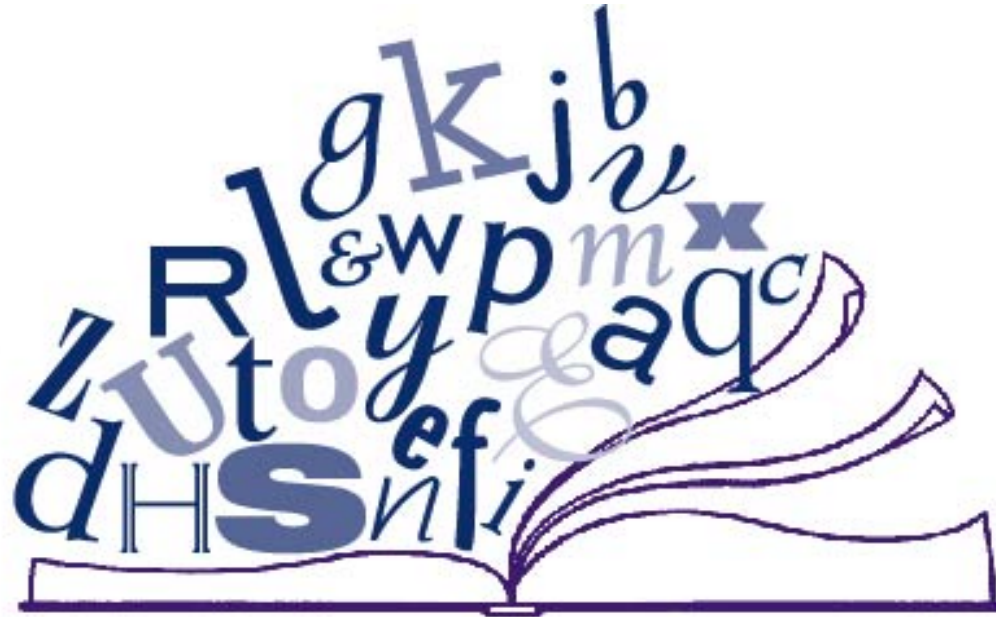


# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



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Board of Education  
Richmond, Virginia  
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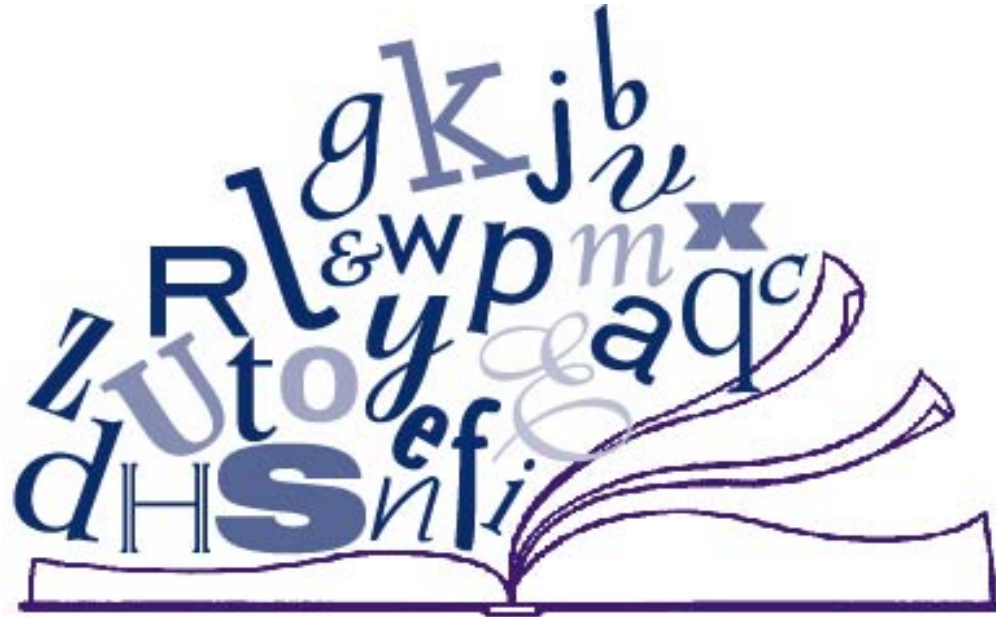
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# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

*Grade Eight*



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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 the learning. Interviewing skills will be added to the students' repertoire of oral language skills.

