Course Title/ Course #: English Language Arts 8
Start day: 1
Meetings: 180 days

Course Description
At the eighth-grade level, interviewing skills will be added to the students’ repertoire of oral language skills. Students will learn to apply interviewing techniques including preparation for and evaluation of the process of interviewing. Students will analyze, develop, and produce creative and informational media messages. Students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using Modern Language Association (MLA) or American Psychological Association (APA) style guidelines. Students will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words. They 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 apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics and use writing as a tool for learning academic concepts.** At the eighth-grade level, students will plan, draft, revise, and edit narratives, expository, persuasive, and informational pieces with attention to composition and written expression continuing the process of becoming independent with sentence formation, usage, mechanics and conventions of language. They will use available and appropriate technology. (From VDOE Curriculum Framework, 2010)

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| 12 Days (6 ODD/EVEN blocks) | 8.1 a b c | **MP1.1 Family Matters:** | • *Elements of Language:* Using quotation marks, pp. 662-669.  
• *Teacher Article-Mixing Memory and Desire:* A Family Literacy Event  
• *Magnet Summary Explanation*  
• *RACE formula:* Teachers Pay Teachers Free Resource  
• *Quotation Marks Game* | • *Magnet Summaries*  
• *RACE Paragraphs*  
• *Family Stories Peer Review Worksheet*  
• *Achieve3000 Timed Writing: Researching Family History*  
• *Family Memories Narrative Essay Rubric* |
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| 10 Days (5 ODD/EVEN blocks) | 8.2 e 8.4 a b c e 8.5 a b h i | MP 1.2 Break The Code | • *Elements of Literature*: Analyze the symbolism in “The Secret Heart”, pp. 112-114.  
• Grade 8 Scholastic *The Trait Crate* (Word Choice: Lesson 1)  
• VDOE: Formal and Informal Language Lesson Plan  
• VDOE Grade 8 Writing Prompts  
• Symbolism Introduction Lesson Plan  
• Flocabulary: *Figurative Language*, *Simile and Metaphor*  
• Context Clues Lesson Plan: Brainop | • Connotation Revision Passage  
• Figurative Language Chart and Matching: Flocabulary |
| 6 Days (3 ODD/EVEN blocks) | 8.6 a b k l 8.9 b | MP 1.3 Are You Serious? | • VDOE Grade 8 Writing Prompts (Choose appropriate expository writing Prompt)  
• Story Impressions Strategy: Building Background Knowledge  
• Vocabulary Knowledge Rating Strategy  
• Cloze Strategy  
• *It Says...I Say...And So* (inference, connections, synthesize)  
• Analyzing Sources Lesson Plan  
• 501 Writing Prompts (choose appropriate expository writing prompt) | • RACE Paragraphs  
• Magnet Summary  
• Somebody, Wanted, But, So strategy  
• Written essay for an expository prompt (from 8th grade SOL writing prompts) |
| 10 Days (5 ODD/EVEN blocks) | 8.4 a e 8.5 f j | MP 1.4 Could That Really Happen? | • *What's In A Name: Connotation Lesson Plan*  
• Lions, Tigers, and Slugs? Oh My! *Connotation Lesson Plan*  
• *Shades of Meaning: Connotation Lesson Plan*  
• *Figurative Language Activities* | • Magnet Summaries  
• Inside-Outside Circles  
• RAFT assignments |
| 6 Days (3 ODD/EVEN blocks) | Review all standards from MP1. | Checking for Understanding – Review & Assessment | • VDOE Student Performance Analysis  
• Secondary English SOL Review  
• SOL Released Tests and Item Sets  
• SOL Performance Level Descriptors  
• Laundry Day Review Activity  
• Kahoot: Review Game  
• Plickers: Review Game | Interactive Achievement: MP1 Assessment |
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| 8 Days (4 ODD/EVEN blocks) | 8.3 a b | MP2.1 Can You Convince Me? | • *Elements of Language*: Identifying Persuasive Techniques, pp.254-55  
