

Nine Weeks 1 ACPS Eighth Grade English Pacing Guide (revised May 2013)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Fiction	Grammar/Writing Focus: Narrative	Research
<p>8.2 The student will develop and deliver oral presentations in groups and individually. 8.2a topic & purpose 8.2b vocabulary & tone 8.2c presentation skills 8.2d questions & comments 8.2e informal language</p>	<p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4a figurative language 8.4b context... 8.4c roots... <i>Assessed: Grade 6 and 7 roots. Continue to use prefixes (en/em, mid, super) and suffixes (en, ity/ty, ive/ative/itive) to build vocabulary. *The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</i> Cognates: English Spanish French actor actor acteur create crear creer delicious delicioso délicieux 8.4d dictionaries... 8.4e connotation 8.4f extend vocabulary</p> <p>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. <i>Assess - foreshadowing</i> Reading selections will vary.</p>	<p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7a intended audience 8.7b prewriting strategies 8.7c thesis statement... 8.7d central idea 8.7e select vocabulary/info. 8.7g revise writing 8.7h use technology</p> <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8a graphic organizers 8.8b use & punctuate... 8.8c pronouns... 8.8d verb tense 8.8e comparative/superlative 8.8f quotation marks 8.8g correct spelling</p>	<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9a collect information 8.9b evaluate texts 8.9c use technology 8.9d information 8.9e cite sources</p>

Nine Weeks 1 ACPS Eighth Grade English Pacing Guide (revised May 2013) (continued)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Fiction	Grammar/Writing Focus: Narrative	Research
	<p><i>(continued from 8.5)</i> Suggested selections from <i>Elements of Literature</i>: *Great for late October Broken Chain p. 16 (conflict /summary) Mrs. Flowers p. 185 (main idea) There Will Come Soft Rains p. 265 (characterization/text structure) The Landlady p. 71 (foreshadowing) Flowers for Algernon p. 32 (subplot/context clues) The People Could Fly p. 357 (summary/theme) Ribbons p. 711 (the speaker) A Smart Cookie p. 747 (theme/idiom) Reading for Life p. 799 Tell Tale Heart p. 536 * (narrator/irony) The Monkey's Paw p. 85 * (compare/contrast with Third Wish) The Third Wish p. 101 * The Treasure of Lemon Brown p. 747 (theme/retell)</p> <p>8.5a figurative language 8.5b inferences/conclusions 8.5c characters... 8.5d genres 8.5e compare & contrast 8.5f compare & contrast 8.5g ask questions 8.5h main idea 8.5i summarize 8.5j organizational pattern 8.5k cause & effect 8.5l prior knowledge 8.5m comprehension</p>		

Nine Weeks 2 ACPS Eighth Grade English Pacing Guide (revised May 2013)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Non-fiction/Poetry	Grammar/Writing Focus: Expository	Research
<p>8.2 The student will develop and deliver oral presentations in groups and individually. 8.2a topic & purpose (continued) 8.2b vocabulary & tone (continued) 8.2c presentation skills (continued) 8.2d questions & comments (cont.) 8.2f critique 8.2g shared responsibility 8.2h listen actively</p>	<p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4a figurative language (continued) 8.4b context... (continued) 8.4c roots... (continued)</p> <p><i>Assessed: Grade 6 and 7 roots, and first 4 roots from Grade 8 list. Continue to use prefixes (under, pro, ad) and suffixes (ant, ary, ery) to build vocabulary. *The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</i></p> <p>Cognates: English Spanish French dictionary diccionario dictionnaire electric electrico electric nation nacion nation</p> <p>8.4d dictionaries... (continued) 8.4e connotation (continued) 8.4f extend vocabulary (continued)</p>	<p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. Focus: Poetry/Expository Writing</p> <p>8.7a intended audience (continued) 8.7b prewriting strategies (cont.) 8.7c thesis statement... (cont.) 8.7d central idea (continued) 8.7e select vocabulary/info. (cont.) 8.7g revise writing (continued) 8.7h use technology (continued)</p> <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8a graphic organizers (cont.) 8.8b use & punctuate... (cont.) 8.8c pronouns... (continued) 8.8d verb tense (continued) 8.8e comparative/superlative (cont.) 8.8f quotation marks (continued) 8.8g correct spelling (continued)</p> <p>(multiple choice assessed)</p>	<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9a collect information (cont.) 8.9e cite sources (continued)</p>

