

## Grade 8 - Language Arts Standards

### **Standards I and II: Reads a wide range of print and non-print texts for a variety of purposes. Reads a wide range of literature from many periods, in many genres and many cultures.**

- A. Reads books independently for various purposes. *and for extended periods of time.* I-C, \*PPO-D-11
- B. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genre, or recommendations from others). I-C
- C. Identifies and explains universal themes across different works by the same author and by different authors. II-A-2, II-C-1
- D. Explains how an author's choice of genre affects the expression of a theme or topic. II-B-1

### **Standard III: Demonstrates competence in skills and strategies of the reading process.**

- A. *Develops word recognition and word analysis skills.*
  - 1. Applies knowledge of connotation and denotation to determine the meaning of words. \*B-7
  - 2. **Uses knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject- area vocabulary** (e.g., unknown words in science, math and social studies). B-3
  - 3. **Explains how different events have influenced and changed the English language.** B-8
  - 4. **Determines the meanings and pronunciations of unknown words by using multiple sources** (dictionaries, glossaries, technology and textual features such as definitional footnotes and sidebars). B-6
- B. *Expands vocabulary by using a variety of clues.*
  - 1. Identifies the relationships of pairs of words in analogical statements (synonyms and antonyms) and infers word meanings from these relationships including synonyms and antonyms. C-4, F-2
  - 2. Examines and discusses the ways that different events (cultural, political, social, technological,

and scientific) impact and change the English language. C-1

- 3. *Masters grade appropriate vocabulary.* \*PPO C-2
- C. *Reads phases, sentences, passages etc.*
  - 1. Infers the literal and figurative meaning of words and phrases and **recognizes the function of stylistic devices** (dialogue, dialect, figurative language including metaphors similes and idioms). \* PPO D-7
  - 2. **Monitors own comprehension** by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in the text. D-6,9,10
  - 3. Explains ways in which the author conveys mood and tone through word choice, figurative language and syntax. D-7
  - 4. Identifies examples of foreshadowing and flashback in a literary text. D-7
  - 5. Examines symbols used in literary texts. D-7
- D. *Demonstrates literal comprehension skills.*
  - 1. **Defines the meaning of unknown words by using context clues** and the author's use of comparison, contrast and cause and effect. E-7, F-4,5
  - 2. **Identifies** and explains various types of **characters** (flat, round, dynamic, static) and **how their interactions and conflicts affect the plot.** E-6
  - 3. *Demonstrates an integrated knowledge of elements of plot, possible themes, motives and traits of characters, and the effect of setting.* \* PPO-E-6
  - 4. Identifies and explains universal themes across different works by the same author and by different authors. E-6
  - 5. **Applies reading strategies**, including making predictions, comparing and contrasting, recalling and summarizing, making inferences and drawing conclusions. E-3, F-2,4, G-7
  - 6. **Answers literal questions to demonstrate comprehension.** E-2
  - 7. Compares and contrasts text features including format and headers of various informational texts in terms of their structure

and purpose and evaluates its effectiveness. E-1

- 8. Explains how authors pace action and use subplots, parallel episodes, climax. E-6
- 9. *Uses reference materials and graphic aids to locate or interpret information and analyzes whether graphics supplement textual information and promote the author's purpose.* \*PPO E-1, G-1,2, V-B,C
- E. *Demonstrates interpretive comprehension skills.*
  - 1. **Compares and contrasts the treatment, scope and organization of ideas from different sources on the same topic.** F-4,7
  - 2. **Answers inferential, evaluative and synthesizing questions to demonstrate comprehension.** F-2, G-2
  - 3. Recognizes how writers cite facts, draw inferences and present opinions in informational text. F-2,3
  - 4. *Identifies details that either support or do not support the main idea.* \*PPO F-6
  - 5. *Identifies stated and implied cause/effect relationships.* \*PPO F-5
  - 6. *Draws conclusions based on deduction, inference and generalization.* \*PPO F-2
  - 7. **Examines the relationships of analogical statements to infer word meaning.** F-2
  - 8. **Evaluates how features and characteristics** (chronological, compare-contrast, cause-effect, problem-solution) **make information accessible and usable and how structures help authors achieve their purposes.** F-4,5
  - 9. Explains ways in which the author conveys mood and tone through word choice, figurative language and syntax. F-8
  - 10. Examines symbols used in text. F-8
- F. *Demonstrates critical thinking skills.*
  - 1. **Identifies an author's** argument, perspective or **viewpoint** and explains the development of key points and **how the author appeals to an audience.** \*PPO G-5, G-2,6
  - 2. Identifies an author's purpose and intended audience for the text. G-1,2
  - 3. Assesses the **valid and invalid inferences** of an author's details, **identifying rhetorical**

