

Grade 8

Adopted 2017

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

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

The student uses newly acquired vocabulary expressively. **8.2**

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

The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. **8.3**

- 3.** The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. **8.3**

The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a

- 4.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. **8.4**

sustained period of time. 8.4

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

- A. establish purpose for reading assigned and self-selected texts; 8.5.A
 - B. generate questions about text before, during, and after reading to deepen understanding and gain information; 8.5.B
 - C. make, correct, or confirm predictions using text features, characteristics of genre, and structures; 8.5.C
 - D. create mental images to deepen understanding; 8.5.D
 - E. make connections to personal experiences, ideas in other texts, and society; 8.5.E
 - F. make inferences and use evidence to support understanding; 8.5.F
 - G. evaluate details read to determine key ideas; 8.5.G
 - H. synthesize information to create new understanding; and 8.5.H
 - I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 8.5.I
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The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 8.6

- A. describe personal connections to a variety of sources, including self-selected texts; 8.6.A
 - B. write responses that demonstrate understanding of texts, including comparing sources within and across genres; 8.6.B
 - C. use text evidence to support an appropriate response; 8.6.C
 - D. paraphrase and summarize texts in ways that maintain meaning and logical order; 8.6.D
 - E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 8.6.E
 - F. respond using newly acquired vocabulary as appropriate; 8.6.F
 - G. discuss and write about the explicit or implicit meanings of text; 8.6.G
 - H. respond orally or in writing with appropriate register, vocabulary, tone, and voice; 8.6.H
 - I. reflect on and adjust responses as new evidence is presented; and 8.6.I
 - J. defend or challenge the authors' claims using relevant text evidence. 8.6.J
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The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 8.7

- A. analyze how themes are developed through the interaction of characters and events; 8.7.A
- B. analyze how characters' motivations and behaviors influence events and resolution of the conflict; 8.7.B
- C. analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and 8.7.C
- D. explain how the setting influences the values and beliefs of characters. 8.7.D

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 8.8

- A. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories; 8.8.A
- B. analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry; 8.8.B
- C. analyze how playwrights develop dramatic action through the use of acts and scenes; 8.8.C
- D. analyze characteristics and structural elements of informational text, including: 8.8.D
 - i. the controlling idea or thesis with supporting evidence; 8.8.D.I
 - ii. features such as footnotes, endnotes, and citations; and 8.8.D.II
 - iii. multiple organizational patterns within a text to develop the thesis; 8.8.D.III
- E. analyze characteristics and structures of argumentative text by: 8.8.E
 - i. identifying the claim and analyzing the argument; 8.8.E.I
 - ii. identifying and explaining the counter argument; and 8.8.E.II
 - iii. identifying the intended audience or reader; and 8.8.E.III
- F. analyze characteristics of multimodal and digital texts. 8.8.F

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or

- A. explain the author's purpose and message within a text; 8.9.A
- B. analyze how the use of text structure contributes to the author's purpose; 8.9.B
- C. analyze the author's use of print and graphic features to achieve specific purposes; 8.9.C
- D. describe how the author's use of figurative language such as extended metaphor achieves specific purposes; 8.9.D

her own products and performances. 8.9

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- E. identify and analyze the use of literary devices, including multiple points of view and irony; 8.9.E**
 - F. analyze how the author's use of language contributes to the mood, voice, and tone; and 8.9.F**
 - G. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. 8.9.G**
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The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 8.10

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- A. plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; 8.10.A**
 - B. develop drafts into a focused, structured, and coherent piece of writing by: 8.10.B**
 - i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and 8.10.B.I
 - ii. developing an engaging idea reflecting depth of thought with specific facts, details, and examples; 8.10.B.II
 - C. revise drafts for clarity, development, organization, style, word choice, and sentence variety; 8.10.C**
 - D. edit drafts using standard English conventions, including: 8.10.D**
 - i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 8.10.D.I
 - ii. consistent, appropriate use of verb tenses and active and passive voice; 8.10.D.II
 - iii. prepositions and prepositional phrases and their influence on subject-verb agreement; 8.10.D.III
 - iv. pronoun-antecedent agreement; 8.10.D.IV
 - v. correct capitalization; 8.10.D.V
 - vi. punctuation, including commas in non-restrictive phrases and clauses, semicolons, colons, and parentheses; and 8.10.D.VI
 - vii. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and 8.10.D.VII
 - E. publish written work for appropriate audiences. 8.10.E**
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The student uses genre characteristics and craft to compose multiple texts that are meaningful. 8.11

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- A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; 8.11.A**
 - B. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 8.11.B**

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- C. compose multi-paragraph argumentative texts using genre characteristics and craft; and** 8.11.C
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- D. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.** 8.11.D
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The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. 8.12

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