Nine Weeks 2 ACPS Eighth Grade English Pacing Guide (revised May 2013) (continued)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Non-fiction/Poetry	Grammar/Writing Focus: Expository	Research
	<p>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. (poetry reading & analysis)</p> <p>Assess – irony and symbolism</p> <p>Suggested selections from <i>Elements of Literature</i>: How to Read a Poem, Riding Lesson, Introduction to Poetry p. 619+ Paul Revere p. 629 (rhythm, meter) Valentine for Ernest Mann p. 625 (feelings about poetry) The Cremation of Sam McGee p. 637 (ballad) The Dying Cowboy p. 643 (ballad) Maiden-Savin’ Sam p. 644 (ballad) Beowulf p. 648 (epic) Casey at the Bat p. 650 (imitates epic poems in a comical way) Ode to Thanks p.658 Ode to a Toad p.659 (compare/contrast with Ode to Thanks) O Captain! My Captain! p. 667 (metaphor) I Hear American Singing p 670 (alliteration, onomatopoeia, imagery, rhythm) I, Too p. 672 Out, Out p. 708</p>		

Nine Weeks 2 ACPS Eighth Grade English Pacing Guide (revised May 2013) (continued)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Non-fiction/Poetry	Grammar/Writing Focus: Expository	Research
	<p>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>8.5a figurative language (continued) 8.5b inferences/conclusions (cont.) 8.5c characters... (continued) 8.5d genres (continued) 8.5e compare & contrast (cont.) 8.5f compare & contrast (cont.) 8.5g ask questions (continued) 8.5h main idea (continued) 8.5i summarize (continued) 8.5j organizational pattern (cont.) 8.5k cause & effect (continued) 8.5l prior knowledge (continued) 8.5m comprehension (continued)</p> <p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>8.6d text structure(intro./begin to test) 8.6i organizational pattern (intro. / begin to test)</p>		

Nine Weeks 3 ACPS Eighth Grade English Pacing Guide (revised May 2013)

<p style="text-align: center;">Communication: Speaking, Listening, Media Literacy</p>	<p style="text-align: center;">Reading Focus: Narrative Non-fiction/Biographies</p>	<p style="text-align: center;">Writing Focus: Persuasive</p>	<p style="text-align: center;">Research</p>
<p>8.1 The student will use interviewing techniques to gain information. 8.1a relevant questions 8.1b notes of responses 8.1c responses 8.1d evaluate interview</p> <p>8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3a evaluate... 8.3b values & viewpoints 8.3c literacy skills 8.3d evaluate sources</p>	<p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4b context... (continued) 8.4c roots... (continued)</p> <p><i>Assessed: Grade 6 and 7 roots, and first 8 roots from Grade 8 list. Use suffixes (ent, est, ia/tion/ation/ition) to build vocabulary. *The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</i></p> <p>Cognates: <u>English</u> <u>Spanish</u> <u>French</u> romantic romantic romantique secondary secundario secondaire solid solido solide</p>	<p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7a intended audience (continued) 8.7b prewriting strategies (cont.) 8.7c thesis statement... (cont.) 8.7d central idea (continued) 8.7e select vocabulary/info. (cont.) 8.7f evidence 8.7g revise writing (continued) 8.7h use technology (continued)</p> <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>Focus: Persuasive Writing</p> <p>8.8a graphic organizers (cont.) 8.8b use & punctuate... (cont.) 8.8c pronouns...(continued) 8.8d verb tense (continued) 8.8e comparative/superlative (cont.) 8.8f quotation marks (continued) 8.8g correct spelling (continued)</p> <p>(multiple choice assessed)</p>	<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9a collect information (cont.) 8.9b evaluate texts (continued) 8.9c use technology (continued) 8.9d information (continued) 8.9e cite sources (continued) 8.9f findings/feedback 8.9g plagiarism</p>

Nine Weeks 3 ACPS Eighth Grade English Pacing Guide (revised May 2013) (continued)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Narrative Non- fiction/Biographies	Writing Focus: Persuasive	Research
	<p><i>(continued from 8.4)</i></p> <p>Suggested selections from <i>Elements of Literature</i>: <i>from Harriet Tubman</i> p. 142 Fugitive Slave Acts p. 157 (informational text that enhances Harriet Tubman) Gettysburg Address p. 479 <i>from I Have a Dream</i> p. 482 Go Down Moses p. 147 Union Pacific Railroad Poster p. 179 Home, Sweet Soddie p. 180 (compare/contrast Railroad and Soddie) No Pretty Pictures p. 224 Ray Bradbury author study p. 299 Anne Frank p. 364 Drummer Boy stories p. 194 (informational) The Circuit p. 280 (autobiographical short story) Cesar Chavez p. 290 Destination Mars p.275 (informational) 8.4d dictionaries... (continued) 8.4e connotation (continued) 8.4f extend vocabulary (cont.)</p>		