- devices** (bandwagon, testimonial and emotional word repetition), and examples of bias and stereotyping **and authors use these devices to achieve their purposes and reach their intended audiences.** G-,2,6, F-2
- Distinguishes the characteristics of consumer materials (job-related materials, memoranda, instructions) and public documents (speeches, or newspaper editorials). G-2
  - Compares and contrasts different points of view (first person, third person limited, omniscient, objective and subjective) and explains how voice affects literary text. G-6, D-7
  - Responds to literature in one or more ways: analyzing, critiques, summarizing or synthesizing.* \*PPO G-2
  - Identifies foreshadowing and flashback and makes** predictions based on foreshadowing. \*PPO G-7

**Standard IV: Demonstrates competence in the skills and strategies of the writing process.**

- A. Understands and develops a writing process.*
- Formulates writing ideas** through discussions with others and from printed material, and keeps a list of writing ideas. B-9
  - Determines a purpose and audience** and plans strategies (adapting focus, content structure and point of view, tone) to address purpose and audience. B-1, \*PPO B-18
  - Uses organizational strategies** (note and outlines) to plan writing. B-9
  - Organizes writing with an effective and engaging introduction and conclusion that summarizes, extends or elaborates on points or ideas in writing. \*B-15
  - Uses precise language**, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. B-1,7, \*PPO E-7, E-1
  - Rereads and analyzes clarity of writing, fluency and consistency of point of view. B-6
  - Proofreads writing, **edits to improve conventions (grammar, spelling, punctuation and capitalization)** and identifies and corrects fragments and run-ons. B-7, C-6,13, E-3,5
  - Applies tools (rubrics, checklist feedback)**

- to judge the quality of writing.** B-13
- Prepares for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, and principles of design and graphics, to enhance the final product.** B-1,7, V-D-2,3
  - Writes responses to literature** that organize an insightful interpretation around several clear ideas, premises or images and supports judgments **with specific references to the original text, to other texts, authors and to prior knowledge.** \*B-11
  - Writes business letters, letter to the editor and job applications that: B-1**
    - address audience needs, stated purpose and context in a clear and efficient manner;**
    - follow the conventional style appropriate to the text using proper technical terms;**
    - include appropriate facts and details;**
    - exclude extraneous details and inconsistencies; and**
    - provide a sense of closure to the writing.**
  - Produces informal writings (journals, notes, poems) for various purposes. B-1
  - Uses the writing process including revising and editing.* \*PPO- B-7
  - Expands a concept by analyzing and evaluating information from a variety of sources.* \*B-12
- B. Understands and uses conventions of print.*
- Varies simple, compound and complex sentence structures;** and *sentences are complete.* \*C-12,15,17
  - Groups related ideas into paragraphs, including topic sentences, following paragraph form and maintaining clarity of the controlling idea reinforced by parallel structures across paragraphs. C-5
  - Adds and deletes information and details to better elaborate on a stated central idea and to more effectively accomplish a purpose. C-6
  - Rearranges words, sentences and paragraphs and **adds transitional words** and phrases to clarify meaning. \*C-6,10

- Uses correct punctuation and capitalization. \*PPO C-13
  - Demonstrates knowledge and use of standard grammatical forms for all parts of speech.** \*PPO C 14
    - uses all parts of speech.
    - uses proper placement of modifiers.
    - maintains the use of appropriate verb tenses.
    - conjugates regular and irregular verbs in all tenses correctly.
  - Uses clauses (main, subordinate) and phrases (gerund, infinitive, participial). C-17
  - Uses parallel structure to present items in a series and items juxtaposed for emphasis. C-13, C-14
  - Writes legibly on a final draft.* \*PPO C-7
- C. Writes various types of composition.*
- Writes narratives that:** D-1
    - sustain reader interest by pacing action and **developing** an engaging **plot** (tension and suspense).
    - use literary devices** to enhance style and tone; and
    - create complex characters in a definite, believable setting.**
  - Writes informational essays or reports, including research that: D-1
    - pose relevant and tightly drawn questions that engage the reader; V-A-1
    - provide a clear and accurate perspective on the subject;
    - create an organizing structure appropriate to the purpose, audience and context *that conveys a sense of completeness.* \*PPO C-8
    - support the main idea with facts, details, examples and explanation from sources; and IV-B-15
    - document sources and include bibliographies. IV-C-9
  - Writes persuasive compositions that: D-1
    - establish and develop a controlling idea;
    - support arguments with detailed evidence;
    - exclude irrelevant information; and
    - cite sources of information. IV-C-9
  - Establishes a thesis statement for informational writing or a plan for narrative writing.\* D-1
  - Uses different points of view in writing.* D-3

