**Oklahoma English Language Arts**

# Grade 8

Adopted 2021

**Listening and Speaking**

**1. Students will listen and speak effectively in a variety of situations.** LS.1

Listening

1. Actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly. 8.1.L.1
2. Actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective. 8.1.L.2

Speaking

1. Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions 8.1.S.1
2. Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings. 8.1.S.2
3. Give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience. 8.1.S.3

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**Reading and Writing Process**

**b. Students will use a variety of recursive reading and writing processes.** RW.2.B

Reading

1. Summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts. 8.2.R.1
2. Analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres. 8.2.R.2
3. Paraphrase a passage in their own words to demonstrate comprehension. 8.2.R.3

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Writing

1. Routinely and recursively prewrite (e.g., develop ideas and plan). 8.2.W.1
2. Routinely and recursively organize and develop ideas to compose a first draft. 8.2.W.2
3. Routinely and recursively revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety). 8.2.W.3
4. Routinely and recursively edit for correct grammar, usage, and mechanics, using various resources. 8.2.W.4
5. Routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests). 8.2.W.5

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**Critical Reading and Writing**

3. **Students will apply critical thinking skills to reading and writing.** CRW.3

Reading

1. Analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes. 8.3.R.1
2. Evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts. 8.3.R.2
3. Analyze literary elements to support interpretations of a literary text:- setting- plot- characters (i.e., protagonist, antagonist)- characterization- conflict (i.e., internal, external)- point of view (i.e., third person limited and omniscient, second person, and unreliable narrator) 8.3.R.3
4. Analyze literary devices to support interpretations of a text:- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)- sound devices (i.e., onomatopoeia, alliteration)- verbal and situational irony 8.3.R.4
5. Identify literary elements and devices that impact a text's theme, mood, and tone. 8.3.R.5
6. Evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated. 8.3.R.6
7. Analyze how informational text structures support the author's purpose:- compare/contrast- cause/effect- problem/solution- description- sequential 8.3.R.7
8. Compare or contrast two or more texts, providing textual evidence to support their inferences. 8.3.R.8

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Writing

1. Compose narratives reflecting real or imagined experiences that:- include plots involving complex characters resolving conflicts- unfold in chronological or surprising sequence (e.g., flashback and foreshadowing)- include a narrator, precise language, sensory details, and dialogue to enhance the narrative- use sentence variety to create clarity- emulate literary elements and/or literary devices from mentor texts 8.3.W.1
2. Compose informative essays or reports that:- objectively introduce and develop topics- incorporate evidence (e.g., specific facts, details, charts and graphs, data)- maintain an organized structure- use sentence variety and word choice to create clarity- establish and maintain a formal style- emulate literary devices from mentor texts 8.3.W.2
3. Compose argumentative essays that:- introduce precise claims- acknowledge counterclaims- organize claims, counterclaims, and evidence in a logical sequence- provide relevant evidence to develop arguments, using credible sources- use sentence variety and word choice to create clarity- establish and maintain a formal style 8.3.W.3

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**Vocabulary**

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** V.4

Reading

1. Analyze the relationships among synonyms, antonyms, and analogies. 8.4.R.1
2. Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. 8.4.R.2
3. Use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words. 8.4.R.3
4. Use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words. 8.4.R.4

Writing

1. Use precise, grade-level vocabulary in writing to clearly communicate ideas. 8.4.W.1
2. Select language in writing to create a specific effect according to purpose. 8.4.W.2

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**Language**

5. **Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.** L.5

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Reading

1. Recognize active and passive voice and misplaced and dangling modifiers in sentences. 8.5.R.1
2. Recognize and explain the impact on meaning of parts of speech in sentences:- nouns- verbals (i.e., gerunds, participles, infinitives)- cumulative and coordinate adjectives- vague pronouns- singular they / them / their- coordinating, subordinating, and correlative conjunctions- adverbs- interjections 8.5.R.2

Writing

1. Compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing. 8.5.W.1
2. Create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions. 8.5.W.2
3. Recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing. 8.5.W.3
4. Write using correct capitalization mechanics. 8.5.W.4
5. Write using correct end mark mechanics. 8.5.W.5
6. Write using correct apostrophe mechanics. 8.5.W.6
7. Use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). 8.5.W.7
8. Use a colon to introduce a quotation from a source. 8.5.W.8
9. Write using correct quotation marks mechanics. 8.5.W.9
10. Use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language. 8.5.W.10
11. Use a semicolon to punctuate compound and compound-complex sentences. 8.5.W.11

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**Research**

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

Reading

1. Find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions. 8.6.R.1
2. Find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines. 8.6.R.2
3. Determine the relevance, reliability, and validity of the information gathered. 8.6.R.3

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Writing

1. Formulate and refine a viable research question. 8.6.W.1
2. Develop a clear, concise, defensible thesis statement. 8.6.W.2
3. Quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. 8.6.W.3
4. Create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week). 8.6.W.4

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**Multimodal Literacies**

7. **Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.** ML.7

Reading

R. Determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives. 8.7.R

Writing

W. Create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose. 8.7.W

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**Independent Reading and Writing**

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

Reading

R. Read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes. 8.8.R

Writing

W. Write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose. 8.8.W