

## 8th Grade ELA

Standard: Reading/Literature	Resources	% of Test	Weeks
Content 1 Vocabulary	various texts, supplemental material	20	continuous instruction
Content 2 Fluency	supplemental material	N/A	continuous instruction
Content 3 Comprehension	various supplemental material	40	continuous instruction
Content 4 Literature	class novel sets, independent reading, class textbook	24	continuous instruction
Content 5 Research & Information	Study Island, direct instruction	16	continuous instruction

Standard: Writing, Grammar, Usage, & Mechanics	Resources	% of Test	Weeks
Content 1 Writing Process	Study Island, direct instruction		continuous instruction
Content 2 Modes & Forms of Writing	direct instruction		continuous instruction
Content 3 Grammar, Usage, & Mechanics	ELA workbook, daily writing, assignments		continuous instruction

Standard: Oral Language, Listening & Speaking	Resources	% of Test	Weeks
Content 1 Listening	daily classroom practice	N/A	continuous instruction
Content 2 Speaking	daily classroom practice	N/A	continuous instruction

Standard: Visual Literacy Skills	Resources	% of Test	Weeks
Content 1 Interpret Meaning	internet and print resources	N/A	continuous instruction
Content 2 Evaluate Media	internet and print resources	N/A	continuous instruction
Content 3 Compose Visual Messages	technological & print assignments	N/A	continuous instruction

Standard: Reading/Literature	Key Concepts	Vocabulary
<p><b>Content 1:</b> <b>Vocabulary</b>-The student will <i>expand vocabulary</i> through <i>word study, literature, &amp; class discussion</i>.</p>	<ol style="list-style-type: none"> <li>1. Words in Context- Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast</li> <li>2. Recognize &amp; analyze the influence of historical events on English word meaning &amp; vocabulary expansion</li> <li>3. Idioms &amp; Comparisons- Analyze idioms &amp; comparisons, such as analogies, metaphors, &amp; similes               <ol style="list-style-type: none"> <li>a. <i>Idioms</i>: expressions that cannot be understood just by knowing the meanings of the words in the expression</li> <li>b. <i>Analogies</i>: comparisons of the similar aspects of two different things</li> <li>c. <i>Metaphors</i>: implies comparisons</li> <li>d. <i>Similes</i>: comparisons that use like or as</li> </ol> </li> </ol>	<p><i>derivation</i></p>
<p><b>Content 2</b> <b>Fluency</b>-The student will <i>identify words rapidly</i> so that attention is directed to the meaning of the text.</p>	<ol style="list-style-type: none"> <li>1. Read regularly in <i>independent-level materials fluently &amp; accurately</i>, &amp; with <i>appropriate time, change in voice, &amp; expression</i></li> <li>2. Read regularly in <i>instructional-level materials</i> that are challenging but manageable</li> <li>3. Increase <i>reading speed</i> &amp; comprehension through daily, independent reading</li> <li>4. Read <i>silently</i> for increased periods of time</li> <li>5. Use <i>punctuation as a cue</i> for pausing &amp; characterization while reading</li> </ol>	
<p><b>Content 3</b> <b>Comprehension</b>- The student will interact with the <i>words and concepts</i> in a text to construct an appropriate meaning.</p>	<ol style="list-style-type: none"> <li>1. <i>Literal Understanding</i> <ol style="list-style-type: none"> <li>a. Apply <i>pre-reading strategies</i> when reading both <i>fiction &amp; nonfiction</i> that is appropriately designed for grade level               <p>Determine the <i>purpose for reading</i> such as to be <i>informed, entertained, or persuaded, or understand</i></p> <p><i>Preview text &amp; use prior knowledge</i> &amp; experience to <i>make connections</i> to the text</p> </li> <li>b. Show understanding by <i>asking questions</i> &amp; supporting answers with <i>literal information</i> from text</li> </ol> </li> <li>2. Inferences &amp; Interpreting               <ol style="list-style-type: none"> <li>a. Make <i>inferences &amp; draw conclusions supported by text evidence &amp; student experiences</i>.</li> <li>b. <i>Connect, compare, &amp; contrast ideas, themes, &amp; issues</i> across texts</li> </ol> </li> <li>3. <i>Summarization &amp; Generalization</i></li> </ol>	<p><i>allusion</i> <i>inference</i></p>