Nine Weeks 3 ACPS Eighth Grade English Pacing Guide (revised May 2013) (continued)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Narrative Non- fiction/Biographies	Writing Focus: Persuasive	Research
	<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>8.6a background knowledge 8.6b inferences/conclusions 8.6c analyze 8.6d text structure... 8.6e relevance/accuracy 8.6f fact & opinion 8.6g main idea 8.6h summarize 8.6i organizational pattern 8.6j cause & effect 8.6k evaluate 8.6l comprehension</p>		

Nine Weeks 4 ACPS Eighth Grade English Pacing Guide (revised May 2013)

Communication: Speaking, Listening, Media Literacy	Reading Focus: Non-fiction/Informational	Writing Focus: Informational & Poetry	Research
<p>8.1 The student will use interviewing techniques to gain information. 8.1a relevant questions (continued) 8.1b notes of responses (cont.) 8.1c responses (continued) 8.1d evaluate interview (cont.)</p> <p>8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3a evaluate... (continued) 8.3b values & viewpoints (cont.) 8.3c literacy skills (continued) 8.3d evaluate sources (continued)</p>	<p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4b context... (continued) 8.4c roots...(continued)</p> <p><i>Review Grade 6 and 7 roots and complete Grade 8 roots before SOL test. Use prefixes and suffixes to build vocabulary. Review prefixes and suffixes studied. *The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments. Review all cognates.</i></p> <p>8.4d dictionaries...(continued) 8.4e connotation (continued) 8.4f extend vocabulary (cont.)</p>	<p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7a intended audience (continued) 8.7b prewriting strategies (cont.) 8.7c thesis statement... (cont.) 8.7d central idea (continued) 8.7e select vocabulary/info. (cont.) 8.7f evidence (continued) 8.7g revise writing (continued) 8.7h use technology (continued)</p> <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>Focus: Informational</p> <p>8.8a graphic organizers (cont.) 8.8b use & punctuate...(cont.) 8.8c pronouns... (continued) 8.8d verb tense (continued) 8.8e comparative/superlative (cont.) 8.8f quotation marks (continued) 8.8g correct spelling (continued)</p>	<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9a collect information (cont.) 8.9b evaluate texts (continued) 8.9c use technology (continued) 8.9d information (continued) 8.9e cite sources (continued) 8.9f findings/feedback (cont.) 8.9g plagiarism (continued)</p> <p>The product may include: Power Point, Prezis, two page paper, etc.</p>

Nine Weeks 4 ACPS Eighth Grade English Pacing Guide (revised May 2013) (continued)