- 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 and report responses.**
  - d) Evaluate the effectiveness of the interview.**

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

**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) Use grammatically correct language.**
- f) Critique oral presentations.**

| <b>UNDERSTANDING THE STANDARD<br/>(Teacher Notes)</b>  | <b>ESSENTIAL<br/>UNDERSTANDINGS</b>   | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• The intent of this standard is that students will prepare and deliver oral presentations on a regular basis.</li> <li>• Students will deliver both group presentations and individual presentations to classmates and other audiences.</li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• rehearse presentations</li> <li>• interact with poise with an audience</li> <li>• evaluate presentations</li> <li>• use grammatically correct language.</li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand the purpose of the presentation</li> <li>• select and narrow the topic with attention to time limits and audience</li> <li>• prepare the presentation, using strategies including               <ul style="list-style-type: none"> <li>◦ note cards</li> <li>◦ outlines</li> <li>◦ formal written report</li> <li>◦ questions and answers</li> </ul> </li> <li>• select and use appropriate vocabulary</li> <li>• define technical terms</li> <li>• rehearse both alone and with a coach</li> <li>• use a rubric or checklist to evaluate presentations</li> <li>• answer questions and respond to comments politely and succinctly.</li> </ul> |

- 8.3 The student will analyze mass media messages.**
- a) Evaluate the persuasive technique being used.**
  - b) Describe the possible cause-effect relationships between mass media coverage and public opinion trends.**
  - c) Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.**

| <b>UNDERSTANDING THE STANDARD<br/>(Teacher Notes)</b>  | <b>ESSENTIAL<br/>UNDERSTANDINGS</b>   | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• The intent of this standard is that students will identify and analyze persuasive techniques used in the media, including               <ul style="list-style-type: none"> <li>◦ <b>name calling or innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language</li> <li>◦ <b>glittering generalities or card stacking</b> – telling only part of the truth; generalizing from a shred of evidence</li> <li>◦ <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd</li> <li>◦ <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility</li> <li>◦ <b>appeal to prestige, snobbery, or plain folks</b> – 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</li> <li>◦ <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand the relationship between causes and effects</li> <li>• understand that a cause may have multiple effects</li> <li>• understand that an effect may have multiple causes</li> <li>• identify the effects of persuasive messages on the audience.</li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify and analyze persuasive techniques used in the media</li> <li>• describe the effect of persuasive messages in the media on the audience</li> <li>• identify and evaluate word choice in the media</li> <li>• identify and analyze choice of information in the media</li> <li>• identify and analyze viewpoint in the media</li> <li>• identify public opinion trends and possible causes</li> <li>• identify the sources and viewpoint of publications.</li> </ul> |

At the eighth-grade level, students 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. 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, derivations, inflections, analogies, and figurative language to extend vocabulary development.**

**a) Identify simile, metaphor, personification, hyperbole, and analogy.**

**b) Use context, structure, and connotations to determine meaning of words and phrases.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes)  | ESSENTIAL UNDERSTANDINGS   | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• The intent of this standard is that students will increase their independence as learners of vocabulary.</li> <li>• Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.</li> <li>• Students will evaluate the use of figurative language and analogies in text.</li> <li>• Students will use context and connotations to help determine the meaning of nearly synonymous words and appreciate an author's choices of words and images.</li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use word structure to analyze and relate words</li> <li>• recognize internal and external inflections that change meaning and pronunciation</li> <li>• recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning</li> <li>• recognize that figurative language and analogy enrich text.</li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i> or <i>carnival</i> and <i>valedictorian</i></li> <li>• apply and analyze relationships common to analogy construction <ul style="list-style-type: none"> <li>◦ type or example – cinnamon: spice</li> <li>◦ characteristics – glass: breakable</li> <li>◦ association – bow: arrow</li> <li>◦ operator – car: driver</li> <li>◦ degree – pleased: ecstatic</li> <li>◦ mathematical – three: six</li> <li>◦ number – louse: lice</li> </ul> </li> <li>• use both context and reference skills independently to determine the nuances and connotations of words</li> <li>• understand, evaluate, and use figurative language, including <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons</li> <li>◦ <b>metaphor</b> – figure of speech that <i>implies</i> comparisons</li> <li>◦ <b>personification</b> – figure of speech that applies human characteristics to non-human objects</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figure of speech.</li> </ul> </li> </ul> |

- 8.5 The student will read and analyze a variety of narrative and poetic forms.**
- Explain the use of symbols and figurative language.**
  - Describe inferred main ideas or themes, using evidence from the text as support.**
  - Describe how authors use characters, conflict, point of view, and tone to create meaning.**
  - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.**
  - Compare and contrast authors' styles.**