• *Elements of Language*: Parts of Speech pp. 344-369, 370-394  
• VDOE Writing Prompts  
• Persuasive Vocabulary Terms  
• Developing Persuasive Writing  
• Analyzing a Persuasive Campaign Speech  
• unPACT a prompt(s) [P-purpose, A-audience, C-Context of writing, T-Thesis statement] | • Vocabulary Word Sort  
• Persuasive Essays  
• Part of Speech Work from book  
• Assessments/Assignments on noredink.com |
| 8 Days (4 ODD/EVEN blocks) | 8.4 d | | | |
| 8 Days (4 ODD/EVEN blocks) | 8.5 c d e f k | MP2.2 Explain Your Writing | • VDOE Writing Prompts  
• Flocabulary Denotation and Connotation  
• Research Essay Scaffolding Resource  
• unPACT a prompt(s) [P-purpose, A-audience, C-Context of writing, T-Thesis statement] | • Research Essay  
• unPACTing a Prompt  
• Assessments/Assignments on noredink.com |
| 8 Days (4 ODD/EVEN blocks) | 8.7 a b c d e f | MP2.3 What Is Your Best Side? | • *Elements of Literature*: “The Landlady”  
• *Elements of Language*: Sentence Structure, pp. 460-467  
• Persuasive Essay  
• unPACT a prompt(s) [P-purpose, A-audience, C-Context of writing, T-Thesis statement] – Use a foldable to unpact the prompt  
• Sentence Types PowerPoint | • Expository Essays  
• Comprehension questions for “The Landlady”  
• Completed essay for “The Landlady”  
• Capitalization Activities  
• Sentence Structure Activities  
• Assessments/Assignments on noredink.com |
| 8 Days (4 ODD/EVEN blocks) | 8.8 a | MP2.4 Figuring Out the Sequence | • *Elements of Literature*: “The Tell-Tale Heart”  
• *Elements of Language*: Adverbs, pp. 384-385  
• *Elements of Language*: Adjectives, pp. 361-363  
• Adjective Practice Exercise  
• Adverb Practice Exercise  
• Transitions – Teacher Tube Video  
• Transition Practice Exercise | • Completion of adjective, adverb, and transition exercises  
• Expository essays  
• Assessments/Assignments on noredink.com |
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<td>MP2.5 Find the Errors</td>
<td>- VDOE Anchor Sets – Instructor Guide</td>
<td>Correction of errors in anchor essays</td>
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<td>8.7 a b c d e f</td>
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<td>- VDOE Anchor Papers w/Annotation: Composing and Written Expression</td>
<td>Correction of errors in personal essays</td>
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<td>8.8 a b c d e g</td>
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<td>- Anchor Papers with Annotation for Usage and Mechanics</td>
<td>Correction of errors in paragraphs</td>
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<td>- VDOE Grade 8 Writing Prompts</td>
<td>Assessments/Assignments on noredink.com</td>
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<td>Review all standards from MP1 and 2.</td>
<td>Checking for Understanding – Review &amp; Assessment</td>
<td>- VDOE Student Performance Analysis</td>
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<td>- Secondary English SOL Review</td>
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| 24 Days (12 ODD/EVEN blocks) | 8.7 a – h  
8.8 b – g  
8.9 a – g | MP3.1 Writing Around The Clock | • Elements of Language “Paraphrasing vs. Plagiarizing”  
• Quill.org/Interactive Online Writing Activities  
• NoRedInk: Practice Grammar and Writing Skills  
• Graphic organizers for writing  
• Quotation Marks Game  
• VDOE Grade 8 Writing Prompts  
• 501 Writing Prompts  
• Twelve Middle School Writing Assignments  
• Laundry Day Review Activity  
• Opposing Viewpoints on Athletes Salaries: Student Articles  
• Comma Tutorial  
• Inside-Outside Circle: Summarizing  
• Compare and Contrast Writing Workshop  
• Organizing and Pre-Writing | • WriteAbout  
• Laundry Day  
• Written essay for any writing prompt  