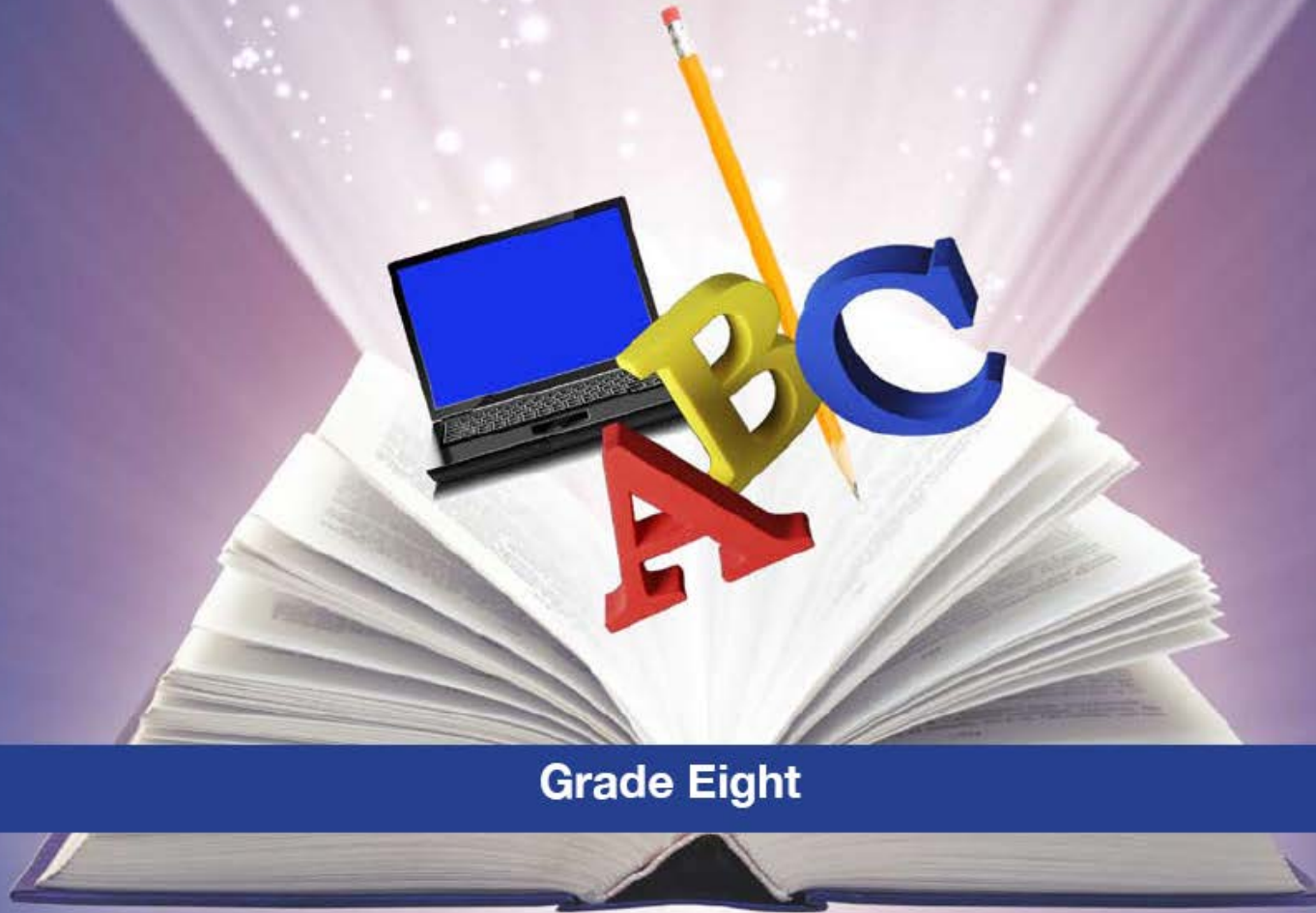
Communication: Speaking, Listening, Media Literacy	Reading Focus: Non-fiction/Informational	Writing Focus: Informational & Poetry	Research
	<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>8.6a background knowledge (cont.) 8.6b inferences/conclusions (cont.) 8.6c analyze (continued) 8.6d text structure... (continued) 8.6e relevance/accuracy (cont.) 8.6f fact & opinion (continued) 8.6g main idea (continued) 8.6h summarize (continued) 8.6i organizational pattern (cont.) 8.6j cause & effect (continued) 8.6k evaluate (continued) 8.6l comprehension (continued)</p>		

Strategies/Resources

1. VA Dept. of Education: [English Standards of Learning Web page](#)
2. VA Dept. of Education: [Enhanced Scope and Sequence Sample Lesson Plans \(ESS\)](#)
3. [ACPS SharePoint Language Arts Resources](#)

Amherst County Public Schools

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Eight

Board of Education, Commonwealth of Virginia

Virginia *English Standards of Learning* Curriculum Framework 2010

Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

Understanding the Standard

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

Essential Understandings

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

At the eighth-grade level, students will learn to apply interviewing techniques. Preparation for and evaluation of the process of interviewing will be a part of student learning. Interviewing skills will be added to the students' repertoire of oral language skills. In addition, students will analyze, develop, and produce creative and informational media messages.

- 8.1 The student will use interviewing techniques to gain information.**
- a) **Prepare and ask relevant questions for the interview.**
 - b) **Make notes of responses.**
 - c) **Compile, accurately report, and publish responses.**
 - d) **Evaluate the effectiveness of the interview.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use an interviewing process as a strategy for learning. • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. 	<p>All students should</p> <ul style="list-style-type: none"> • synthesize information gathered in an interview. • organize information for written and oral presentations. • present findings in written and oral form. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • determine the purpose of the interview. d • select a subject for the interview. a • create and record questions that will elicit relevant responses. a, b, c • apply effective note-taking strategies. b • evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists. d

