

# Grade 8

<b>LA.</b>	<b>8.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Grade 8: Reading Process

<b>Fluency</b>		<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will read grade level text orally by matching pictures with sounds (e.g. onomatopoeia) and simple phrases using phonemic awareness strategies.		<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- read grade level text orally through the use of pre-reading activities based on prior reviews of vocabulary used in grade level text and practice through the use of pre-recorded read aloud tapes/CDs of grade level text.</li> <li>- read grade level text with some support.</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- read grade level text orally in a manner that sounds like near-fluent speech</li> <li>- demonstrate ability adjust reading according to punctuation</li> <li>- adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style with minimal support.</li> </ul>

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.8.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.8.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.8.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.8.1.6.4	- categorize key vocabulary and identify salient features;		
LA.8.1.6.5	- relate new vocabulary to familiar words;		
LA.8.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.8.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.8.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.8.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.8.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.8.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.		

<b>Vocabulary Development</b>	<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
<b>English Language Proficiency Standards</b>		
<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use simple vocabulary presented in a variety of narrative and visual formats by identifying and associating illustrations with the appropriate words, using realia, flash cards to identify words and major concepts;</li> <li>- recognize a variety of text structures, including the use of context clues, multiple meanings and denotative through the use of simple text rich in graphics and illustrations.</li> <li>- maintain a list of newly learned vocabulary words with a corresponding picture or short definition</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use of basic interpersonal and academic vocabularies including figurative, idiomatic, and technical meanings in reading, writing, listening, and speaking relating to narrative and visual formats by generating and answering oral and written questions;</li> <li>- determine meaning and increase vocabulary using context clues, prefixes, suffixes, root words, multiple meanings, word origins, and word relationships</li> <li>- use a dictionary (with definitions or translations) to find more information about unfamiliar words</li> <li>- be able to propose synonyms and antonyms for a variety of unfamiliar words</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- consistently and effectively use grade-level interpersonal, and academic vocabularies,</li> <li>- identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking.</li> <li>- understand and use vocabulary orally and aurally is at the near-fluent level;</li> <li>- determine meaning and increase grade level vocabulary using context clues, prefixes, suffixes, root words, multiple meanings (distinguishes denotative and connotative meanings of words), word origins, and word relationships (analogies).</li> <li>- use a thesaurus to look for synonyms and antonyms of words</li> </ul>

<b>Reading Comprehension</b>	<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.	
	The student will:	
LA.8.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	
LA.8.1.7.2	- analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning;	
LA.8.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;	
LA.8.1.7.4	- identify cause-and-effect relationships in text;	
LA.8.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	
LA.8.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;	
LA.8.1.7.7	- compare and contrast elements in multiple texts (e.g., setting, characters, problems); and	
LA.8.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	