08 SOL Writing Test |

| 6 Days (3 ODD/EVEN blocks) | 8.1 a – d  
8.2 a – h  
8.4 d – f  
8.6 a c d e k | MP 3.2 Interviewing / Presentation Techniques | • Flocabulary: Public Speaking, Conducting an Interview  
• Interviewing for Class Projects  
• Life Interview Questions  
• TeenInk Celebrity Interviews, Interview With My Favorite Teacher  
• PBS Kids Celebrity Interviews  
• Telling Their Stories: Oral History Archive Project  
• BBC Black History Interviews  
• ReadWriteThink Oral Presentation Rubric, Biography Project | • Oral Presentation  
• Research product  
• Interview product |

| 8 Days (4 ODD/EVEN blocks) | 8.3 a – d  
8.4 a b c e f  
8.5 a b c g – m  
8.6 b f g h j | MP 3.3 Novel Study/Real World Connections | • Elements of Literature – “The Broken Chain”  
• Elements of Literature – The Diary of Anne Frank”  
• Elements of Literature – “A Tragedy Revealed: A Heroine’s Last Days  
• Anne Frank Comprehension Activities, Scenes 1-3  
• Diary of Anne Frank Supplemental Resources  
• Characterization Graphic organizers | • Timeline  
• Venn-Diagram  
• Graphic organizers  
• Literature Circle Activities |
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| 6 Days (3 ODD/EVEN blocks) | Review all standards from MP1 – 3. | Checking for Understanding – Review & Assessment | • 34 Things To Do With A Novel  
• Novel Activities  
• How to Teach a Novel  
• VDOE Student Performance Analysis  
• Secondary English SOL Review  
• SOL Released Tests and Item Sets  
• SOL Performance Level Descriptors  
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• Plickers: Review Game | Interactive Achievement: MP3 Assessment |
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| 10 Days (5 ODD/EVEN blocks) | 8.4 b c  
8.5 b d e f g j k l m  
8.6 a b c d e f g i j k l | MP4.1 How Do They Compare?  
Paired Texts in Fiction and Nonfiction | • *Elements of Literature* – The Treasure of Lemon Brown, pp. 92-103  
• *New York Times – The Learning Network* – Poetry Paired Readings  
• Readworks.com-Paired Passages  
• Newsela.com  
• Poetry and non-fiction text pairing, with R. Frost and B. Weber | • Completion of comprehension activities/assessments  
• Completion of paired passages reading and comprehension activities  
Interactive Achievement 08 SOL Simulation Test |
| 10 Days (5 ODD/EVEN blocks) | 8.4 a b c f  
8.5 a c h i l m  
8.6 a g h l | MP 4.2 Making Meaning  
Understanding the Main Ideas and Themes in Text | • 34 Things to do with a Novel  
• Novel Activities  
• How to Teach a Novel  
• Creative Activities for Any Novel | • Novel Activities  
• How to Teach a Novel  
• Creative Activities for Any Novel  
Interactive Achievement 08 SOL Simulation Test |
| 24 Days (12 ODD/EVEN blocks) | Review all standards from MP1 – 4. | Checking for Understanding – Review & Assessment | • Study Zone  
• Learning Stations Handout  
• SOL Pass Released Tests  
• Reading Centers  
• Literacy Station Inspiration  
• BrainPop Reading Skills  
• Flocabulary Test Taking Vocabulary, Test Taking Strategies  
• Flocabulary The 5 Ws  
• RPS SOL Review  
• Secondary SOL Review  
• Nonfiction Text Features Flash Cards  
• Test Vocabulary Flash Cards  
• Better Reading Strategies  
• VDOE Student Performance Analysis  
• Secondary English SOL Review  
• SOL Released Tests and Item Sets  
• SOL Performance Level Descriptors  
• Laundry Day Review Activity  
• Plickers: Review Game | Interactive Achievement 08 SOL Simulation Test  
08 SOL Reading Test |
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 student learning. Interviewing skills will be added to the students’ repertoire of oral language skills. In addition, students will analyze, develop, and produce creative and informational media messages.
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, accurately report, and publish responses.
   d) Evaluate the effectiveness of the interview.

