.
- Online story-mapping
- Make Connections (Text-to-Self, Text-To-Text, Text-to-World)
- Use movie’s(G-rated) students know today to show the moral or theme (i.e. Pixar short films)

Activities R.8.3

The following activities could be used to support understanding of story elements and provide insight into analyzing lines of dialogue and understanding the progression of a story:

- Develop a comic strip.
- Participate in Reader’s Theater.
- Determine pivotal lines of dialogue that contribute to story development.
- Create a plot diagram using an account of the Passion as the source material.
- Create a character T-Chart using the Prophets as the characters.
- Play “Two Truths and a Lie”

Activities R.8.4

- Encourage students to look for examples of allusions to scripture within all literary works, devotions, sacramentals, persecutions, reformations.
- Read novel excerpts depicting literary devices.
- Change literal language into figurative language in a literary text.
- Write or draw representations of similes.
- Analyze specific words in a prayer to determine *meaning* and *tone*.
- Create a figurative Language Chart depicting examples
- Create an advertisement utilizing figurative language
- Compile a poetry booklet depicting examples of figurative language
- Practice using a thesaurus for word choice
- Create a list of similes for the core virtues.

Activities R.8.5

The following activities could be used to support students ability to determine and recognize various text structures and their importance.

- Study the repetition of a Psalms’ tone
- Compare and contrast how different sections of the Bible also have varying structures that contribute to meaning and style.
- Compare two texts by the same author.

- Comparative study of two text structures.
- Participate in literary centers/circles.
- Compare/Contrast various types of poetry.
- Write song lyrics for a theatrical review.
- Alter a chapter from a selected novel.

Activities R.8.6

Below you will find several activities to support a student's understanding of how point of view and the story's meaning can be influenced by era, historical events and other aspects of time and place.

- Create a script or screenplay
- Participate in Reader's Theater
- Read two accounts of the same experience. Read the synoptic gospels.
- Read and analyze news reports from various perspectives
- Rewrite chapter of a story from a different point of view
- Critique author's point of view by providing a persuasive rebuttal
- Rewrite a fairy tale from the antagonist's point of view

Activities R.8.7

- Analyze clips from movies such as "Passion of Christ," "Last Temptation of Christ," and "Ten Commandments" and discuss how choices a director makes affects interpretation.
- After reading the text and watching Martin Luther King's "I Have a Dream" speech, tie the words of MLK to the Church's teachings on discrimination
- Create a video of a script
- Write a script production
- Compare and contrast film/live production to text

Activities R.8.8

- To assist in meeting this standard, students may:
- discuss written scenarios/ statements in order to uncover flaws in logic
- model annotating argumentative text in order to identify the steps in an argument
- generate evidence for a hypothetical argument
- read as a whole class persuasive essays and discuss while reading
- debate a controversial issue
- create a graphic organizer that shows the links between pieces of information in an argument
- evaluate the logically connect between the above links
- Write a position paper, a type of argument essay, which highlights a claim from the text which speaks to a Catholic perspective.

- 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.
- Select multiple quotes that provide the most sound reasoning to support a claim from the text. Then share your findings with a partner.
- Create an author's point of view cartoon
- Analyze advertising from a magazine or newspaper
- Read aloud an editorial from the local paper and write a letter to the editor
- Map concepts in a web to note new information presented by the author
- Outline text structure

Activities R.8.9

- 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, **especially with issues of morality**
- Examine texts (e.g., newspapers, magazines, news websites, etc) that account potentially divergent viewpoints of a common event
- View an event (e.g., a video of a mock car accident) and have students write exactly what happens. Students will read each others' accounts and look for similarities and differences
- Read accounts of major historical events from multiple sources and compare the differences
- View works of art that depict major events and compare their stylization versus the truth
- Summarize an article in a Twitter style "tweet" (in 140 characters or less)
- Read humorous anecdotes of various events and discuss the techniques the author uses to be humorous.
- Analyze an author's analysis of the foibles of human nature

Activities R.8.10

- Read a variety of nonfiction and fiction pieces to determine which form resonates with them
- Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.