<b>Reading Comprehension</b>	<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.	
<b>English Language Proficiency Standards</b>		
<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- identify words and phrases in basic grade level text to determine meaning through the use of word structure and multiple meaning, context clues, and clozed questions</li> <li>- make and confirm complex predictions of content, purpose, and organization of a reading selection;</li> <li>- match written language with picture,</li> <li>- identify frequently used words by sight and identify printed words with oral equivalents to analyze words and text, make inferences and generalizations, and draw simple conclusions;</li> <li>- use simple outlines in graphic form using words and pictures to clarify or represent a new concept or idea taught in class and to clarify meaning and recognize organizational patterns and compare and contrast similar information contained in grade level text;</li> <li>- identify main idea, basic and supporting details using a variety of grade-level texts through use of re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, sequence of steps or events and bulleted lists;</li> <li>- determine the main idea or essential message from a text by using drawings or illustrations and guided retelling and identifying supporting details and facts;</li> <li>- identify simple organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and using pictures, student will identify things that are the same or different in a simple authentic text;</li> <li>- identify the author's purpose and/or perspective (inform, entertain, persuade) in basic grade level text through use of comprehension activities such as viewing illustrations, listening to authentic simple reading selections and re-telling to construct meaning.</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- predict content, purpose and organization of a reading selection using his/her own background knowledge by brainstorming and answering orally pre-reading prompts about the reading selection as it relates to the student's previous experiences;</li> <li>- employ phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper article, paragraphs, simple poems, songs, charts and tables or illustrations;</li> <li>- use note taking and complete outlines in written and graphic form to clarify or explain a concept or topic taught in class and to clarify meaning and recognize organizational patterns and compare and contrast similar information contained in grade level text;</li> <li>- demonstrate basic comprehension of a variety of grade-level texts by using comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, and clarifying by checking other source;</li> <li>- determine the main idea or essential message from a text by using words and occasional short phrases and guided retelling and identifying supporting details and facts;</li> <li>- analyze basic organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally how they impact the meaning of text;</li> <li>- identify the author's purpose and/or perspective (inform, entertain, persuade) in a variety of passages through use of comprehension activities such as viewing illustrations, listening to authentic simple reading selections and re-telling to construct meaning.</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- make and verify complex predictions of content, purpose, and organization of a reading selection by knowing how to activate background knowledge of the subject; extended questioning techniques, pre-reading strategies; graphic representations; and text structure knowledge;</li> <li>- context and word structure clues to analyze words and text by knowing how to activate background knowledge of the subject; extended questioning techniques, pre-reading strategies; graphic representations; text structure knowledge, cause and effect exercises, chronological classification of events and compare and contrast strategies;</li> <li>- understanding a variety of text at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns; and compares and contrasts similar information contained in a variety of text selections;</li> <li>- demonstrate near fluent level of comprehension of a variety of grade-level texts by using uses comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, and clarifying by checking other source;</li> <li>- after reading a variety of authentic texts determine the main idea or essential message through paraphrasing, summarizing, and identifying relevant details and facts;</li> <li>- analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally or in writing how they impact the meaning of text;</li> <li>- after reading a variety of authentic texts, consistently demonstrates the ability to determine the author's purpose (inform, entertain, persuade) and perspective in grade level text and how they impact the meaning of text.</li> </ul>

## Grade 8: Literary Analysis

<b>Fiction</b>	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.8.2.1.1	- identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
LA.8.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.8.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
LA.8.2.1.4	- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.8.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.8.2.1.6	- compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
LA.8.2.1.7	- locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis;
LA.8.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.8.2.1.9	- describe changes in the English language over time, and support these descriptions with examples of literary texts; and
LA.8.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<b>English Language Proficiency Standards</b>	

<b>Fiction</b>	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select materials from the library or classroom collection that are appropriate to age, grade, and reading level (e.g. AR) to read or listen to for pleasure after being shown pictures and illustrated book titles from a variety of reading selections that contain a high proportion of illustrations to text,</li> <li>- through the use of grade- appropriate basic literature of merit, identify and compare the main characteristics and defining elements among the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li> <li>- through the use of basic literature of merit, identify the basic elements pertinent to fiction, nonfiction and dramatic selections;</li> <li>- identify the basic elements pertinent to the study of poetry and distinguish between poetry and drama in read-aloud examples.</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select basic materials from the library or classroom collection that are appropriate to age, grade, and reading level (e.g. AR) to read or listen to for pleasure after being shown a variety of text selections and will choose a reading selection of his or her liking based on preferred topics and favorite authors;</li> <li>- through the use of grade- appropriate basic literature of merit, identify and compare the main characteristics among the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li> <li>- through the use of basic literature of merit, understand the elements of plot structure, characterization and theme;</li> <li>- compare poetry for the effects of sound, form, language, alliteration, onomatopoeia, graphics, structure, and theme to convey meaning in poetry.</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select materials from the library or classroom collection that are appropriate to age, grade, and reading level (e.g. AR) to read or to listen to for pleasure based on personal preference of a variety of criteria, including text difficulty, recommendations of others, and knowledge of author’s styles, themes, and genres;</li> <li>- through the use of grade- appropriate literature of merit, identify and compare the main characteristics among the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li> <li>- use grade-appropriate literature of merit to analyze plot development to determine how conflicts are resolved; to contrast points of view; and to draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice;</li> <li>- evaluate poetry for the effects of sound, form, figurative language, alliteration, onomatopoeia, graphics, structure, and theme to convey mood, and meaning in poetry.</li> </ul>