	<p>a. Determine the <i>main (or major) idea</i> &amp; how those <i>ideas are supported with specific details</i></p> <p>b. <i>Paraphrase &amp; summarize</i> text to <i>recall, inform, or organize ideas</i></p> <p>4. <i>Analysis &amp; Evaluation</i></p> <p>a. Distinguish between <i>stated fact, reasoned judgment, &amp; opinion</i> in various texts</p> <p>b. Uses <i>text's structure</i> or <i>progression of ideas</i>, such as <i>cause/effect</i> or <i>chronology</i></p> <p>c. <i>Compare/contrast</i> to determine <i>similarities &amp; differences</i> in <i>treatment, scope, or organization</i></p> <p>d. <i>Problem/Solution-</i> <i>offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to text</i></p> <p>e. Analyze character traits, conflicts, motivations, POV, &amp; changes that occur within the story</p> <p>f. Analyze the <i>structural elements of plot, subplot, &amp; climax</i> and explain the way in which <i>conflicts are or are not resolved</i></p> <p>5. <i>Monitoring &amp; Correction Strategies</i></p> <p>a. <i>Monitor the understanding of text &amp; use correction strategies, such as rereading, using reference aids, or searching for content when needed</i></p> <p>b. <i>Make, confirm, &amp; revise predictions</i> when reading</p> <p>c. <i>Adjust reading rate and determine strategies</i> to <i>match purpose, difficulty, &amp; characteristics of text</i></p>	
<p><b>Content 4</b>  <b>Literature</b>-The student will <i>read, construct meaning, &amp; respond to a wide variety of literary forms.</i></p>	<p>1. <b>Literary Genres</b>- The student will demonstrate a knowledge of &amp; an appreciation for various forms of literature.</p> <p>a. Analyze the <i>characteristics of genres</i>, including <i>short story, novel, drama, poetry, nonfiction, historical fiction, &amp; informational texts</i></p> <p>b. Identify &amp; distinguish the <i>characteristics of subgenres</i>, including <i>autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, &amp; plays</i></p> <p>2. <b>Literary Elements</b>- Demonstrate knowledge of <i>literary elements &amp; techniques</i> &amp; how they affect the development of a literary work</p> <p>a. Analyze &amp; explain the <i>elements of fiction</i> including <i>plot, conflict, character, mood, theme, POV, &amp; author's purpose</i></p> <p>b. Identify &amp; explain <i>various POV</i> &amp; how they affect a <i>story's interpretation</i></p> <p>3. <b>Figurative Language &amp; Sound Devices</b>- Identify <i>figurative language &amp; sound devices</i> &amp; analyze how they affect the <i>development</i> of a literary work</p> <p>a. Identify &amp; explain the use of <i>figurative language</i> to convey <i>mood, images, &amp; meaning, including metaphor, personification, simile</i></p> <p>b. Identify &amp; explain the use of <i>sound devices</i> in literary works to convey <i>mood,</i></p>	<p><i>dramatization</i>  <i>parallel structure</i></p>

	<p><i>images, &amp; meaning</i> including <i>alliteration, onomatopoeia, rhyme</i></p> <p>c. Identify &amp; interpret <i>literary devices</i> such as <i>flashback, foreshadowing, symbolism, &amp; imagery</i></p> <p>4. Literary Works- The student will read &amp; respond to <i>historically &amp; culturally significant</i> works of literature</p> <p>a. Analyze &amp; evaluate works of literature &amp; the <i>historical context</i> in which they were written</p> <p>b. Analyze &amp; determine <i>distinctive &amp; common characteristics</i> of literature from <i>various cultures to broaden cultural awareness</i></p> <p>c. Compare <i>similar characters, settings, &amp; themes</i> from various <i>literary traditions that cross cultures</i></p>	
<p><b>Content 5</b>  <b>Research &amp; Information-</b>The student will conduct <i>research &amp; organize information.</i></p>	<p>1. Accessing Information- Select the best source for a <i>given purpose, locate information relevant to research questioning</i></p> <p>a. Access information from a <i>variety of primary &amp; secondary sources</i> including <i>electronic text, experts, &amp; prime resources to locate information relevant to research questioning</i></p> <p>b. Use <i>text organizers, including headings, graphic features (boldface, italic type) &amp; tables of contents to locate and organize information</i></p> <p>c. Use <i>organizational strategies</i> to learn &amp; recall important ideas from texts, such as <i>preview, questions, reread, &amp; record as an aid to comprehend increasingly difficult content material</i></p> <p>d. Note instances of <i>persuasion, propaganda, &amp; faulty reasoning</i></p> <p>2. Interpreting Information- Analyze &amp; evaluate information from a variety of sources</p> <p>a. <i>Record, organize, &amp; display relevant information from multiple sources in systematic ways (outlines, timelines, graphic organizers, or note cards)</i></p> <p>b. <i>Analyze &amp; paraphrase or summarize</i> information from a <i>variety of sources</i> into a <i>research paper</i></p> <p>c. <i>identify &amp; credit sources</i> used to gain information (<i>bibliographies, footnotes, &amp; appendix</i>)</p> <p>d. Identify &amp; apply <i>test-taking strategies</i> by <i>answering different types &amp; levels of questions</i>, such as <i>open-ended, literal, &amp; interpretative, test-like questions, multiple choice, true/false, &amp; short answer</i></p> <p>e. Interpret &amp; use <i>graphic sources</i> of information such as <i>graphs, maps, timelines, &amp; tables</i> to address research questions</p>	<p><i>synthesize</i></p>