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|  The intent of this standard is that students will use an interviewing process as a strategy for learning. | All students should
   • synthesize information gathered in an interview.
   • organize information for written and oral presentations.
   • present findings in written and oral form. | To be successful with this standard, students are expected to
   • determine the purpose of the interview.
   • select a subject for the interview.
   • create and record questions that will elicit relevant responses.
   • apply effective note-taking strategies.
   • evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists. |
|  Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. |                           |                                          |
### STANDARD 8.2 STRAND: COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY GRADE LEVEL 8

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)** Differentiate between standard English and informal language.
- **f)** Critique oral presentations.
- **g)** Assume shared responsibility for collaborative work.
- **h)** Use a variety of strategies to listen actively.

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<td>• The intent of this standard is that students will prepare and deliver oral presentations effectively.</td>
<td>All students should • rehearse presentations. • interact with poise with an audience. • evaluate presentations. • use grammatically correct language.</td>
<td>To be successful with this standard, students are expected to • articulate the purpose of the presentation. • select and narrow the topic with attention to time limits and audience. • prepare the presentation, using strategies including, but not limited to: ◦ note cards; ◦ outlines; ◦ formal written report; and ◦ questions and answers. • select and use appropriate vocabulary for audience and purpose. • define technical terms. • include multimedia to clarify presentation information. • rehearse both alone and with a coach. • use a rubric or checklist to evaluate presentations. • answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. • work effectively with diverse groups. • exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.</td>
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<td>• Students will deliver both group presentations and individual presentations to classmates and other audiences.</td>
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*English Standards of Learning Curriculum Framework 2010: Grade Eight*
8.3 The student will analyze, develop, and produce creative or informational media messages.
   a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
   b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
   c) Use media and visual literacy skills to create products that express new understandings.
   d) Evaluate sources for relationships between intent and factual content.

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<td>• The intent of this standard is that students will identify and analyze persuasive techniques used in the media. Students will also be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose.</td>
<td>All students should</td>
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<td>• understand the effects of persuasive messages on the audience.</td>
<td>To be successful with this standard, students are expected to</td>
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<td>• understand that facts can be verified and opinions cannot.</td>
<td>• deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.</td>
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<td>• distinguish fact from opinion.</td>
<td>• identify and analyze persuasive techniques used in the media, including:</td>
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<td>• identify the effect of persuasive messages on the audience.</td>
<td>○ name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</td>
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<td>• examine use of persuasive language and connotations to convey viewpoint.</td>
<td>○ glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence;</td>
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<td>• recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations.</td>
<td>○ bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</td>
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<td>• analyze a media text by considering what techniques have been used and their purpose.</td>
<td>○ testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility;</td>
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<td>• describe the effect of persuasive messages in the media on the audience.</td>
<td>○ appeal to prestige, snobbery, or plain folks – 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; and</td>
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<td>• identify and evaluate effective word choice in the media.</td>
<td>○ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</td>
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<td>• identify and analyze choice of information in the media.</td>
<td>• describe the effect of persuasive messages in the media on the audience.</td>
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<td>• identify and analyze various viewpoints in the media.</td>
<td>• identify and evaluate effective word choice in the media.</td>
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<td>• identify public opinion trends and possible causes.</td>
<td>• identify and analyze choice of information in the media.</td>
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*English Standards of Learning Curriculum Framework 2010: Grade Eight*
8.3 The student will analyze, develop, and produce creative or informational media messages.
   a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
   b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
   c) Use media and visual literacy skills to create products that express new understandings.
   d) Evaluate sources for relationships between intent and factual content.