<b>Nonfiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
	The student will:	
LA.8.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.8.2.2.2	- synthesize and use information from the text to state the main idea or provide relevant details;	
LA.8.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	
LA.8.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and	

<b>Nonfiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
LA.8.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- Identify basic parts of a book or reference material, including table of contents, glossary</li> <li>- identify the basic uses of reference material and the basic differences between them</li> <li>- use graphic organizers to display information</li> <li>- identify main idea and items in chronological order</li> </ul>		<ul style="list-style-type: none"> <li>- identify organizational text features of books or reference materials</li> <li>- identify where to find information among possible organizational text features</li> <li>- organize information using charts, graphs, or Venn diagrams</li> <li>- chose non-fiction books to read for pleasure appropriate to age and reading level</li> </ul>	<ul style="list-style-type: none"> <li>- use with accuracy text features such as table of contents and indices to locate information</li> <li>- organize information using a variety of strategies, such as webbing, paraphrasing, note card writing</li> <li>- choose and read age and grade level appropriate non-fiction materials</li> <li>- identify differences between all different types of non-fiction materials</li> </ul>

## Grade 8: Writing Process

<b>Prewriting</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.8.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.8.3.1.2	- making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and		
LA.8.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- plan and generate ideas for writing simple essays/paragraphs appropriate to the topic, audience and purpose</li> <li>- use strategies such as storyboarding or brainstorming to identify and group information</li> <li>- create a graphic organizer based on ideas from prewriting strategies</li> </ul>		<ul style="list-style-type: none"> <li>- plan and generate ideas for writing simple compositions</li> <li>- use a variety of prewriting strategies such as storyboarding and brainstorming to identify ideas and organizational patterns appropriate to the topic, audience, and purpose.</li> <li>- create a graphic organizer based on information from prewriting strategies</li> </ul>	<ul style="list-style-type: none"> <li>- plan and generate ideas for writing by using a variety of prewriting strategies to accommodate individual thinking and writing styles,</li> <li>- identify ideas and organizational patterns appropriate to the topic, audience, and purpose.</li> </ul>

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.
	The student will draft writing by:	
LA.8.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	
LA.8.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
LA.8.3.2.3	- analyzing language techniques of professional authors (including sentence rhythm and varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.	

**English Language Proficiency Standards**

<p><i>Beginning:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>- using legible cursive or word processing that conveys a basic organizational pattern that provides for a logical progression of ideas; includes a beginning, middle, and end through the use of teacher generated graphic organizers and practice drafts.</li> <li>- supporting the draft with pictures to clarify meaning and intent</li> </ul>	<p><i>Intermediate:</i> The student will draft writing by using legible cursive or word processing that conveys a basic organizational pattern that provides for a logical progression of ideas; includes a beginning, middle, and end; and describes characters and events where appropriate; and has varied, complete sentences.</p>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- using legible cursive or word processing that conveys a composition with an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, and relevant; demonstrates a commitment to and involvement with the subject;</li> <li>- using writer's craft techniques appropriate to the mode and purpose of the paper;</li> <li>- demonstrating a near fluent level of language proficiency, with varied, complete sentences, except when fragments are used purposefully.</li> </ul>
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<b>Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.
	The student will revise by:	
LA.8.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	
LA.8.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	
LA.8.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
LA.8.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	