Standard: Writing, Grammar, Usage, & Mechanics	Key Concepts	Key Vocabulary
<p><b>Content 1: Writing Process-</b> The student will use the <i>writing process</i> to write <i>coherently</i>.</p>	<ol style="list-style-type: none"> <li>1. Use a writing process to <i>develop &amp; refine composition skills</i>. Students are expected to use a variety of <i>prewriting strategies</i> such as <i>brainstorming, outlining, free writing, discussing, clustering, webbing</i>, using <i>graphic organizers, notes, logs</i>, &amp; reading to <i>generate ideas &amp; gather information</i>.</li> <li>2. Develop a <i>main idea/thesis</i> through use of <i>details, examples, reasons, anecdotes, &amp; use patterns</i> as appropriate to purpose such as <i>spatial, chronological, &amp; climactic</i>.</li> <li>3. Blend <i>paragraphs</i>, with <i>effective transitions</i>, into <i>larger text</i>.</li> <li>4. Use <i>precise word choices</i>, including <i>figurative language</i>, that convey specific <i>meaning &amp; tone</i>.</li> <li>5. Use a variety of <i>sentence structures, types, &amp; lengths</i> to contribute to <i>fluency &amp; interest</i>.</li> <li>6. <i>Revise multiple drafts</i> individually &amp; with <i>peers</i>.</li> <li>7. <i>Edit for errors</i> in standard <i>English usage, sentence structure, word choice, mechanics, &amp; spelling</i>.</li> </ol>	
<p><b>Content 2: Modes &amp; Forms of Writing-</b> The student will write for a <i>variety of purposes &amp; audiences</i> using <i>creative, narrative, descriptive, expository, argumentative, persuasive, &amp; reflective modes</i>.</p>	<ol style="list-style-type: none"> <li>1. Compose <i>narrative text</i> to include <i>short stories, fictional, biographical, or autobiographical narratives</i> that: <ol style="list-style-type: none"> <li>a. create &amp; develop a <i>plot or sequence of events</i> using <i>well-chosen details</i> that <i>reveal the significance</i> of each event</li> <li>b. create &amp; develop <i>characters, including comparisons</i>, that show the <i>character's beliefs &amp; qualities</i></li> <li>c. create &amp; develop an appropriate <i>POV (third person limited or first person POV)</i></li> <li>d. create and maintain a <i>setting</i> that <i>enhances the narration</i></li> <li>e. adjust <i>tone &amp; style</i> to make writing more interesting &amp; engaging to the audience</li> <li>f. use a range of <i>narrative devices</i> including <i>dialogue, internal monologue, suspense, specific action, physical &amp; background descriptions, &amp; foreshadowing</i></li> <li>g. reveal <i>writer's attitude about the subject</i></li> <li>h. use <i>sensory details &amp; precise word choice</i></li> </ol> </li> <li>2. Compose <i>expository text</i> to include <i>research reports, technical documents, &amp; other information texts</i> that: <ol style="list-style-type: none"> <li>a. define a <i>research thesis (a statement of position on the topic)</i></li> <li>b. integrate <i>important ideas, concepts, or direct quotations</i> from <i>significant information sources</i></li> <li>c. identifies a variety of <i>primary &amp; secondary sources &amp; distinguish the nature &amp;</i></li> </ol> </li> </ol>	<p><i>argument bias</i>  <i>coherent order/ coherence</i>  <i>counter argument/ rebuttal</i>  <i>debate</i>  <i>elaboration</i>  <i>persuasive writing techniques</i>  <i>sensory detail</i>  <i>thesis statement</i></p>

