

# Language Arts

## Grade 8

Standard 1	<b>READING: Word Recognition, Fluency, and Vocabulary Development</b>					
	<i>Vocabulary and Concept Development</i>					
8.1.1	Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases					
	idioms					
	analogies					
	metaphors					
	similes					
8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion					
8.1.3	Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast					
8.1.4	Apply new vocabulary learned from reading					
8.1.5	Develop and apply knowledge of word structure clues in both reading and writing					
Standard 2	<b>READING: Reading Comprehension (Focus on Informational Materials)</b>					
	<i>Structural Features of Informational and Technical Materials</i>					
8.2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents					
8.2.2	Analyze text that uses proposition (statement of argument) and support patterns					
	<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>					
8.2.3	Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas					

8.2.4	Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning					
8.2.5	Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem					
8.2.6	Evaluate the logic					
	internal consistency					
	structural patterns of text					
Standard 3	<b>READING: Literary Response and Analysis</b>					
	<i>Structural Features of Literature</i>					
8.3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry including:					
	ballad: a poem that tells a story					
	lyric: words set to music					
	couplet: two successive lines of verse that rhyme					
	epic: a long poem that describes heroic deeds or adventures					
	elegy: a mournful poem for the dead					
	ode: a poem of praise					
	sonnet: a rhymed poem of 14 lines					
	<i>Narrative Analysis of Grade-Level-Appropriate Text</i>					
8.3.2	Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax;					
	the plot's development					
	the way in which conflicts are (or are not) addressed and resolved					

8.3.3	Compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts					
8.3.4	Analyze the importance of the setting to the mood					
	tone					
	meaning of the text					
8.3.5	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works					
8.3.6	Identify significant literary devices, which define a writer's style and use those elements to interpret the work					
	metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>					
	symbolism: the use of an object to represent something else; for example, a dove might symbolize peace					
	dialect: the vocabulary, grammar, and pronunciation used by people in different regions					
	irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous					
	<b><i>Literary Criticism</i></b>					
8.3.7	Read a minimum of one young adult classic novel and/or an appropriate adult level book					
8.3.8	Analyze a work of literature, showing how it reflects the:					
	heritage					
	traditions					
	attitudes					
	beliefs of its author					

Standard 4	<b>WRITING: Writing Process</b>					
	<i>Organization and Focus</i>					
8.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing					
8.4.2	Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion					
8.4.3	Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices					
	<i>Research and Technology</i>					
8.4.4	Plan and conduct multiple-step information searches by using computer networks					
8.4.5	Achieve an effective balance between researched information and original ideas					
8.4.6	Use a computer to create documents by using word-processing skills and publishing programs;					
	develop simple databases and spreadsheets to manage information and prepare reports					
	<i>Evaluation and Revision</i>					
8.4.7	Review, evaluate, and revise writing for meaning and clarity					
8.4.8	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors					
8.4.9	Revise writing for:					
	word choice					
	appropriate organization					

	consistent point of view					
	transitions among paragraphs, passages, and ideas					
Standard 5	<b>WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</b>					
8.5.1	Write biographies, autobiographies, and short stories that:					
	tell about an incident, event, or situation by using well-chosen details					
	reveal the significance of, or the writer’s attitude about, the subject					
	use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters					
8.5.2	Write responses to literature that:					
	demonstrate careful reading and insight into interpretations					
	connect response to the writer’s techniques and to specific textual references					
	make supported inferences about the effects of a literary work on its audience					
	support judgments through references to the text, other works, other authors, or to personal knowledge					
8.5.3	Write research reports that:					
	define a thesis (a statement of position on the topic)					
	include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate					
	use a variety of primary and secondary sources and distinguish the nature and value of each					

	organize and display information on charts, tables, maps, and graphs					
	document sources with reference notes and a bibliography					
8.5.4	Write persuasive compositions that:					
	include a well-defined thesis that makes a clear and knowledgeable appeal					
	present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals					
	provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments					
8.5.5	Write technical documents that:					
	identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines					
	include all the factors and variables that need to be considered					
	use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension					
8.5.6	Write using precise word choices to make writing interesting and exact					
8.5.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary					
Standard 6	<b>WRITING: Written English Language Conventions</b> <b>Students write using Standard English conventions appropriate to this grade level</b>					
	<i>Sentence Structure</i>					
8.6.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style					
	simple					

	compound					
	complex					
	compound-complex					
	sentence openings					
8.6.2	Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis					
	correct: <i>Students having difficulty and needing help should stay after class</i>					
	incorrect: <i>Students having difficulty and who need help should stay after class</i>					
8.6.3	Use subordination, coordination, noun phrases that function as adjectives ( <i>These gestures – act of friendship – were noticed but not appreciated.</i> ) and other devices to indicate clearly the relationship between ideas					
	<b><i>Grammar</i></b>					
8.6.4	Properly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences					
8.6.5	Demonstrate appropriate English usage (such as subject/verb agreement)					
	apply the skill of punctuating transitions within and between paragraphs					
8.6.6	Edit written manuscripts to ensure that correct grammar is used					
	<b><i>Punctuation</i></b>					
8.6.7	Use correct punctuation					
8.6.8	Use correctly:					
	commas					
	colons					

	semi-colons					
	quotation marks					
	end marks					
	<b><i>Capitalization</i></b>					
8.6.6	Use correct capitalization					
	<b><i>Spelling</i></b>					
8.6.7	Use correct spelling conventions					
Standard 9	<b>LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b>					
	<b><i>Comprehension</i></b>					
8.7.1	Paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject					
	<b><i>Organization and Delivery or Oral Communication</i></b>					
8.7.2	Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose					
8.7.3	Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion					
	transitions, previews, and summaries					
	a logically developed body					
	an effective conclusion					
8.7.4	Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active rather than the passive voice in ways that enliven oral presentations					
8.7.5	Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations					

8.7.6	Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning					
	<b><i>Analysis and Evaluation of Oral and Media Communications</i></b>					
8.7.7	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener					
8.7.8	Evaluate the credibility of a speaker including whether the speaker has hidden agendas, or presents slanted or biased material					
8.7.9	Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions					
	<b><i>Speaking Applications</i></b>					
8.7.10	Deliver narrative (story) presentations, such as biographical or autobiographical information that:					
	relate a clear incident, event, or situation by using well-chosen details					
	reveal the significance of the incident, event, or situation					
	use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters					
8.7.11	Deliver oral responses to literature that:					
	interpret a reading and provide insight					
	connect personal responses to the writer's techniques and to specific textual references					
	make supported inferences about the effects of a literary work on its audience					

	support judgments through references to the text, other works, other authors, or personal knowledge					
8.7.12	Deliver research presentations that:					
	define a thesis (a position on the topic)					
	research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic					
	use a variety of research sources and distinguish the nature and value of each					
	present information on charts, maps, graphs, overheads, and computer generated products					
8.7.13	Deliver persuasive presentations that:					
	include a well-defined thesis (position on the topic)					
	differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language					
	anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements					
	maintain a reasonable tone					
8.7.14	Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning					
Standard 8	<b>ORGANIZATIONAL AND STUDY SKILLS</b>					
8.8.1	Demonstrate ability to record, manage, complete, hand in short- and long-term projects and meet assignment deadlines					
8.8.2	Show ability to prepare for assignments, gather and organize materials, prioritize tasks, and complete learning activities					