<b>Revising</b>	<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will revise by re-reading and revising grade level compositions by assuring that the work is appropriate to audience and purpose	<i>Intermediate:</i> The student will revise by: <ul style="list-style-type: none"> <li>- re-reading and revising a composition appropriate to age, developmental and language proficiency level to complete descriptions of the topic, characters, and events, where appropriate;</li> <li>- developing appropriate supporting details,</li> <li>- improving the organization of related ideas.</li> </ul>	<i>Advanced:</i> The student will revise by: <ul style="list-style-type: none"> <li>- revising a draft to include descriptive language for clarity; for elaboration of ideas through well-reasoned supporting details;</li> <li>- maintaining the central idea, theme, or unifying point; for the coordination of ideas through parallel structure;</li> <li>- revising punctuation, subject/verb agreement, spelling, and other related structures of language through use of corrective feedback from peers and teacher.</li> </ul>

<b>Editing for Language Conventions</b>	<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.8.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.8.3.4.2	- capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);	
LA.8.3.4.3	- punctuation of sentence structures, including subordinate clauses and parallel structures, and the use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes.	
LA.8.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.8.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.	
<b>English Language Proficiency Standards</b>		

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
<p><i>Beginning:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- capital letters for first words of sentences and proper nouns</li> <li>- end punctuation</li> <li>- basic word order</li> <li>- spelling by using a dictionary</li> </ul>		<p><i>Intermediate:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- by using a reading guide or editing checklist</li> <li>- for correct use of subject/verb agreement, noun/pronoun agreement, and possessive forms, and correct textual formatting to support comprehension;</li> <li>- for correct use of spelling by using a dictionary</li> <li>- for correct use of synonyms by using a thesaurus;</li> <li>- for correct use of ending and internal punctuation, including quotation marks for dialogue.</li> </ul>	
		<p><i>Advanced:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- by using a reading guide or editing checklists</li> <li>- for correct spelling using dictionaries</li> <li>- for correct punctuation of sentence structures, including subordinate clauses and parallel structures, and the use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes. capitalization;</li> <li>- for effective sentence structure, including parallel structure and use of active voice;</li> <li>- use correct of subject/verb agreement, noun/pronoun agreement, and possessive forms, and correct textual formatting to support comprehension.</li> </ul>	

<b>Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
	The student will:		
LA.8.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.8.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.8.3.5.3	- share the writing with the intended audience.		

**English Language Proficiency Standards**

<p><i>Beginning:</i> The student will produce basic final documents, using appropriate technology, including: narrative and expressive; informative and persuasive.</p>		<p><i>Intermediate:</i> The student will produce final documents, using appropriate technology, including: narrative and expressive; informative and persuasive; and technical papers.</p>		<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- produce final documents at a near fluent level, using appropriate technology,</li> <li>- produce narrative and expressive; informative and persuasive; technical papers; research reports; and critiques of literature and media summaries.</li> </ul>	
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**Grade 8: Writing Applications** \_\_\_\_\_

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.	
	The student will:		

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.
LA.8.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and	
LA.8.4.1.2	- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- identify the beginning, middle, and end of a grade level text</li> <li>- identify characters and setting</li> <li>- identify the basic elements of a poem and the differences between poetry and prose</li> <li>- compose a narrative on a topic appropriate to age and language level containing a defined beginning, middle, and ending</li> </ul>	<ul style="list-style-type: none"> <li>- identify narrative plot devices (rising action, conflict)</li> <li>- write narratives that contains identifiable plot devices</li> <li>- write narratives that contain figurative language, dialogue, or other linguistic devices</li> <li>- write narratives that contain definite settings and characters</li> <li>- write poetry that shows rhyme and/or meter</li> </ul>	<ul style="list-style-type: none"> <li>- correctly use figurative language, such as similes and metaphors, in writing,</li> <li>- write text that contains major plot elements</li> <li>- write text that contains dialogue, figurative language, personification, and other linguistic devices</li> <li>- write poetry that uses rhyme and/or rhythm, and meter</li> </ul>

