

**8<sup>th</sup> GRADE****Reading: Structure****Key:**

**I** = Introduction      **D** = Develop  
**M** = Master            **E** = Extend

The learner will:

- [E]            • Identify the use of structures, styles, and genre in literature.
- [E]            • Read and discuss various types of poetry (ballad, epic, sonnet, ode, elegy).
- [E]            • Identify and discuss relationships among basic literary elements, including plot, conflict, setting, characterization, theme, and point of view.
- [M]            • Use contextual clues to understand multiple meanings of unfamiliar words.
- [D – M]       • Explore word etymology. Expand an analytical sense of word meaning, such as; prefix, suffix, contraction, synonym, antonym, and homonym.
- [E]            • Recognize and discuss the use of figurative language (simile, metaphor, personification, alliteration, onomatopoeia, hyperbole) and sensory language.
- [E]            • Interpret vocabulary used in daily living (application forms, driver’s license, checks, credit card forms, etc.).
- [D – M]       • Extend awareness of growth of the English language.
- [D – M]       • Compare and contrast literal and figurative meanings of a poem.

**Reading: Meaning Construction**

The learner will:

- [E]            • Demonstrate ability to select appropriate reading material in response to identified purposes, including teacher/student negotiated criteria. Purposes and criteria should evidence a wide variety of themes, time periods, and genres.
- [M – E]       • Evaluate and organize information from a number of resources and personal observations to broaden understanding of a topic, theme, or subject.
- [D – M]       • Develop interpretation of text using background knowledge, literary elements, and inferences.
- [E]            • Confirm or alter predictions while reading to determine if meaning is clear.

**8<sup>th</sup> GRADE****Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [E] • Demonstrate the knowledge of the main idea in both fiction and non-fiction materials.
- [M] • Analyze the author's purposes, views, and interests for writing selections.
- [E] • Respond to reading texts on an individual and group basis, connecting new concepts/ideas to prior knowledge.
- [E] • Evaluate the supporting role of details in a printed selection.
- [M – E] • State and explain cause and effect relationships.
- [E] • Specify author's attitudes (bias/slant) and qualifications regarding a subject.
- [E] • Apply self-correcting strategies while reading.
- [E] • Interpret written directions.
- [M – E] • Demonstrate the ability to identify propaganda techniques.
- [M – E] • Evaluate facts and opinions.

**Reading: Application**

The learner will:

- [M – E] • Adjust reading rate and strategy depending on purpose for reading the text.
- [E] • Expand personal criteria for selecting literature, such as following recommendations from adults, peers, book reviews, and developing experiences.
- [E] • Engage in reading, including self-selected and assigned materials.

**8<sup>th</sup> GRADE****Reading: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [E] • Integrate reading with speaking, listening, viewing, and writing experiences.
- [E] • Expand the use of reference sources and illustrative material necessary for gathering appropriate information, including computerized information systems.
- [E] • Use dictionary skills to decode pronunciation, meaning of new words, and spelling.
- [M – E] • Demonstrate the ability to use an expanded repertoire of study strategies to aid in content reading including time management, SQ3R (Survey, Questions, Read, Recite, Review), focusing, story mapping, summarizing, graphic organizers, question-generating/answering.
- [E] • Read a variety of genre (see Scope and Sequence for grade level specifics).

**Reading: Multidisciplinary**

The learner will:

- [E] • Extend knowledge and appreciation of dialects and cultures through reading experiences.
- [M – E] • Extend awareness of cultural and historical perspectives through literature.
- [M – E] • Extend awareness of stereotypes in literature.
- [E] • Explore world cultures through literature.
- [E] • Participate in a variety of community learning activities that include multidisciplinary experiences, such as choral reading, expressive reading through drama, etc.
- [M – E] • Extend and enrich reading experiences through technology and multi-media activities.

**8<sup>th</sup> GRADE****Reading: Multidisciplinary (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [E] • Integrate and apply reading skills to other curricular areas.

**Writing: Structure**

The learner will:

- [M – E] • Vary writing style according to purpose.
- [E] • Refine the ability to use a variety of organizational structures involving narrative, persuasive, expository, transactional, poetic, and expressive writing.
- [E] • Adapt vocabulary to audience and purpose.
- [E] • Review the elements of good cursive writing.
- [E] • Write an analytical essay in response to poetry.
- [M] • Refine use of voice in writing.

**Writing: Meaning Construction**

The learner will:

- [M – E] • Progress through the five steps of the writing process:
- a. prewriting
  - b. drafting
  - c. revising
  - d. editing
  - e. publishing using MLA style

**8<sup>th</sup> GRADE****Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [E]           • Develop paragraphs that include:
- a. topic sentence
  - b. supporting details
  - c. unity
  - d. coherence
  - e. concluding sentence
  - f. proper punctuation
- [E]           • Use writing skills including the following to develop compositions:
- a. refine sentence constructions
  - b. recognize and utilize techniques to create different kinds of paragraphs
- [M – E]       • Write on prompted topics demonstrating sense of flow, organization, and clarity of thought.
- [M – E]       • Develop a research paper using MLA style, note cards, source cards, outline, and bibliography.
- [M – E]       • Analyze and evaluate information from a variety of sources in order to produce a piece of writing to uncover bias, generalization, or propaganda.
- [M – E]       • Write in response to fiction and non-fiction reading.

**Writing Mechanics / Grammar**

The learner will:

- [M]           • In the final draft of writing, use correct writing mechanics such as:
- a. various types of complete sentences
  - b. capitalization, punctuation, spelling
  - c. correct use of parts of speech (*See Scope and Sequence*)

**8<sup>th</sup> GRADE****Writing: Mechanics / Grammar (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Demonstrate understanding of and use predicate nominative and predicate adjective.
- [D] • Use dashes, ellipses, brackets, and parentheses correctly.
- [D] • Use nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.
- [D] • Demonstrate the use of concrete, abstract, and collective nouns in original compositions.
- [D] • Use relative pronouns.
- [D] • Use intensive/reflexive pronouns, demonstrative pronouns, and indefinite pronouns.
- [D] • Demonstrate agreement of antecedent with pronoun.
- [D] • Use verb phrases.
- [D] • Identify, use and differentiate between phrases and clauses.
- [D] • Identify and use verbals (gerunds, participles, and infinitives).
- [D] • Use words in the possessive case, the nominative case and the objective case.
- [D] • Use nouns of direct address and appositives.

**8<sup>th</sup> GRADE****Writing: Application****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [E] • Use a variety of structures and strategies to write for different purposes and audiences.
- [E] • Engage in formal and informal writing.
- [E] • Expand knowledge of content areas through writing.
- [E] • Write for correspondence.
- [E] • Write for reporting.
- [E] • Write, evaluate, and publish individually and cooperatively.

**Writing: Multidisciplinary**

The learner will:

- [E] • React to and develop concepts in content areas through writing.
- [E] • Explore global issues through writing.
- [E] • Extend awareness of world culture and historical perspectives through writing.
- [E] • Extend the use of the writing process, writing strategies, and study skills to all content areas.
- [E] • Participate in a variety of writing activities that include individual, small group, whole class, and cross age experiences.
- [E] • Extend and enrich writing experiences through technology and multi-media activities.