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<td><strong>Purpose</strong> (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)</td>
<td>• recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation).</td>
<td>• identify the sources and viewpoint of publications.</td>
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<tr>
<td>• Auditory media can be heard (e.g., music, radio shows, podcasts).</td>
<td>• • identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.</td>
<td>• recognize that production elements in media are composed based on audience and purpose to create specific effects.</td>
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<tr>
<td>• Visual media can be viewed (e.g., television, video, Web-based materials, print ads).</td>
<td>• • identify the sources and viewpoint of publications.</td>
<td>• analyze the use of opinions in the media.</td>
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<td>• Written media includes text (e.g., newspapers, magazines, books, blogs).</td>
<td>• • identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.</td>
<td>• analyze the use of facts in the media.</td>
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<td>• An author’s viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative.</td>
<td>• • recognize that production elements in media are composed based on audience and purpose to create specific effects.</td>
<td>• describe the effect on the audience of persuasive messages in the media.</td>
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<td>• • identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.</td>
<td>• • identify the sources and viewpoint of publications.</td>
<td>• identify effective word choice and images in the media.</td>
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<tr>
<td>• • recognize that production elements in media are composed based on audience and purpose to create specific effects.</td>
<td>• • identify the sources and viewpoint of publications.</td>
<td>• create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes.</td>
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<td>• • analyze the use of opinions in the media.</td>
<td>• • analyze the use of facts in the media.</td>
<td>• evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings.</td>
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<td>• • analyze the use of facts in the media.</td>
<td>• • describe the effect on the audience of persuasive messages in the media.</td>
<td>• • identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.</td>
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At the eighth-grade level, students will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words encountered in authentic texts. They 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. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. 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, analogies, and figurative language to extend vocabulary development within authentic texts.
   a) Identify and analyze an author’s use of figurative language.
   b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
   c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
   d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
   e) Discriminate between connotative and denotative meanings and interpret the connotation.
   f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

**UNDERSTANDING THE STANDARD**

(           (Teacher Notes)   )

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| • The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. | All students should
   • use word structure to analyze and relate words.
   • recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.
   • determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;
   • analyze the impact of specific word choices on meaning and tone, including analogies to other texts.
   • recognize that figurative language and analogies enrich text. | To be successful with this standard, students are expected to
   • use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology).
   • recognize the relationships among words related by structure and derivation, such as polygraph and graffiti.
   • distinguish among the connotations (associations) of words with similar meanings (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern.
   • understand, evaluate, and use figurative language, including:
     ▪ simile – figure of speech that uses the words like or as to make comparisons;
     ▪ metaphor – figure of speech that implies comparisons;
     ▪ personification – figure of speech that applies human characteristics to nonhuman objects;
     ▪ hyperbole – intentionally exaggerated figure of speech; and
     ▪ symbol – word or object that represents something else. For example, a dove stands for peace. |
| • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. | • Students will evaluate the use of figurative language and analogies in text. |
| • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., night (English), nuit (French), Nacht (German), nacht (Dutch), nicht (Scots), natt (Swedish, Norwegian), nat (Danish), raat (Urdu), nått (Faroese), nótt (Icelandic), noc (Czech, Slovak, Polish). | • Students will use context and connotations to help determine the meaning of synonymous words. |
| • Students will evaluate the use of figurative language and analogies in text. | • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., night (English), nuit (French), Nacht (German), nacht (Dutch), nicht (Scots), natt (Swedish, Norwegian), nat (Danish), raat (Urdu), nått (Faroese), nótt (Icelandic), noc (Czech, Slovak, Polish). |
| • Students will use context and connotations to help determine the meaning of synonymous words. | • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., night (English), nuit (French), Nacht (German), nacht (Dutch), nicht (Scots), natt (Swedish, Norwegian), nat (Danish), raat (Urdu), nått (Faroese), nótt (Icelandic), noc (Czech, Slovak, Polish). |

*English Standards of Learning Curriculum Framework 2010: Grade Eight*
The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze an author’s use of figurative language.

b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.

d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.

e) Discriminate between connotative and denotative meanings and interpret the connotation.

f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

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<td>words and appreciate an author’s choices of words and images.</td>
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<td>To be successful with this standard, students are expected to</td>
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<td>• analyze relationships common to analogy construction, including:</td>
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<td>◦ type or example – cinnamon: spice;</td>
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<td>◦ characteristics – glass: breakable;</td>
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<td>◦ association – bow: arrow;</td>
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<td>◦ operator – car: driver;</td>
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<td>◦ degree – pleased: ecstatic;</td>
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<td>◦ mathematical – three: six;</td>
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<td>◦ number – louse: lice;</td>
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<td>◦ synonyms and antonyms – hot: cold;</td>
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<td>◦ purpose – chair: sit;</td>
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<td>◦ cause/effect – sun: burn;</td>
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<td>◦ sequence – day: week;</td>
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<td></td>
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<td>◦ characteristic – snow: cold;</td>
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<td>◦ product – tree: lumber; and</td>
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<td>◦ degree – warm: hot.</td>
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<td>• consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</td>
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<td></td>
<td></td>
<td>• recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile and describe the impact on text.</td>
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*English Standards of Learning* Curriculum Framework 2010: Grade Eight
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze an author’s use of figurative language.