Activities L.8.1

- Identify verbals (gerunds, participles, and infinitives) using different colored highlighter, in an exemplar essay
- Generate verbals (gerunds, participles, and/or) for a Cloze Activity from a passage that students have already read
- Students will engage in a short skit that will demonstrate the same message can be communicated in the active versus the passive voice

- Create a dialogue focusing on verb choice and mood utilizing photographs from periodicals
- Students will identify various moods implied by the titles of passages from a variety of genre than construct alternative titles to indicate change of moods

Activities L.8.2

- Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts)
- Participate in punctuating a teacher selected passage, and compare to the original version

Activities L.8.3

- Engage in the reading of scripture or periodical articles to identify passive and active verbs used; in small collaborative groups, students will draw conclusions about how the verbs are used
- Create a storyboard illustrating the differences between passive and active voice
- Explore how changing social and cultural attitudes (e.g. voice and mood) can change the way a sentence is written

Activities L.8.4

- Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc.
- Construct meaning of words based on context clues provided within the given passage
- Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary)
- Create a podcast to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes
- Collaborate to navigate and explain how to use various reference sites such as Bible or Catechism
- Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes

Activities L.8.5

- Create a skit enacting the meaning of an idiom
- Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side
- Describe sensory details of a particular type of object utilizing specific forms of figurative language
- Explain an artist's application of figurative language within his/her song lyrics

Activities L.8.6

- Collaborate in small groups to use domain specific vocabulary to construct a summary or story
- Create a speech appropriately applying domain specific vocabulary
- Engage in completing concept webs (such as KWHL charts)

Activities W.8.1

- Recognize the Holy Spirit and how He guides us in discovering our vocations. Write an argument piece to support your findings and understanding.
- Write an essay on how the Gifts of the Holy Spirit allow one to bear the Fruits of the Holy Spirit, and live in a culture that supports life.
- Write an argumentative essay that demonstrates ways in which students can respect themselves and others.
- Create an advertisement encouraging people to go to confession.
- Create a script for a commercial using persuasive techniques learned.
- Read a advertisements and locate/highlight persuasive techniques.
- Using historical events such as genocide or health issues such as childhood obesity and smoking to identify the use of propaganda.

“Just so, every good tree bears good fruit, and a rotten tree bears bad fruit. A good tree cannot bear bad fruit, nor can a rotten tree bear good fruit. Every tree that does not bear good fruit will be cut down and thrown into the fire. So by their fruits you will know them.” (Matthew 7:17-20)

Activities W.8.2

- Explain the laws of the Church on marriage, birth control, premarital and extramarital sex, annulment, genetic engineering, and abortion.
- Explain a parable of Jesus using varying transitional words and quotes for elaboration.
- Create a variety of graphic organizers/ outlines to support your topic.
- Compare/contrast an issue (environmental or health) distinguishing relevant information from speculative information.
- Create an explanatory piece within the topic of “Teens for Life.”
- Create an explanatory piece using varying transitional words for elaboration with cohesion and clarity.

Activities W.8.3

- Create a narrative using graphic organizers to list sequence of events during brainstorming stage of the writing process.
- Dissect a current reading piece to identify story elements, thus leading to writing. Use the parables or stories of the prophets as the source material.

- Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs.
- Write a class narrative story (“round-robin style”).
- Create a graphic novel (comic book style).
- Using a graphic organizer, such as a Venn Diagram.

Activities W.8.4

- With the class, create a rubric for grading.
- Write a memoir.
- Identify the structure of a memoir through a published author’s piece.
- Identify a virtue of a culture of life and present to the class.

Activities W.8.5

- Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work.
- In cooperative groups discuss how the peer review process can be applied to personal reflection and deepen a relationship with each other and Christ.

Activities W.8.6

- Internet scavenger hunt on the lives of the saints to become acclimated with surfing the web for credible, supporting information.
- Tutorial practice on keyboarding skills.
- Accurately cite sources using MLA or APA style using a variety of sources including the Bible/YouCat/CCC.
- Use a graphic organizer listing reference sources and personal response to those sources (for example: T-chart, flow chart, etc.).

Activities W.8.7

- Based on research done, expand on a list of questions to write a research paper about a period in Church history.
- Based on research done, expand on a list of questions to write a research paper about the value of modesty, chastity and celibacy in developing a culture of life.
- Based on research done, expand on a list of questions to write a research paper about a saint and their impact on the life of the Church.
- Based on research done, expand on a list of focused questions to be answered throughout the research paper.
- Write a research paper about our a teaching of the Catholic Church.
- Provide students with a list of sources and then have students determine their credibility.

- Perform peer and teacher led conferences to ensure focus is on task.