- value of each
- d. organizes & displays information on *charts, tables, maps, & graphs*
  - e. *technical documents* using appropriate *style & format* that identify the necessary *sequence or process*
3. Compose *persuasive/ argumentative compositions* that:
- a. include a *well-defined thesis* that makes a *clear & knowledgeable appeal*
  - b. present *detailed evidence, examples, & reasoning* to support *effective arguments & emotional appeal*
  - c. provide *details, reasons, & examples, arranging them effectively by predicting, identifying, & addressing reader concerns & counter-arguments*
4. Compose *reflective papers* to:
- a. express *individual's insights* into *conditions or situations*
  - b. compare a *scene from a work of fiction* with a *lesson learned from experience*
  - c. complete a *self-evaluation* on a *class performance*
5. Write *responses to literature*, including *poetry*, that:
- a. demonstrate *careful reading & insight into interpretations*
  - b. connect *responses* to the *writer's techniques & to specific textual references*
  - c. make *supported inferences* about the *effects of a literary work on its audience*
  - d. support *judgments with references to the text, other works, other authors, or to personal knowledge*
6. Write for different *purposes & to a specific audience or person* adjusting *tone & style* as necessary to *make writing interesting*.
7. Write *friendly, formal letters, emails, memos, proposals for change*, & continue to produce *other writing forms* introduced in earlier grades.
8. Use appropriate *essay test-taking & time-writing strategies* that:
- a. budget time for *prewriting, drafting, revising, & editing*
  - b. prioritize the *question/ prompt*
  - c. identify the *common directives* from the prompt (identify command verbs: *explain, compare, evaluate, define, & develop, etc.*)
  - d. *analyze the question or prompt & determine the appropriate mode of writing*
  - e. apply appropriate *organizational methods* to *thoroughly address the prompt*
  - f. utilize an *editing checklist or assessment rubric*, if provided
9. Use legible *handwriting/penmanship* to copy and/or compose text, in *manuscript or cursive, using correct spacing & formation of letters*.