<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates expository writing that provides information related to real-world tasks.
	The student will:	
LA.8.4.2.1	- write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	
LA.8.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	
LA.8.4.2.3	- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	
LA.8.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	
LA.8.4.2.5	- write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
<b>English Language Proficiency Standards</b>		

<b>Informative</b>	<b>Standard:</b> The student develops and demonstrates expository writing that provides information related to real-world tasks.	
<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- mark locations on a map according to given directions</li> <li>- write basic correspondence</li> <li>- write essays that include a topic sentence, details, and a conclusion</li> <li>- take guided notes from teacher during lecture or from a book</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- follow oral directions, marking locations on a map</li> <li>- give directions according to destination</li> <li>- write correspondence according to purpose following prescribed format with correct headings</li> <li>- write essays that explain or narrate that have a definite thesis statement, body paragraphs, and conclusion</li> <li>- use organizational strategies to arrange information</li> <li>- take notes during lectures or from movies and reading material</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- give and follow directions either with or without a map</li> <li>- can create a map based on given directions</li> <li>- write correspondence according to purpose following prescribed format with correct headings</li> <li>- write essays containing a thesis statement with introduction, body, and conclusion paragraphs</li> <li>- take notes during a lecture, movie, or from reading material</li> <li>- use organizational aids to arrange information</li> <li>- write essays that explain or inform with supporting details or steps</li> </ul>

<b>Persuasive</b>	<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:	
LA.8.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence; and	
LA.8.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).	

### English Language Proficiency Standards

<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- explain the value of an object or place</li> <li>- explain why someone else should value the object or place using appropriate vocabulary</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- write short essays that contain a topic sentence or controlling idea and include supporting details or arguments for the validity of the proposed idea</li> <li>- write short essays that contain persuasive techniques</li> <li>- use near grade level vocabulary and sentence structure</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- write essays that contain a topic sentence and supporting details or controlling idea and include supporting details or arguments for the validity of the proposed idea</li> <li>- write essays that contain effective persuasive techniques</li> <li>- use grade level vocabulary and sentence structure</li> </ul>
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## Grade 8: Communication

<b>Penmanship</b>	<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.
LA.8.5.1.1	The student will use fluent and legible handwriting skills.
<b>English Language Proficiency Standards</b>	

<b>Penmanship</b>	<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
<i>Beginning:</i> The student will write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words, sentences and essays or paragraphs.	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- write simple sentences in legible print that uses common words and that is appropriate to age, developmental and language proficiency levels,</li> <li>- retell a complete story that includes beginning, middle and end.</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- write neat and legible compositions at a near fluent level by revising and redrafting a previously written piece, with peer and/or with teacher using the writing process.</li> </ul>

<b>Listening and Speaking</b>	<b>Standard:</b> The student effectively applies listening and speaking strategies.	
	The student will:	
LA.8.5.2.1	- demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;	
LA.8.5.2.2	- use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;	
LA.8.5.2.3	- select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);	
LA.8.5.2.4	- research, organize, and effectively deliver speeches to entertain, inform, and persuade; and	
LA.8.5.2.5	- demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.	

English Language Proficiency Standards		
<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize through the use of coaching or prompting;</li> <li>- research and organize information and present information orally based on retelling, speech drafting and teacher prompting/coaching.</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize through the use of coaching or prompting;</li> <li>- research, organize and effectively deliver a basic speech to inform, demonstrating appropriate body language, eye contact, and gestures.</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- at a near fluent level, listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize;</li> <li>- research, organize and effectively deliver a speech at a near fluent level to inform, persuade, or defend, demonstrating appropriate body language, eye contact, and gestures.</li> </ul>

**Grade 8: Information and Media Literacy** \_\_\_\_\_

<b>Informational Text</b>	<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:	

<b>Informational Text</b>		<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.
LA.8.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;	
LA.8.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and	
LA.8.6.1.3	- create a technical manual or solve a problem.	