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

- 8.5 The student will read and analyze a variety of narrative and poetic forms.**
- Explain the use of symbols and figurative language.**
  - Describe inferred main ideas or themes, using evidence from the text as support.**
  - Describe how authors use characters, conflict, point of view, and tone to create meaning.**
  - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.**
  - Compare and contrast authors' styles.**

| UNDERSTANDING THE STANDARD<br>(Teacher Notes)   | ESSENTIAL UNDERSTANDINGS   | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>Mood</b> refers to the emotional atmosphere produced by an author's use of language.</li> <li>• <b>Point of view</b> 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.</li> <li>• A <b>symbol</b> is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In 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.</li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• analyze poetic devices in prose and poetry, including <ul style="list-style-type: none"> <li>◦ word choice</li> <li>◦ figurative language</li> <li>◦ symbolism</li> <li>◦ imagery</li> <li>◦ rhyme</li> <li>◦ rhythm</li> <li>◦ repetition</li> <li>◦ sound elements</li> <li>◦ pun</li> <li>◦ oxymoron</li> </ul> </li> <li>• define an author's tone, including <ul style="list-style-type: none"> <li>◦ serious</li> <li>◦ solemn</li> <li>◦ sarcastic</li> <li>◦ objective</li> <li>◦ enthusiastic</li> <li>◦ humorous</li> <li>◦ hostile</li> <li>◦ disapproving</li> <li>◦ personal</li> <li>◦ impersonal</li> </ul> </li> </ul> <p>CONTINUED</p> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand and analyze elements of an author's style, including <ul style="list-style-type: none"> <li>◦ dialogue</li> <li>◦ sentence structure</li> <li>◦ language patterns</li> <li>◦ tone</li> </ul> </li> <li>• differentiate among points of view in stories, including <ul style="list-style-type: none"> <li>◦ first person</li> <li>◦ third person limited to a character or narrator</li> <li>◦ third person omniscient</li> </ul> </li> <li>• understand an author's use of literary devices, including <ul style="list-style-type: none"> <li>◦ <b>foreshadowing</b> – the giving of clues to hint at coming events in a story</li> <li>◦ <b>irony</b> – the implication, through plot or character, that the actual situation is quite different from that presented</li> <li>◦ <b>flashback</b> – a return to an earlier time in the course of a narrative to introduce prior information</li> <li>◦ <b>symbolism</b> – the use of concrete and recognizable things to represent ideas</li> </ul> </li> </ul> <p>CONTINUED</p> |

- 8.5 The student will read and analyze a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
  - Describe inferred main ideas or themes, using evidence from the text as support.
  - Describe how authors use characters, conflict, point of view, and tone to create meaning.
  - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
  - Compare and contrast authors' styles.

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS  | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES  |
|---|---|---|
|   | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• identify poetic forms, including               <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme</li> <li>◦ <b>couplet</b> – a pair of rhyming lines</li> <li>◦ <b>quatrain</b> – a stanza containing four lines</li> </ul> </li> <li>• make inferences, draw conclusions, and point to an author's implications in the text.</li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• compare and contrast an author's choice of sound elements in prose and poetry, including               <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i></li> <li>◦ <b>assonance</b> – repetition of vowel sounds, e.g., <i>mad hatter</i></li> <li>◦ <b>consonance</b> – repetition of final consonant sounds, e.g., <i>east/west</i></li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g. <i>buzz</i>.</li> </ul> </li> </ul> |

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.**
  - b) Analyze the author’s credentials, viewpoint, and impact.**
  - c) Analyze the author’s use of text structure and word choice.**
  - d) Analyze details for relevance and accuracy.**
  - e) Read and follow instructions to complete an assigned task.**
  - f) Summarize and critique text.**
  - g) Evaluate and synthesize information to apply in written and oral presentations.**
  - h) Draw conclusions based on explicit and implied information.**
  - i) Make inferences based on explicit and implied information.**