Activities W.8.8

- Develop a project over the lives of the saints.
- Develop a project over a particular time in Church History.
- Write a responses to problems in issues related to the culture of life.
- Create a bibliography based on a standard format.
- Paraphrase an article to identify a main idea.
- Read an article and place quotes around one essential idea.
- Using the same article, extrapolate a quote and paraphrase.
- Give students a list of footnotes and have them create a bibliography.
- Provide multiple print and digital sources and create a bibliography or work cited page.

Activities W.8.9

- Create a graphic organizer to compare/contrast themes found within modern and traditional texts.
- Create a graphic organizer to compare/contrast themes found within the synoptic gospels.
- List evidence that supports claims found within various forms of texts/genres in response to an open-ended question.
- Using a generated list of universal themes, students will draw connections with specific genres of text.
- Create a graphic organizer to compare attributes/virtues in the lives of the saints.

Activities W.8.10

- Keep a periodic writing journal with teacher driven topics. Include topics of life and reflection on daily Scripture.
- Partake in a self-assessments and peer assessments using the state's rubric as a guide.
- Perform conferences with teacher and peers during revising/editing stage.
- Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio.
- Create a chapter book or children's story.
- Research a topic for relevant facts one of the 21st Century themes, culture of life, or morality.
- During Lent- select a gospel for daily reading and reflecting on the Paschal Mystery.

Activities SL.8.1

- Have conversations about the lives of favorite saints and how the life of the saint can inspire us today. What did they say/do that allows their life to be alive today?
- Review and discuss the Church's response to current events.

- Interview a relative, faculty member, or community leader about their particular occupation or life experiences.
- Develop appropriate questions in order to communicate the intent of the interview
- Participate in a think-pair-share in which the information gathered can be shared with a classmate.
- Participate in a round-table discussion focusing topics such as: current events, literature read in class, environmental concerns, health-related issues.
- Research a relevant 21st century theme (global awareness, environmental literacy, health literacy, civic literacy, financial, economic, business literacy)
- Examine and critique a model of a successful and age appropriate interview. 6. Debate a class initiated topic in order to form an opinion with support garnered from independent research.
- Review the foundational processes involved in public speaking.
- Interview faculty members with a focus on questioning technique
- Develop and craft strong open-ended questions for teachers to answer.
- Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate.
- Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues.
- Examine and critique a model of a successful and age appropriate interview.

Activities SL.8.2

- View or listen to a various media presentations that are meant to persuade (commercials, newspaper editorial, reviews/critiques and/or political cartoons).
- Discuss techniques used to persuade an audience.
- Investigate the use of propaganda in popular media and a global setting.
- Critique a speech presented by a public figure (celebrity, politician, community leader) and examine the motives behind the speaker's presentation.
- View product commercials and identify the main idea and supporting details used to clarify the topic represented in the commercial.
- Ask a life-long Catholic who has made a commitment to service to speak to the class and analyze the main ideas and supporting details presented

Activities SL.8.3

- Critique a round table discussion in order to evaluate the soundness of the reasoning and relevancy of the message or position.
- Critique political debates in order to prepare an original argument for debate.
- Compare and contrast popular social views/arguments on moral living to Catholic Social Teachings and supporting a culture of life.
- Research litigation techniques.

Activities SL.8.4

- Participate in speech exercises relating to volume and pronunciation.
- Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.
- Review elements of persuasion. Use the parables of Jesus as source material to demonstrate elements.
- Identify credible sources for use in support of claims. Work in cooperative groups to review possible topics for presentation.
- Investigate the incorporation of visual aids to enhance one's argument.
- Outline salient points in presenting an argument.

Activities SL.8.5

- Create virtual settings, which include statistics, demographics and geography as evidence to support claims.
- Create charts and visual displays which include statistics, demographics and geography as evidence to support claims.
- Create a visual display using technology to illustrate a period in Church History, a parable of Jesus, or the life of a saint.

Activities SL.8.6

- Identify the difference between informal and formal language usage.
- Demonstrate the use of intonation and the use of active voice.
- Demonstrate the knowledge of task-appropriate vocabulary.
- Design and organize several speeches ranging in a variety of contexts and task.
- Watch public speeches, discussing strengths and weaknesses.
- Read and discuss Jesus' Sermon on the Mount; how does his vocabulary communicate his message.
- Review specific vocabulary used in persuasive speeches, as well as in critiquing.