D. *Develops vocabulary and spelling skills.*

1. *Adapts vocabulary to audience and purpose.* E-6
2. Uses correct spelling conventions *in all content areas.* \*PPO E-4, E-3,,5

**Standard V: Gathers and uses a variety of informational and technological resources to communicate discoveries.**

A. *Demonstrates research techniques.*

1. **Formulates open-ended research questions** (assigned or personal interest) and **modifies questions as necessary** during inquiry and investigation; *uses the research to write about an abstract concept.* \*A-1
2. Identifies appropriate sources and gathers relevant information from multiple sources (school library, online databases, electronic resources and Internet-based resources). A-4, B,C
3. **Evaluates the usefulness and credibility of sources** (author, accuracy, objectivity, publication date, and coverage) and defines primary and secondary sources. III-F-2,7, III-G-2,5,6, IV-C-9
4. Selects an appropriate structure for organizing information in a systematic way (notes, outlines, charts, tables, graphic organizers). III-E-3, IV-B-9
5. **Compiles and organizes the important information and selects appropriate sources to support central ideas, concepts and themes.** IV-B-12
6. Integrates quotations and citations into written text, maintaining a flow of ideas. IV-C-9
7. Uses a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. IV-B-1, V-D-2,3, VI-C,G
8. **Uses style guides to produce oral and written reports that gives proper credit for sources and includes an acceptable format for source acknowledgement.** IV-C-9
9. Uses documented textual evidence to justify interpretations of literature or to support a

research topic. A-4,5

- B. *Demonstrates the use of information resources.*
- C. *Demonstrates the use of technological resources.*
- D. **Communicates discoveries orally, visually and/or in writing** using available technology. D-1,2,3

**Standard VI: Demonstrates competence in speaking, listening and viewing.**

A. **Demonstrates active listening strategies**

(monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace, recognizing and interpreting non-verbal clues). F,H,I,J

- B. **Identifies and analyzes the persuasive techniques** (bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages, and **evaluates the effect his has on the credibility of a speaker or media message.** H,I,K
- C. Determines the credibility of the speaker (hidden agendas, slanted or biased material) and recognizes fallacies of reasoning used in presentation and media messages. K
- D. **Identifies the speaker's choice of language and delivery style** (repetition, appeal to emotion, eye contact) and how they contribute to meaning, **content and purpose.** K
- E. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. C,G
- F. Adjusts volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. C,G
- G. Varies language choices as appropriate to the context of the speech. C,G
- H. Delivers information presentations that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; C, III-E-5, V-A-6
  - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes. C, III-E-5; V-A-6
  - c. include an effective introduction and conclusion and use a consistent organizational structure (cause-effect, compare-contrast, problem solution); C, V-A-6

- d. use appropriate visual aids; and G, III-E-1, V-D-2,3
- e. draw from multiple sources and identify sources used. IV-B-12, IV-C-9
- G. Delivers formal and informal descriptive presentations that convey relevant information and descriptive details. \*PPO-C, F,G
- H. Delivers persuasive presentations that: C,E,F,G
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
  - c. consistently use common organizational structures (cause-effect, compare-contrast, problem-solution).
- K. *Participates in whole class and small group oral language activities.*-F
- L. *Demonstrates competency in listening/viewing skills to recognize appropriate situations and purpose.* H
- N. Draws logical inferences from presentations and visual media. I,K
- O. *Recognizes non-verbal communication when listening and viewing.* \*PPO-J
- P. *Listens to views materials from a variety of media.* A
- Q. *Selects appropriate topics and strategies when organizing notes and ideas for Speaking.* B

**Key to using this document:**

- **Items in bold with Roman numerals are COS standards.**

- **Items bolded under Roman numerals are state benchmarks.**

- Items in regular print are state grade level indicators with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- **Items with an asterisk appear on the reading and writing continuum.**