- 8.2 The student will develop and deliver oral presentations in groups and individually.**
- a) Choose topic and purpose appropriate to the audience.**
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.**
 - c) Use appropriate verbal and nonverbal presentation skills.**
 - d) Respond to audience questions and comments.**
 - e) Differentiate between standard English and informal language.**
 - f) Critique oral presentations.**
 - g) Assume shared responsibility for collaborative work.**
 - h) Use a variety of strategies to listen actively.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will prepare and deliver oral presentations effectively. • Students will deliver both group presentations and individual presentations to classmates and other audiences. 	<p>All students should</p> <ul style="list-style-type: none"> • rehearse presentations. • interact with poise with an audience. • evaluate presentations. • use grammatically correct language. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • articulate the purpose of the presentation. a • select and narrow the topic with attention to time limits and audience. a • prepare the presentation, using strategies including, but not limited to: c <ul style="list-style-type: none"> ◦ note cards; ◦ outlines; ◦ formal written report; and ◦ questions and answers. • select and use appropriate vocabulary for audience and purpose. b, e • define technical terms. b, f • include multimedia to clarify presentation information. c • rehearse both alone and with a coach. c, g • use a rubric or checklist to evaluate presentations. f • answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. d • work effectively with diverse groups. g • exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus. g

- 8.3 The student will analyze, develop, and produce creative or informational media messages.**
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.**
 - Use media and visual literacy skills to create products that express new understandings.**
 - Evaluate sources for relationships between intent and factual content.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will identify and analyze persuasive techniques used in the media. Students will also be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose. • Students will recognize that all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ Authorship (Who constructed the message?) ◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ Audience (Who is the person or persons meant to receive the message? How will different people receive the message?) ◦ Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) 	<p>All students should</p> <ul style="list-style-type: none"> • understand the effects of persuasive messages on the audience. • understand that facts can be verified and opinions cannot. • distinguish fact from opinion. • identify the effect of persuasive messages on the audience. • examine use of persuasive language and connotations to convey viewpoint. • recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. • analyze a media text by considering what techniques have been used and their purpose. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film. a • identify and analyze persuasive techniques used in the media, including: <ul style="list-style-type: none"> ◦ name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language; ◦ glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence; ◦ bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd; ◦ testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility; ◦ appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and ◦ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. • describe the effect of persuasive messages in the media on the audience. a, b • identify and evaluate effective word choice in the media. b • identify and analyze choice of information in the media. b • identify and analyze various viewpoints in the media. b • identify public opinion trends and possible causes. b

- 8.3 The student will analyze, develop, and produce creative or informational media messages.**
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.**
 - Use media and visual literacy skills to create products that express new understandings.**
 - Evaluate sources for relationships between intent and factual content.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ◦ Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) • Auditory media can be heard (e.g., music, radio shows, podcasts). • Visual media can be viewed (e.g., television, video, Web-based materials, print ads). • Written media includes text (e.g., newspapers, magazines, books, blogs). • An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. 	<ul style="list-style-type: none"> • recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation). 	<ul style="list-style-type: none"> • identify the sources and viewpoint of publications. b, d • identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film. a • recognize that production elements in media are composed based on audience and purpose to create specific effects. a • analyze the use of opinions in the media. b, d • analyze the use of facts in the media. b, d • describe the effect on the audience of persuasive messages in the media. b • identify effective word choice and images in the media. a, b • create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. c • evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings. a, d • identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources. b, d

At the eighth-grade level, students will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words encountered in authentic texts. They will continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections. They will describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. Students will build on the foundations for literacy developed in the previous grades. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

- 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.**
- a) **Identify and analyze an author’s use of figurative language.**
 - b) **Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.**
 - c) **Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.**
 - d) **Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.**
 - e) **Discriminate between connotative and denotative meanings and interpret the connotation.**
 - f) **Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuît</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. • determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; • analyze the impact of specific word choices on meaning and tone, including analogies to other texts. • recognize that figurative language and analogies enrich text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology). c, f • recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>. b • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>. e • understand, evaluate, and use figurative language, including: a <ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; ◦ metaphor – figure of speech that <i>implies</i> comparisons; ◦ personification – figure of speech that applies human characteristics to nonhuman objects; ◦ hyperbole – intentionally exaggerated figure of speech; and ◦ symbol – word or object that represents something else. For example, a dove stands for peace.