b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.

d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.

e) Discriminate between connotative and denotative meanings and interpret the connotation.

f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

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<td></td>
<td></td>
<td>• use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<td></td>
<td></td>
<td>• use both context and reference skills independently to determine the nuances and connotations of words.</td>
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</tbody>
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*English Standards of Learning Curriculum Framework 2010: Grade Eight*
8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
   a) Explain the use of symbols and figurative language.
   b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
   c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
   d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
   e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
   f) Compare and contrast authors’ styles.
   g) Identify and ask questions that clarify various viewpoints.
   h) Identify the main idea.
   i) Summarize text relating supporting details.
   j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
   k) Identify cause and effect relationships.
   l) Use prior and background knowledge as a context for new learning.
   m) Use reading strategies to monitor comprehension throughout the reading process.

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<td>● The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
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<tr>
<td>● Students will understand that some literary characteristics are common to more than one form.</td>
<td>● understand that an author’s voice and tone stem from the stylized use of literary devices.</td>
<td>● identify the elements of narrative structure, including:</td>
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<td>● Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied.</td>
<td>● compare and contrast the characteristics of literary forms, including:</td>
<td>○ setting – time and place</td>
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<tr>
<td>● The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the story opens.</td>
<td>○ novel;</td>
<td>○ character(s), either:</td>
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<td>● Tone is used to express a writer’s attitude toward the subject.</td>
<td>○ short story;</td>
<td>- static – remaining the same during the course of the story, or</td>
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<td>● Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice</td>
<td>○ biography;</td>
<td>- dynamic – changing during the course of and as a result of the story</td>
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<td>○ essay;</td>
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<td></td>
<td>○ speech;</td>
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<td></td>
<td>○ poetry; and</td>
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<td>○ memoir.</td>
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<td>● understand characterization as the way that an author presents a character and reveals character traits.</td>
<td>○ external conflicts, such as:</td>
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<td>- individual vs. individual</td>
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<td>- individual vs. nature</td>
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<td>- individual vs. supernatural</td>
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<td>- individual vs. technology</td>
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<td>○ internal conflict – individual vs. self</td>
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<td>○ plot</td>
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<td>- initiating event</td>
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<td>- rising action</td>
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<td>- climax</td>
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<td>- falling action</td>
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<td>- resolution</td>
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The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

a) Explain the use of symbols and figurative language.
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
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e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
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k) Identify cause and effect relationships.
l) Use prior and background knowledge as a context for new learning.
m) Use reading strategies to monitor comprehension throughout the reading process.

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<td>is the imprint of the writer — the capacity to elicit a response from the reader.</td>
<td>• analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>◦ theme</td>
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<td>• Mood refers to the emotional atmosphere produced by an author’s use of language.</td>
<td>• analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>• recognize different plot patterns including subplots.</td>
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<tr>
<td>• Point of view 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.</td>
<td>• analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
<td>• understand and analyze elements of an author’s style, including:</td>
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<td>• A symbol 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</td>
<td>• understand that poetic devices are used in prose and poetry.</td>
<td>◦ dialogue;</td>
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<td>◦ sentence structure;</td>
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<td>◦ language patterns;</td>
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<td>◦ tone, including</td>
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<td>- serious</td>
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<td>- impersonal</td>
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<td>◦ voice.</td>
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<td>• differentiate among points of view in stories, including:</td>
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<td>◦ first person;</td>
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<td>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.</td>
<td>• identify author’s voice. • make inferences, draw conclusions, and point to an author’s implications in the text. • understand the relationship between causes and effects. • understand that a cause may have multiple effects. • understand that an effect may have multiple causes. • understand and use the reading process to facilitate comprehension. • read several texts on a similar topic and synthesize what is read.</td>
<td>• third person limited to a character or narrator; and third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor. • analyze an author’s use of literary devices, including: • foreshadowing – the giving of clues to hint at coming events in a story; • irony – the implication, through plot or character, that the actual situation is quite different from that presented; • flashback – a return to an earlier time in the course of a narrative to introduce prior information; and • symbolism – the use of concrete and recognizable things to represent ideas. • analyze poetic devices in prose and poetry, including: • word choice; • figurative language; • symbolism; • imagery; • rhyme;</td>
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<tr>
<td>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</td>
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*English Standards of Learning* Curriculum Framework 2010: Grade Eight
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   m) Use reading strategies to monitor comprehension throughout the reading process.