| <b>UNDERSTANDING THE STANDARD</b><br>(Teacher Notes)  | <b>ESSENTIAL UNDERSTANDINGS</b>   | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• The intent of this standard is that students will analyze a variety of informational sources.</li> <li>• Students will use internal and external text structures as an aid to comprehension.</li> <li>• Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize.</li> <li>• An author’s <b>viewpoint</b> refers to his or her bias or subjectivity toward the subject.</li> <li>• Teachers will collaborate to help students apply reading skills in a variety of content texts.</li> <li>• The intent of this standard is that teachers will model the higher-order thinking processes with materials below the students’ independent reading level.</li> </ul> <p>CONTINUED</p> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading</li> <li>• make predictions prior to and during the reading process</li> <li>• recognize an author’s viewpoint and use of persuasive language</li> <li>• read and analyze writing critically</li> <li>• choose graphic organizers based on the internal text structure most prevalent in the text</li> <li>• use graphic organizers and/or rules to analyze and summarize text</li> </ul> <p>CONTINUED</p> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion</li> <li>◦ anticipation guides</li> <li>◦ preview of key vocabulary</li> </ul> </li> <li>• analyze and record information, using internal text structures, including <ul style="list-style-type: none"> <li>◦ cause-and-effect</li> <li>◦ comparison/contrast</li> <li>◦ enumeration or listing</li> <li>◦ sequential or chronological</li> <li>◦ concept/definition</li> <li>◦ generalization</li> <li>◦ process</li> </ul> </li> <li>• use rules and strategies for summarizing, such as the following: <ul style="list-style-type: none"> <li>◦ delete trivia and redundancy</li> <li>◦ substitute a general term for a list</li> <li>◦ find or create a main idea statement</li> </ul> </li> </ul> <p>CONTINUED</p> |

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.**
  - b) Analyze the author’s credentials, viewpoint, and impact.**
  - c) Analyze the author’s use of text structure and word choice.**
  - d) Analyze details for relevance and accuracy.**
  - e) Read and follow instructions to complete an assigned task.**
  - f) Summarize and critique text.**
  - g) Evaluate and synthesize information to apply in written and oral presentations.**
  - h) Draw conclusions based on explicit and implied information.**
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| <b>UNDERSTANDING THE STANDARD</b><br>(Teacher Notes)  | <b>ESSENTIAL UNDERSTANDINGS</b>  | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading materials.</li> <li>• <b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</li> <li>• 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.</li> <li>• Students will understand that the <b>writer implies</b> and the <b>reader infers</b>.</li> <li>• Students will understand that an author’s credentials and experiences contribute to his/her viewpoint.</li> <li>• To <b>critique</b> text requires that a critical (but not necessarily negative) judgment be made.</li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• read several texts on a similar topic and synthesize what is read in writing to be presented orally</li> <li>• evaluate an author’s choice of words and images</li> <li>• recognize an author’s use of connotations, persuasive language, and craftsmanship to convey viewpoint.</li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read and follow directions, including <ul style="list-style-type: none"> <li>◦ constructing a structure</li> <li>◦ completing a recipe</li> <li>◦ assembling a model</li> <li>◦ participating in a game</li> <li>◦ arriving at a destination</li> <li>◦ completing a form</li> <li>◦ programming an electronic device</li> </ul> </li> <li>• use external text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> <li>◦ boldface and/or italics type</li> <li>◦ type set in color</li> <li>◦ underlining</li> <li>◦ indentation</li> <li>◦ sidebars</li> <li>◦ illustrations, graphics, and photographs</li> <li>◦ headings and subheadings</li> <li>◦ footnotes and annotations</li> </ul> </li> </ul> <p>CONTINUED</p> |

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.**
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| <b>UNDERSTANDING THE STANDARD</b><br>(Teacher Notes) | <b>ESSENTIAL UNDERSTANDINGS</b> | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>  |
|--|---------------------------------|--|
|  |                                 | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• analyze an author’s choice of details by examining               <ul style="list-style-type: none"> <li>◦ accuracy</li> <li>◦ placement</li> <li>◦ thoroughness</li> <li>◦ relevance</li> <li>◦ effectiveness</li> </ul> </li> <li>• use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul> |

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as informational, persuasive, and expository 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 technology as available and appropriate.



- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.
- Use prewriting strategies to generate and organize ideas.
  - Organize details to elaborate the central idea.
  - Select specific vocabulary and information.
  - Revise writing for word choice, sentence variety, and transitions among paragraphs.
  - Use available technology.

| UNDERSTANDING THE STANDARD<br>(Teacher Notes)   | ESSENTIAL UNDERSTANDINGS  | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES  |
|---|---|---|
| <ul style="list-style-type: none"> <li>The intent of this standard is that students will become independent and proficient in composing a variety of types of writing.</li> <li>Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li><b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers</li> <li><b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers</li> <li><b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li><b>Elaboration</b> can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or <i>vertically</i> from paragraph to paragraph chronologically.</li> </ul> <p>CONTINUED</p> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use a process for writing, including               <ul style="list-style-type: none"> <li>planning</li> <li>drafting</li> <li>revising</li> <li>proofreading</li> <li>editing</li> <li>publishing</li> </ul> </li> <li>understand that good writing has been elaborated horizontally and vertically</li> <li>use peer and individual revising and editing</li> <li>understand that good writing has been improved thorough revision</li> <li>use word processing tools, including spell checkers and grammar checkers when available</li> </ul> <p>CONTINUED</p> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>write in a variety of forms, including               <ul style="list-style-type: none"> <li><b>narrative</b> – writing to tell a story</li> <li><b>persuasive</b> – writing to influence the reader or listener to believe or do as the author or speaker suggests</li> <li><b>expository</b> – writing to explain and build a body of well-organized and understandable information</li> <li><b>informational</b> – writing to put forth information, frequently used in textbooks and the news media</li> </ul> </li> <li>use a variety of prewriting strategies, including               <ul style="list-style-type: none"> <li>brainstorming</li> <li>webbing</li> <li>mapping</li> <li>outlining</li> <li>clustering</li> <li>listing</li> <li>using graphic organizers</li> </ul> </li> </ul> <p>CONTINUED</p> |

- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.**
- a) Use prewriting strategies to generate and organize ideas.**
  - b) Organize details to elaborate the central idea.**
  - c) Select specific vocabulary and information.**
  - d) Revise writing for word choice, sentence variety, and transitions among paragraphs.**
  - e) Use available technology.**

| <b>UNDERSTANDING THE STANDARD</b><br>(Teacher Notes)   | <b>ESSENTIAL UNDERSTANDINGS</b>   | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>Voice</b> 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.</li> <li>• <b>Tone</b> expresses an author’s attitude toward the subject.</li> <li>• A 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.</li> <li>• Students will begin to assume responsibility for revising, proofreading, and editing their own writing.</li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand and apply the elements of composing: <ul style="list-style-type: none"> <li>◦ central idea</li> <li>◦ elaboration</li> <li>◦ unity</li> <li>◦ organization</li> </ul> </li> <li>• recognize and apply terms illustrative of tone, such as <ul style="list-style-type: none"> <li>◦ serious</li> <li>◦ sarcastic</li> <li>◦ objective</li> <li>◦ enthusiastic</li> <li>◦ solemn</li> <li>◦ humorous</li> <li>◦ hostile</li> <li>◦ personal</li> <li>◦ impersonal.</li> </ul> </li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use written expression to draft and revise compositions with attention to <ul style="list-style-type: none"> <li>◦ voice</li> <li>◦ tone</li> <li>◦ selection of information and details</li> <li>◦ embedded phrases and clauses that clarify meaning and increase variety</li> <li>◦ vivid and precise vocabulary</li> <li>◦ figurative language</li> <li>◦ sentence variety</li> <li>◦ transitional words and phrases</li> </ul> </li> <li>• apply revising procedures, including <ul style="list-style-type: none"> <li>◦ rereading</li> <li>◦ reflecting</li> <li>◦ rethinking</li> <li>◦ rewriting</li> <li>◦ including vivid vocabulary</li> <li>◦ combining sentences for variety and rhythm</li> <li>◦ providing transitions between ideas and paragraphs.</li> </ul> </li> </ul> |

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

| <b>UNDERSTANDING THE STANDARD<br/>(Teacher Notes)</b>   | <b>ESSENTIAL<br/>UNDERSTANDINGS</b>   | <b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>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.</li> <li>Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.</li> <li>The conventions of correct language are an integral part of the writing process.</li> <li>A diagram of a sentence is a tool to increase understanding of its structure.</li> </ul> | <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>proofread and edit drafts with teacher assistance, peer collaboration, and growing independence</li> <li>understand that pronouns need to agree with antecedents in gender, number, and person</li> <li>understand that verbs must agree with subjects.</li> </ul> | <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses</li> <li>diagram complex sentences</li> <li>use a singular verb with a singular subject and a plural verb with a plural subject, e.g., <i>John buys lunch, but most of his friends bring lunches from home.</i></li> <li>use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i></li> <li>use objective pronouns in prepositional phrases with compound objects, e.g., <i>Grandma gave cookies to Peter and me.</i></li> <li>choose and maintain tense (present, past, future) and throughout an entire paragraph or text</li> <li>use comparative and superlative adjectives, e.g., <i>Jim was the brightest student in the middle school. He was even brighter than some of the students in the high school.</i></li> </ul> <p>CONTINUED</p> |

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

| UNDERSTANDING THE STANDARD<br>(Teacher Notes) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES  |
|---|--------------------------|---|
|   |                          | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>use comparative and superlative adverbs, e.g., <i>The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.</i></li> <li>use and correctly punctuate transitional words, such as <i>furthermore, however, since, and next</i></li> <li>use and correctly punctuate conjunctions, such as <i>either/or</i> and <i>neither/nor</i>.</li> </ul> |