- 8.4** The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a) Identify and analyze an author’s use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>help determine the meaning of synonymous words and appreciate an author’s choices of words and images.</p>		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze relationships common to analogy construction, including: b, e, f <ul style="list-style-type: none"> ◦ type or example – cinnamon: spice; ◦ characteristics – glass: breakable; ◦ association – bow: arrow; ◦ operator – car: driver; ◦ degree – pleased: ecstatic; ◦ mathematical – three: six; ◦ number – louse: lice; ◦ synonyms and antonyms – hot: cold; ◦ purpose – chair: sit; ◦ cause/effect – sun: burn; ◦ sequence – day: week; ◦ characteristic – snow: cold; ◦ product – tree: lumber; and ◦ degree – warm: hot. • consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. d • recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text. c, e

- 8.4** The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a) Identify and analyze an author’s use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b, f • use both context and reference skills independently to determine the nuances and connotations of words. b, d

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors’ styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. • Students will understand that some literary characteristics are common to more than one form. • Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied. • The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the story opens. • Tone is used to express a writer’s attitude toward the subject. • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that an author’s voice and tone stem from the stylized use of literary devices. • compare and contrast the characteristics of literary forms, including: <ul style="list-style-type: none"> ◦ novel; ◦ short story; ◦ biography; ◦ essay; ◦ speech; ◦ poetry; and ◦ memoir. • understand characterization as the way that an author presents a character and reveals character traits. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ setting – time and place ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self ◦ plot <ul style="list-style-type: none"> - initiating event - rising action - climax - falling action

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 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</p> <ul style="list-style-type: none"> • Mood refers to the emotional atmosphere produced by an author’s use of language. • Point of view is the way an author reveals events and ideas in a story. With an omniscient or “all knowing” point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story. • A symbol is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In 	<ul style="list-style-type: none"> • analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • understand that poetic devices 	<ul style="list-style-type: none"> - resolution ◦ theme • recognize different plot patterns including subplots. d • understand and analyze elements of an author’s style, including: c, f <ul style="list-style-type: none"> ◦ dialogue; ◦ sentence structure; ◦ language patterns; ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal ◦ voice.

- 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.**
- a) **Explain the use of symbols and figurative language.**
 - b) **Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
 - c) **Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.**
 - d) **Understand the author’s use of conventional elements and characteristics within a variety of genres.**
 - e) **Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.**
 - f) **Compare and contrast authors’ styles.**
 - g) **Identify and ask questions that clarify various viewpoints.**
 - h) **Identify the main idea.**
 - i) **Summarize text relating supporting details.**
 - j) **Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.**
 - k) **Identify cause and effect relationships.**
 - l) **Use prior and background knowledge as a context for new learning.**
 - m) **Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words.</p> <ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<p>are used in prose and poetry.</p> <ul style="list-style-type: none"> • identify author’s voice. • make inferences, draw conclusions, and point to an author’s implications in the text. • understand the relationship between causes and effects. • understand that a cause may have multiple effects. • understand that an effect may have multiple causes. • understand and use the reading process to facilitate comprehension. • read several texts on a similar 	<ul style="list-style-type: none"> • differentiate among points of view in stories, including: g <ul style="list-style-type: none"> ◦ first person; ◦ third person limited to a character or narrator; and ◦ third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor. g • analyze an author’s use of literary devices, including: e, f <ul style="list-style-type: none"> ◦ foreshadowing – the giving of clues to hint at coming events in a story; ◦ irony – the implication, through plot or character, that the actual situation is quite different from that presented; ◦ flashback – a return to an earlier time in the course of a narrative to introduce prior information; and ◦ symbolism – the use of concrete and recognizable things to represent ideas. • analyze poetic devices in prose and poetry, including: a, d, e <ul style="list-style-type: none"> ◦ word choice;

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 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author's use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
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 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>topic and synthesize what is read.</p> <ul style="list-style-type: none"> • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> ◦ figurative language; ◦ symbolism; ◦ imagery; ◦ rhyme; ◦ rhythm; ◦ repetition; and ◦ sound elements. • evaluate an author's choice of words and images. e, j • identify poetic forms, including: d <ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; ◦ free verse – poetry with neither regular meter nor rhyme scheme; ◦ couplet – a pair of rhyming lines; and ◦ quatrain – a stanza containing four lines. • compare and contrast an author's choice of sound elements in prose and

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 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>poetry, including: a, e</p> <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse; ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis; ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning (e.g., <i>buzz</i>). <ul style="list-style-type: none"> • determine a theme of a text and analyze its development over the course of the text. h • determine an author’s point of view or purpose in a text. g • analyze how differences in points of view can create such effects as suspense or humor. g • use graphic organizers to analyze and summarize text. b, i, h, m

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author's use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • recognize an author's use of connotations and persuasive language to convey a viewpoint. g

