

# Grade 8 Language Arts

## READING

**Word Recognition, Word Study, and Fluency: Recognize, read, and know the meanings of frequently encountered words while increasing fluency.**

**Word Recognition, Word Study, and Fluency: Acquire and apply strategies to identify unknown words and construct meaning.**

- Explain and use word structure, sentence structure, and prediction.
- Explain and use idioms, analogies, metaphors, and similes to infer the history of the English language and common word origins.

**Vocabulary: In the context of reading, students will determine the meaning of words and phrases by activating prior knowledge and using text features/structures.**

**Narrative Text: Analyze the structure, elements, style, and purpose of historical fiction, science fiction, and realistic fiction.**

- Examine in detail how various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, and religion appear in classic, multicultural, and contemporary literature.
- Examine in detail the role of rising and falling action, minor characters in relation to conflict, and credibility of the narrator.
- Examine in detail the author's craft in regard to symbolism, imagery, consistency to develop credible narrator, rising and falling action, and minor characters.
- Recognize the structures (point of view, metaphor, etc.) and elements that influence the purpose of the message (added in the interest of best practice).

**Informational Text: Analyze the structure, elements, features, style, and purpose of comparative essays, newspaper writings, technical writings, and persuasive essays.**

- Examine in detail text patterns including: chronological, sequence, compare/contrast, and cause/effect.
- Examine in detail text features including: graphics, author's pages, prefaces, and marginal notes to understand central and supporting ideas.

**Comprehension and Metacognition: Self-monitor, plan, and evaluate their comprehension by using multiple strategies and processes to construct meaning, including predicting, visualizing, questioning, rereading or listening again, inferring, summarizing, retelling, synthesizing, or engaging in interpretive discussions (book clubs, literature circles).**

- Analyze and make connections (self, text, world) to global themes, universal truths, principles, and perspectives through oral and written responses.
- Apply significant knowledge from grade-level science, social studies, and mathematics texts to real-world situations.
- Understand the importance of reading and read on own.
- Discuss with a collaborative focus, understanding that more heads are better than one (added in the interest of best practice).

## WRITING

**Writing Genre and Writing Process: Understand and apply the writing process using a variety of genres:**

- > **Poetry, historical fiction, science fiction, or realistic fiction (narrative)**
- > **Historical expository piece such as a journal, biography, or simulated memoir (informational)**
- > **Formulate research questions that demonstrate critical evaluation that culminates into a presented final project**
  - Set a purpose, consider audience, and replicate authors' style.
  - Apply a variety of pre-writing strategies (discussion and group sharing) for both narrative writing (depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (compare/contrast, cause/effect, or sequential text patterns).
  - Draft ideas using various ways of sequencing information and voice in both narrative text (humor and element of surprise) and informational text (emotional appeal, strong opinion, credible support).
  - Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective in order to assess their own writing and the writing of others.
  - Proofread and edit writing using checklists and other appropriate resources to correctly spell and use grammar in legible compositions.
  - Understand the importance of writing.

## SPEAKING

**Speaking: Communicate effectively with a variety of audiences and for different purposes.**

- Use enunciation to emphasize key ideas and concepts.
- Plan, outline, and deliver an informational presentation using precise and vivid language.
- Speak effectively using body language, facial expressions, tone of voice, and pace to enhance meaning in narrative and informational presentations in standard American English. Students whose first language is not English will present in their developing version of Standard American English.

**Speaking: Engage in interactive discussion to socially construct meaning.**

- Participate in book clubs, literature circles, partnerships, or other conversation protocols.
- Discuss written narratives with a variety of literary and plot devices.
- Respond critically to multiple text types in a variety of ways.

## LISTENING AND VIEWING

**Listening and Viewing: Develop critical listening and viewing strategies (eye contact, attentive, supportive).**

- Evaluate the credibility of a speaker by analyzing main ideas, significant details, fact and opinion, bias, propaganda, argumentation, or support.
- Paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.
- Interpret and analyze the various ways in which visual image-makers (graphic artists, illustrators) communicate information and affect impressions and opinions.

**Listening and Viewing: Select, listen to or view knowledgeably a variety of genre, including contemporary and classic texts.**

- React to a speaker's intent, apply a speaker's reasoning to other situations, and respond thoughtfully.
- Respond to text by discussing, illustrating, and/or writing.
- Analyze oral interpretations of literature (language choice delivery) and the effect of the interpretations on the listener.