**English Language Proficiency Standards**

<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- give an appropriate caption or title to a picture</li> <li>- draw an appropriate picture that matches a caption or title</li> <li>- explain orally how the student arrived at the picture or caption</li> </ul>	<ul style="list-style-type: none"> <li>- identify how text aids help in finding information</li> <li>- identify which text aids would be most appropriate to display certain information</li> <li>- answer questions from text using text aids</li> </ul>	<ul style="list-style-type: none"> <li>- draw text aids to help a reader understand text</li> <li>- identify which text aids are most appropriate for the information provided</li> <li>- explain how the student used text aids to find information</li> </ul>

<b>Research Process</b>	<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.
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	The student will:
LA.8.6.2.1	- select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
LA.8.6.2.2	- assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.8.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
LA.8.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

**English Language Proficiency Standards**

<b>Research Process</b>	<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.	
<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- explore the process of research by using appropriate computer software and demonstrates an understanding by developing simple inquiry questions;</li> <li>- develop and apply criteria to select appropriate resources to conduct basic research through the use of cooperative groups;</li> <li>- record information into useful components by sequencing basic facts and through the use of flash cards, semantic webs and outlines;</li> <li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select simple topics, determine questions for inquiry, revise questions throughout the process, and develop a basic search plan with clear research strategies from several sources to write a report that includes information presented as a graph or charts;</li> <li>- develop and apply evaluative criteria to select appropriate resources to conduct research by reading basic grade-level appropriate selection and identifying what is factual and/or fictional within and among the selections;</li> <li>- record, evaluate and organize simple information into useful components by sequencing data, facts and through the use of flash cards, semantic webbing and outlines;</li> <li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select a topic, determine questions for inquiry, revise questions throughout the process, and develop a search plan with clear and critical research strategies from several sources;</li> <li>- develop and apply evaluative criteria to assess appropriateness of resources by reading multiple appropriate selections and writing a report identifying what is factual and/or fictional within and among the selections;</li> <li>- assess, organize and synthesize collected information into useful components using a variety of techniques (for example, source cards, note cards, and outlines) to answer search questions;</li> <li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li> </ul>

<b>Media Literacy</b>	<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:	
LA.8.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;	
LA.8.6.3.2	- demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and	
LA.8.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.	

<b>English Language Proficiency Standards</b>		
<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select simple print and non-print media that affect communication.</li> <li>- identify different types of media and what the advantages / disadvantages are of each</li> <li>- identify what print and nonprint advertising is trying to sell</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select basic print and non-print media by identifying examples of familiar media that contain information for specific purposes.</li> <li>- identify the different types of propaganda used in advertising</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation by using a familiar source (person, picture, symbol, or word) to communicate needed information in familiar activities.</li> <li>- identify the different types of propaganda used in advertising</li> <li>- develop ads that reflect different propaganda types</li> </ul>

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.8.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and		
LA.8.6.4.2	- evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will access simple information such as pictures and graphics from electronic sources, including audio-visual, telecommunications, computers, multimedia, interactive technology.	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:	
	<ul style="list-style-type: none"> <li>- access simple information from electronic sources, including audio-visual, telecommunications, computers, multimedia, interactive technology and uses the information to increase communication skills;</li> <li>- demonstrate the ability to evaluate media messages including attempts to manipulate the language</li> <li>- report to the class in written or oral form using information obtained through use of technology</li> </ul>	<ul style="list-style-type: none"> <li>- strengthen communication skills through the use of software applications, including spreadsheets and digital multimedia presentations, including online communications and database management;</li> <li>- prepare and analyze oral or written reports or projects which require the use of visuals, multimedia, props, and technology</li> <li>- apply digital tools (e.g., word processing, web, tools, graphics organizers) to publications and presentation</li> </ul>	