- 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.**
- a) **Draw on background knowledge and knowledge of text structure to understand selections.**
 - b) **Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
 - c) **Analyze the author’s qualifications, viewpoint, and impact.**
 - d) **Analyze the author’s use of text structure and word choice.**
 - e) **Analyze details for relevance and accuracy.**
 - f) **Differentiate between fact and opinion.**
 - g) **Identify the main idea.**
 - h) **Summarize the text identifying supporting details.**
 - i) **Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.**
 - j) **Identify cause and effect relationships.**
 - k) **Evaluate, organize, and synthesize information for use in written and oral formats.**
 - l) **Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will analyze a variety of nonfiction sources and teachers will model the higher-order thinking processes with materials at the students’ independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Teachers will collaborate with students to help them apply reading skills in a variety of content texts. • Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. • An author’s viewpoint refers to his or her bias or subjectivity toward the subject. • Students will work collaboratively and with teacher support to move toward higher-order 	<p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading. • make predictions prior to and during the reading process. • recognize an author’s viewpoint and use of persuasive language. • read and analyze writing critically. • choose graphic organizers based on the internal text structure most prevalent in the text. • use graphic organizers and/or rules to analyze and summarize text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of: a, l <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. • recognize an author’s use of connotations and persuasive language, to convey a viewpoint. c, d • determine an author’s point of view or purpose in a text. c, d, i • analyze how the author acknowledges and responds to conflicting evidence or viewpoints. c • analyze and record information, using text structures (organizational patterns), including: d, j, k <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition;

- 8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Analyze the author’s qualifications, viewpoint, and impact.
 - d) Analyze the author’s use of text structure and word choice.
 - e) Analyze details for relevance and accuracy.
 - f) Differentiate between fact and opinion.
 - g) Identify the main idea.
 - h) Summarize the text identifying supporting details.
 - i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - j) Identify cause and effect relationships.
 - k) Evaluate, organize, and synthesize information for use in written and oral formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>thinking, using instructional-level reading materials.</p> <ul style="list-style-type: none"> • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. • Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. • Students will understand that an author’s credentials and experiences contribute to his/her viewpoint. • To critique text requires that a critical (but not necessarily negative) judgment be made. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<ul style="list-style-type: none"> • read several texts on a similar topic and synthesize what is read. • evaluate an author’s choice of words and images. • recognize an author’s use of connotations, and persuasive language to convey viewpoint. • understand that the writer implies and the reader infers. 	<ul style="list-style-type: none"> ◦ generalization; and ◦ process. • analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. d, i • use strategies for summarizing, such as the following: g, h, k, l <ul style="list-style-type: none"> ◦ delete trivia and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. • read and follow directions. a, i • use text structures such as the following to enhance comprehension and note taking: a, d, i <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs;

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- a) Draw on background knowledge and knowledge of text structure to understand selections.
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 - c) Analyze the author’s qualifications, viewpoint, and impact.
 - d) Analyze the author’s use of text structure and word choice.
 - e) Analyze details for relevance and accuracy.
 - f) Differentiate between fact and opinion.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ headings and subheadings; and ◦ footnotes and annotations. • analyze an author’s choice of details by examining: <ul style="list-style-type: none"> ◦ accuracy; ◦ placement; ◦ thoroughness; ◦ relevance; and ◦ effectiveness. • analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. c, k • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. e, f, k • distinguish between subjective and objective writing. d • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. b, h

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as expository, persuasive, and informational pieces with attention to composition and written expression. Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology.

- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.**
- a) **Identify intended audience.**
 - b) **Use prewriting strategies to generate and organize ideas.**
 - c) **Distinguish between a thesis statement and a topic sentence.**
 - d) **Organize details to elaborate the central idea and provide unity.**
 - e) **Select specific vocabulary and information for audience and purpose.**
 - f) **Use interview quotations as evidence.**
 - g) **Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
 - h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. • Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers; ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers; and ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. • Elaboration can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph chronologically. • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader. 	<p>All students should</p> <ul style="list-style-type: none"> • use a process for writing, including: <ul style="list-style-type: none"> ◦ planning; ◦ drafting; ◦ revising; ◦ proofreading; ◦ editing; and ◦ publishing. • understand that good writing has been elaborated. • use peer and individual revising and editing. • understand that good writing has been improved through revision. • use keyboarding, including spell checkers and grammar checkers when available. • understand and apply the elements of composing: <ul style="list-style-type: none"> ◦ central idea; 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write in a variety of forms, including: a, b <ul style="list-style-type: none"> ◦ narrative – writing to tell a story; ◦ expository – writing to explain and build a body of well-organized and understandable information; ◦ persuasive – writing to influence the reader or listener to believe or do as the author or speaker suggests; and ◦ informational – writing to put forth information, frequently used in textbooks and the news media. • use a variety of prewriting strategies, for example: b <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and ◦ using graphic organizers. • use written expression to explain, analyze, or summarize a topic with attention to: e <ul style="list-style-type: none"> ◦ purpose and audience; ◦ a central or controlling idea; ◦ voice;