### UNDERSTANDING THE STANDARD

**(Teacher Notes)**

### ESSENTIAL UNDERSTANDINGS

- analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

- rhythm;
- repetition; and
- sound elements.

- evaluate an author’s choice of words and images.

- identify poetic forms, including:
  - **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
  - **limerick** – a 5-line, rhymed, rhymic verse, usually humorous;
  - **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;
  - **free verse** – poetry with neither regular meter nor rhyme scheme;
  - **couplet** – a pair of rhyming lines; and
  - **quatrain** – a stanza containing four lines.

- compare and contrast an author’s choice of sound elements in prose and poetry, including:
  - **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
  - **rhythm** – the recurring pattern of strong and weak syllabic stresses;
  - **meter** – a fixed pattern of accented and unaccented syllables in lines of
8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

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<td>fixed length to create rhythm;</td>
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<td>◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis;</td>
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<td>◦ alliteration – repetition of initial sounds, e.g., <em>picked a peck of pickled peppers</em>; and</td>
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<td>◦ onomatopoeia – the use of a word whose sound suggests its meaning (e.g., <em>buzz</em>).</td>
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<td>• determine a theme of a text and analyze its development over the course of the text.</td>
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<td>• determine an author’s point of view or purpose in a text.</td>
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<td>• analyze how differences in points of view can create such effects as suspense or humor.</td>
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<td>• use graphic organizers to analyze and summarize text.</td>
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<td>• recognize an author’s use of connotations and persuasive language to convey a viewpoint.</td>
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### STANDARD 8.6   STRAND: READING   GRADE LEVEL 8

The student will read, comprehend, and analyze a variety of nonfiction texts.

a) **Draw on background knowledge and knowledge of text structure to understand selections.**

b) **Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**

c) **Analyze the author’s qualifications, viewpoint, and impact.**

d) **Analyze the author’s use of text structure and word choice.**

e) **Analyze details for relevance and accuracy.**

f) **Differentiate between fact and opinion.**

g) **Identify the main idea.**

h) **Summarize the text identifying supporting details.**

i) **Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.**

j) **Identify cause and effect relationships.**

k) **Evaluate, organize, and synthesize information for use in written and oral formats.**

l) **Use reading strategies to monitor comprehension throughout the reading process.**

