

Eighth Grade

Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade-level text

Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others

Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations

Word Study

- Prefixes: anti-, com-, con-, dis-, inter-, intr-, non-, pro-, super-, trans-
- Suffixes: -en, -ess, -ish, -ism, -ize, -let, -ness, -ous, -ship, -tude
- Extend the meaning of words through understanding of **connotation**
- Determine word meaning through context clues: **restatement** or **synonym**
- Distinguish between commonly confused words: *capital/capitol; cell/sale/sell; choose/chose; emigrate/immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week*

Informational text

Text types: textbooks, biographies/autobiographies, memoir, letters, graphs, charts

- Use external text features: headings, subheadings, pictures, captions, **sidebars**, **annotations**, **italics**, bolded words, graphs, charts, tables of contents, glossaries and indexes
- Comprehend text using internal text structures/cue words and phrases: **question/answer**, **comparison/contrast**
- **Infer** from **explicit** information
- Distinguish **fact** from **opinion**

Literary Text

Focus: Comprehend literature by identifying and comparing the uses of literary elements in narrative text

- Identify incidents important to the plot: **flashback**, **foreshadowing**
- Describe character traits based on what **other** characters think, say and do
- Identify theme
- Identify descriptive details and **imagery** that establish setting
- Compare types of figurative language: simile; metaphor; **symbolism**
- Distinguish between **free verse** and **rhyme**

Writing to Learn: Evaluate information, interpret ideas, and demonstrate thinking through writing

- Organize events and ideas in **order of importance**
- Focus written facts or events around a clearly stated, **unifying idea**
- Make **text-to-self**, **text-to-world**, and **text-to-text** connections

Extended Writing: Write to identify and reflect on feelings to recreate experiences: short biographies, narratives, memoirs.

- Convey a unifying **theme** or **idea**
- Order events effectively and experiment with **flashback** and **foreshadowing**
- Use **narrative details**
- Evaluate and revise for
 - **Specific and relevant details** that support the idea
 - An introduction, body, and conclusion with a controlling idea, **topic sentences**, and details
 - Appropriate tone and voice
 - Appropriate word use
 - Varied sentence structure
- Edit for
 - Spelling
 - **Use of quotation marks and commas in dialogue**
 - **Correct verb tenses**
 - **Correct use of relative pronouns**
 - **Correct agreement of pronouns and antecedents**
 - **Correct capitalization of titles of books, poems, etc. and titles of courses**

Process of Inquiry: Use the process of inquiry to focus thinking toward understanding an idea or concept

- Formulate **text supported**, open ended, **interpretive, inferential and evaluative questions**
- Choose information that best supports the focus of inquiry
- Distinguish between **reliable and unreliable sources** of information
- Distinguish **primary from secondary sources**

Written Communication of Inquiry: Write to demonstrate understanding of an idea or concept

- Select a format to **demonstrate understanding**
- Organize information from **more than one source**
- Report information by paraphrasing, summarizing, and/or **quoting from sources**
- Use **informal citation**

Oral Communication of Inquiry: Participate in and report on small group learning activities

- Determine the purpose for **small group** learning activities
- Assume responsibility for **specific small group tasks**
- Use appropriate **small group procedures** for responding to **group members' questions and contributions**
- **Present group reports**

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