

Grade 8

STANDARD #1 – Students will demonstrate the interest and ability to read age appropriate materials fluently, with understanding and appreciation.

VOCABULARY

Students will:

- define and use vocabulary generated from all types of reading from all content areas.
- explain, use, and analyze roots, affixes, and origins of words.
- use word analysis and decoding skills to unlock meaning of new vocabulary.
- practice and study dictionary skills including pronunciation, parts of speech, etymology, and usage.
- infer word meaning using context clues.

TEXT STRUCTURE

Students will:

- identify main idea/topic sentences and supporting details across a variety of text structures.
- identify different patterns of organization in a text (e.g., example, definition, chronological order, cause and effect, compare and contrast).
- continue to identify the use of titles, subtitles, bold, and italics in content area textbooks.
- summarize information including main idea, supporting data, and relevance.
- begin to analyze for source credibility.
- analyze for writer's bias.

FLUENCY

Students will:

- read aloud with subtle inflections which characterize mood, atmosphere, pace, and tension.
- vary reading rate and style to match their reading task.

READING BEHAVIOR

Students will:

- monitor the adequacy of their understanding.
- repair faulty comprehension.
- demonstrate think-aloud behaviors as modeled by the teacher.
- cite evidence from text to support thinking.

METACOGNITIVE STRATEGIES

Students will:

- use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

CONNECTING

Students will:

- consider ideas and information in the text with their own experience and prior knowledge.

QUESTIONING

Students will:

- formulate questions (who, what, when, where, why, how) from titles, headings, etc., particularly in a nonfiction text, and read to find the information (e.g., SQ3R – Survey, Question, Read, Recite, Respond).

VISUALIZING

Students will:

- create visual images in their minds based on literal and figurative language from texts to enhance comprehension.

INFERRING

Students will:

- practice inferential skills (predicting outcomes, implied but not stated ideas) in selected comprehension paragraphs.

DETERMINING IMPORTANCE

Students will:

- identify essential and supporting ideas that are central to the meaning.

INFERRING

Students will:

- practice inferential skills (predicting outcomes, implied but not stated ideas) in selected comprehension paragraphs.

SYNTHESIZING

Students will:

- gather information from reading and combine with prior knowledge to formulate ideas and draw conclusions.

STANDARD #2 – Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**CONTENT****Students will:**

- write for a variety of purposes in a variety of subject areas with an emphasis on developing skills in the following:
 - drama: scene, monologue, dialogue or one-act play.
 - business letter to persuade.
 - research report.
 - formal research paper.
 - character study.
 - short essay.
- write to a teacher-selected prompt.
- bring **6** pieces to final copy.
- write open-response answers to questions, supplying supporting details.

PROCESS**Students will:**

- free write regularly to enhance fluency and ease in composing.
- apply the writing process.
- apply the research process.
- initiate writing for a variety of purposes and audiences including creative, expository, narrative, and practical writing.
- use paragraphing independently to show a central idea which is clear and complete; indicate changes in idea, setting, time, or character; and employ appropriate organizational patterns (e.g., chronological order and compare/contrast).
- use transitional words appropriately.
- use varied sentence length and structure to enhance meaning.
- use interesting leads/hooks.
- write a conclusion that provides closure.
- use style, expressions, voice, and point of view (1st, 3rd, omniscient) that are appropriate to the purpose and audience.
- self-edit for spelling and items listed in Mechanics and Usage for grades K-8.
- analyze and revise their writing independently and in collaboration with others.
- conference with teacher and peers resulting in revision for clarity, pace, expansion, conciseness, richness, and voice.

GRAMMAR/USAGE/MECHANICS**Students will:**

- self-edit for spelling and items listed in Mechanics and Usage Grades K-8.
- define and identify direct and indirect objects.
- define and identify prepositional phrases as adjective or adverb phrases.
- review **8** parts of speech.
- identify run-on sentences and sentence fragments.
- capitalize letters for periods and events in history (e.g., World War I, Middle Ages).
- use dashes to indicate a sudden break in a sentence (e.g., There is one thing - actually more than one thing – that I find hard to believe about computers taking over the world.).
- use an ellipsis to show a pause in dialogue (e.g., One place that I...ah...checked out on the Internet said there will be a discovery to cure all cancers in the near future.).
- use an ellipsis to show that words or sentences have been left out.

STANDARD #3 – Students will demonstrate the interest and ability to speak

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purposefully and articulately, as well as listen and view attentively and critically.

Students will:

- use appropriate articulation, pronunciation, volume, and inflection.
- listen and view responsively by using eye contact, body language, and focus.
- monitor understanding of the spoken message and seek clarification as needed.
- listen to identify examples of rich language such as rhyme schemes, figurative language, and interesting vocabulary.
- participate in dramatic presentations (e.g., reader's theater and role playing).
- choose and adapt spoken language to the audience, purpose, and occasion.
- anticipate words, meanings, and outcomes.
- reflect what a speaker has said.
- draw conclusions.
- continue to view and listen effectively to spoken and audio-visual messages (e.g., stories, factual presentations and directions).
- understand and evaluate spoken and audio-visual messages by following the sequence of ideas, making informed reasoned inferences, and making judgments and interpretations.
 - make oral presentations with notes.
 - integrate visuals to clarify and refine ideas before making a presentation (e.g., diagram, time line, picture).
 - give informative speeches.
 - support and defend ideas in a public forum.
 - Select the appropriate word for the context using different levels of language (e.g., polite, informal, colloquial, and slang).
 - use oral language skills to:
 - clarify ideas.
 - solve problems.
 - make decisions.
 - paraphrase what is said.
 - use varied vocabulary.
 - voice an opinion.
 - follow and give a multi-step direction.

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STANDARD #4 – Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

READING BEHAVIORS**Students will:**

- understand characteristics of a wide variety of genres with an emphasis on drama.
- begin to recognize author's bias.
- show an appreciation of literature from various cultures and historical and literary periods.
- demonstrate think-aloud behaviors as modeled by the teacher.
- identify, analyze, and interpret literary themes and elements.
- understand that themes and events in literature often parallel real life.
- analyze the structure of a play.
- analyze character-development using methods of characterization, direct and indirect.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-7) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS

- Demonstrate knowledge of use of literary terms: characterization (direct and indirect), tone, analogy, satire, and narrative.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING**Students will:**

- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension.

CONNECTING**Students will:**

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- continue to analyze the ways that literature reflects the range of human experience.
- continue to analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.

QUESTIONING**Students will:**

- ask questions of themselves about plot, theme, character, setting, and point of view to help them understand the text.

VISUALIZING**Students will:**

- use sensory imagery from the text to visualize settings, characters and actions.
- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.

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DETERMINING IMPORTANCE

Students will:

- identify essential and supporting ideas which are central to the meaning.

INFERRING

Students will:

- continue to think abstractly to create an understanding of characters, theme, and meaning.

SYNTHESIZING

Students will:

- synthesize information within and across texts and relate it to their prior reading and personal experiences.
- consider a text objectively by performing a range of tasks including comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as bias, satire, and analogy.
- continue to critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- continue to analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.

STANDARD #5 – Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

Students will:

- continue to use a variety of strategies to obtain and evaluate information at appropriate grade level.
- compare and evaluate information from multiple sources.
- continue to use a variety of organizational strategies at appropriate grade level.
- read, listen to, view, and understand a variety of informational resources at appropriate grade level.
- summarize information including main idea, supporting data, relevance, and begin to identify bias.