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 - d) **Organize details to elaborate the central idea and provide unity.**
 - e) **Select specific vocabulary and information for audience and purpose.**
 - f) **Use interview quotations as evidence.**
 - g) **Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
 - h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Tone expresses an author’s attitude toward the subject. • Coherence means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text. • The writing process is nonlinear; returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. • Students will begin to assume responsibility for revising, proofreading, and editing their own writing. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time. 	<ul style="list-style-type: none"> ◦ elaboration; ◦ unity; and ◦ organization. • use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. • understand that a topic sentence supports an essay’s thesis statement; it unifies a paragraph and directs the order of the sentences. 	<ul style="list-style-type: none"> ◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); ◦ coherent selection of information and details; ◦ embedded phrases and clauses that clarify meaning and increase variety; ◦ vivid and precise vocabulary; ◦ figurative language; ◦ sentence variety; and ◦ transitional words and phrases. • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. d, e • engage and orient the reader by establishing a context and introducing a narrator and/or characters. d, e • organize an event sequence that unfolds naturally and logically. d • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d, e • apply revising procedures, including: g, h <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; ◦ rewriting; ◦ including vivid vocabulary;

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- a) **Identify intended audience.**
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 - e) **Select specific vocabulary and information for audience and purpose.**
 - f) **Use interview quotations as evidence.**
 - g) **Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
 - h) **Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ combining sentences for variety and rhythm; and ◦ providing transitions between ideas and paragraphs. • create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. c • elaborate the central idea, providing sustained unity throughout the writing. d • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. d, e • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d • sustain a formal style. a • develop a conclusion. d

- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.**
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.**
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.**
 - d) Maintain consistent verb tense across paragraphs.**
 - e) Use comparative and superlative degrees in adverbs and adjectives.**
 - f) Use quotation marks with dialogue and direct quotations.**
 - g) Use correct spelling for frequently used words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • The conventions of correct language are an integral part of the writing process. • Diagramming sentences is a strategy to increase understanding of their structure. • Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing. 	<p>All students should</p> <ul style="list-style-type: none"> • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • understand that pronouns need to agree with antecedents in gender, number, and person. • understand that verbs must agree with subjects. • use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form. • recognize and correct inappropriate shifts in verb forms. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses. b • use punctuation (comma, ellipsis, dash) to indicate a pause or break. b • use an ellipsis to indicate an omission. b • diagram sentences with phrases and clauses. a • use a singular verb with a singular subject and a plural verb with a plural subject. d • use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. c • use objective pronouns in prepositional phrases with compound objects. c • choose and maintain tense (present, past, future) throughout an entire paragraph or text. d • use comparative and superlative adjectives. e • use comparative and superlative adverbs. e • use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i>. b • use correct conjunctions, such as <i>either/or</i> and <i>neither/nor</i>. b

- 8.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • embed quotations from other sources with skill and accuracy. f • use quotation marks correctly with dialogue. f

At the eighth-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using Modern Language Association (MLA) or American Psychological Association (APA) style guidelines.

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.**
- a) **Collect and synthesize information from multiple sources including online, print and media.**
 - b) **Evaluate the validity and authenticity of texts.**
 - c) **Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
 - e) **Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**
 - f) **Publish findings and respond to feedback.**
 - g) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information. • Students will evaluate the accuracy and authenticity of multiple sources. • Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions. 	<p>All students should</p> <ul style="list-style-type: none"> • determine if a source is trustworthy and accurate. • understand that using multiple sources of information produces a more complete understanding of a topic. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand that a primary source is an original document or a firsthand or eyewitness account of an event. b, e • understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. b, e • use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. a, c • embed quotations from other sources with skill and accuracy. e • evaluate the validity and authenticity of texts, using questions such as: <ul style="list-style-type: none"> ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? Does the writer have something to gain

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.**
- a) Collect and synthesize information from multiple sources including online, print and media.**
 - b) Evaluate the validity and authenticity of texts.**
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
 - e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**
 - f) Publish findings and respond to feedback.**
 - g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>from his opinion?</p> <ul style="list-style-type: none"> ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? <ul style="list-style-type: none"> • conduct short research projects to answer a question drawing on several sources and generating questions. a, b, d, f • use computer technology to research, organize, evaluate, and communicate information. c, f • document using a standard form such as MLA or APA. e • avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words. e, g