<p><b>Content 3</b>  <b>Grammar, Usage, &amp; Mechanics</b>-The student will demonstrate appropriate practices in writing by applying <i>grammatical knowledge</i> to the <i>revising &amp; editing stages</i> of writing.</p>	<ol style="list-style-type: none"> <li>1. Standard English Usage- Demonstrate correct use of Standard English in <i>speaking &amp; writing</i> as appropriate to eighth grade. <ol style="list-style-type: none"> <li>a. Use the <i>principal parts of verbs &amp; progressive verb forms</i></li> <li>b. Identify &amp; correctly use <i>transitive &amp; intransitive verbs</i></li> <li>c. Identify &amp; correctly use <i>linking verbs</i></li> <li>d. Make <i>subject &amp; verbs agree</i></li> <li>e. Identify <i>personal, reflexive, &amp; intensive pronouns</i></li> <li>f. Use <i>nominative, objective, &amp; possessive nouns &amp; pronouns</i> correctly.</li> <li>g. Use correct <i>pronoun reference &amp; make pronouns agree with their antecedent</i></li> <li>h. Identify &amp; use <i>abstract, concrete, &amp; collective nouns</i></li> <li>i. Correctly form &amp; use the <i>positive, comparative, &amp; superlative forms of adjectives</i></li> <li>j. identify &amp; use <i>appositives &amp; appositive phrases</i></li> <li>k. Use <i>verbals (infinitives, gerunds, &amp; participles)</i> to vary sentence structure in writing <ol style="list-style-type: none"> <li>l. Correctly identify &amp; use <i>independent, dependent, restrictive (essential) &amp; nonrestrictive (nonessential) clauses &amp; phrases</i></li> <li>m. Correctly use all <i>conjunctions</i></li> <li>n. Distinguish <i>commonly confused words</i></li> </ol> </li> </ol> </li> <li>2. Mechanics &amp; Spelling- Demonstrate appropriate <i>language mechanics</i> in writing. <ol style="list-style-type: none"> <li>a. Apply the <i>capitalization rules</i> appropriately in writing</li> <li>b. <i>Punctuate</i> correctly in writing including:  <i>commas, quotation marks, apostrophes, colons &amp; semicolons, conventions of letter writing, hyphens, dashes, &amp; parenthesis</i></li> <li>c. Distinguish <i>correct spelling</i> of <i>commonly misspelled words &amp; homonyms</i></li> </ol> </li> <li>3. Sentence Structure- Demonstrate appropriate sentence structure in writing. <ol style="list-style-type: none"> <li>a. <i>run-ons &amp; fragments</i></li> <li>b. <i>dangling &amp; misplaced modifiers</i></li> <li>c. <i>dependent &amp; independent, restrictive, &amp; nonrestrictive clauses</i></li> <li>d. write <i>simple, compound, complex, compound-complex sentences</i></li> <li>e. write sentences with <i>simple, complete</i> and <i>compound predicates</i></li> </ol> </li> </ol>	<p><i>agreement</i>  <i>gerund &amp; gerund phrases</i>  <i>infinitive &amp; infinitive phrases</i>  <i>participle &amp; participle phrases</i></p>
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Standard: Oral Language & Listening	Key Concepts
Standard 1: <i>Listening</i> -The student will listen for <i>information &amp; for pleasure</i> .	<ol style="list-style-type: none"> <li>1. Identify the <i>major ideas &amp; supporting evidence</i> in <i>informative &amp; persuasive messages</i>.</li> <li>2. Listen in order to <i>identify &amp; discuss topic, purpose, and perspective</i>.</li> <li>3. Recognize &amp; understand <i>barriers to effective listening (internal &amp; external distractions, personal biases, &amp; conflicting demands)</i>.</li> <li>4. Evaluate the <i>spoken message</i> in terms of <i>content, credibility, &amp; delivery</i>.</li> </ol>
Standard 2: The student will express <i>ideas &amp; opinions</i> in <i>group or individual situations</i> .	<ol style="list-style-type: none"> <li>1. Analyze <i>purpose, audience, &amp; occasion</i> &amp; consider this information <i>in planning an effective presentation or response</i>.</li> <li>2. <i>Compose a presentation</i> with a <i>well-organized introduction, body, &amp; conclusion</i> that is appropriate for different <i>purposes, audiences, &amp; occasions</i>.</li> <li>3. Communicate <i>oral presentations</i> to the class <i>using appropriate delivery (volume, rate, enunciation, &amp; movement)</i>.</li> <li>4. Use <i>level-appropriate vocabulary</i> in speech (<i>metaphorical language, sensory details, or specialized vocabulary</i>).</li> <li>5. Adjust <i>message wording &amp; delivery</i> according to particular <i>audience &amp; purpose</i>.</li> </ol>

Standard: Visual Literacy Skills	Key Concepts
Content 1: <i>Interpret Meaning</i> -The student will interpret & evaluate the various ways <i>visual image-makers</i> , including <i>graphic artists, illustrators, &amp; news photographers, represent meaning</i> .	<ol style="list-style-type: none"> <li>1. Interpret how <i>language choice</i> is used to <i>enhance visual media (language or particular television or film genre, the use of emotional or logical arguments in commercials)</i>.</li> <li>2. Identify &amp; explain reasons for <i>varied interpretations</i> of <i>visual media (different purposes or circumstances while viewing, influence of personal knowledge, &amp; experiences, focusing on different stylistic features)</i>.</li> </ol>
Content 2: <i>Evaluate Media</i> -The student will evaluate <i>visual &amp; electronic media</i> , such as <i>film</i> , as compared with that of <i>print messages</i> .	<ol style="list-style-type: none"> <li>1. Use a variety of <i>criteria to evaluate &amp; form viewpoints</i> of <i>visual media (evaluates the effectiveness of informational media, such as web sites, documentaries, news programs, &amp; recognizes a range of viewpoints &amp; arguments)</i>.</li> <li>2. Establish <i>criteria for selecting</i> or avoiding specific programs.</li> <li>3. Assess how <i>language medium &amp; presentation</i> contribute to the messages.</li> </ol>
Content 3: <i>Visual Message</i> -Compose <i>Visual Messages</i> -The student will create a visual message that <i>effectively communicates an idea</i> .	<ol style="list-style-type: none"> <li>1. Produce <i>visual images, messages, &amp; meanings</i> that <i>communicate with others</i>.</li> <li>2. Use <i>media forms</i> to create a <i>visual message</i> that will compare &amp; contrast <i>ideas &amp; points of view</i>.</li> </ol>