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<td><strong>(Teacher Notes)</strong></td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
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<td><strong>The intent of this standard is that students will analyze a variety of nonfiction sources and teachers will model the higher-order thinking processes with materials at the students’ independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level.</strong></td>
<td><strong>activate prior knowledge before reading.</strong>&lt;br&gt;<strong>make predictions prior to and during the reading process.</strong>&lt;br&gt;<strong>recognize an author’s viewpoint and use of persuasive language.</strong>&lt;br&gt;<strong>read and analyze writing critically.</strong>&lt;br&gt;<strong>choose graphic organizers based on the internal text structure most prevalent in the text.</strong>&lt;br&gt;<strong>use graphic organizers and/or rules to analyze and summarize text.</strong>&lt;br&gt;<strong>read several texts on a similar</strong></td>
<td><strong>activate prior knowledge before reading by use of:</strong>&lt;br&gt;<strong>small-group or whole-class discussion;</strong>&lt;br&gt;<strong>anticipation guides; and</strong>&lt;br&gt;<strong>preview of key vocabulary.</strong>&lt;br&gt;<strong>recognize an author’s use of connotations and persuasive language, to convey a viewpoint.</strong>&lt;br&gt;<strong>determine an author’s point of view or purpose in a text.</strong>&lt;br&gt;<strong>analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</strong>&lt;br&gt;<strong>analyze and record information, using text structures (organizational patterns), including:</strong>&lt;br&gt;<strong>cause and effect;</strong>&lt;br&gt;<strong>comparison/contrast;</strong>&lt;br&gt;<strong>enumeration or listing;</strong>&lt;br&gt;<strong>sequential or chronological;</strong>&lt;br&gt;<strong>concept/definition;</strong>&lt;br&gt;<strong>generalization; and</strong></td>
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<td><strong>Teachers will collaborate with students to help them apply reading skills in a variety of content texts.</strong></td>
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<td><strong>Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize.</strong></td>
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<td><strong>An author’s viewpoint refers to his or her bias or subjectivity toward the subject.</strong></td>
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<tr>
<td><strong>Students will work collaboratively and with teacher support to move toward higher-order</strong></td>
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*English Standards of Learning Curriculum Framework 2010: Grade Eight*
8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
   a) Draw on background knowledge and knowledge of text structure to understand selections.
   b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
   c) Analyze the author’s qualifications, viewpoint, and impact.
   d) Analyze the author’s use of text structure and word choice.
   e) Analyze details for relevance and accuracy.
   f) Differentiate between fact and opinion.
   g) Identify the main idea.
   h) Summarize the text identifying supporting details.
   i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
   j) Identify cause and effect relationships.
   k) Evaluate, organize, and synthesize information for use in written and oral formats.
   l) Use reading strategies to monitor comprehension throughout the reading process.

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<tr>
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<td>thinking, using instructional-level reading materials.</td>
<td>topic and synthesize what is read.</td>
<td>• process.</td>
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<td>• Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. 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. Students will understand that an author’s credentials and experiences contribute to his/her viewpoint. To critique text requires that a critical (but not necessarily negative) judgment be made. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</td>
<td>• evaluate an author’s choice of words and images.</td>
<td>• analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
</tr>
<tr>
<td>• Understand that the writer implies and the reader infers.</td>
<td>• recognize an author’s use of connotations, and persuasive language to convey viewpoint.</td>
<td>• use strategies for summarizing, such as the following:</td>
</tr>
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<td>• understand that the writer implies and the reader infers.</td>
<td>• understand that the writer implies and the reader infers.</td>
<td>• delete trivia and redundancy;</td>
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<tr>
<td></td>
<td></td>
<td>• substitute a general term for a list; and</td>
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<tr>
<td></td>
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<td>• find or create a main idea statement.</td>
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<td></td>
<td></td>
<td>• read and follow directions.</td>
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<td>• use text structures such as the following to enhance comprehension and note taking:</td>
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<td></td>
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<td>• boldface and/or italics type;</td>
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<td>• type set in color;</td>
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<td></td>
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<td>• underlining;</td>
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<td></td>
<td></td>
<td>• indentation;</td>
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<td></td>
<td></td>
<td>• sidebars;</td>
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<tr>
<td></td>
<td></td>
<td>• illustrations, graphics, and photographs;</td>
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<tr>
<td></td>
<td></td>
<td>• headings and subheadings; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• footnotes and annotations.</td>
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8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
   a) Draw on background knowledge and knowledge of text structure to understand selections.
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<td>• analyze an author’s choice of details by examining:</td>
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<td></td>
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<td>○ accuracy;</td>
</tr>
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<td></td>
<td></td>
<td>○ placement;</td>
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<tr>
<td></td>
<td></td>
<td>○ thoroughness;</td>
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<tr>
<td></td>
<td></td>
<td>○ relevance; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ effectiveness.</td>
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<td></td>
<td>• analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
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<td>• analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</td>
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<td>• distinguish between subjective and objective writing.</td>
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<td>• use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</td>
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At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as expository, persuasive, and informational 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 available and appropriate technology.
The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

a) Identify intended audience.
b) Use prewriting strategies to generate and organize ideas.
c) Distinguish between a thesis statement and a topic sentence.
d) Organize details to elaborate the central idea and provide unity.
e) Select specific vocabulary and information for audience and purpose.
f) Use interview quotations as evidence.
g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
h) Use computer technology to plan, draft, revise, edit, and publish writing.

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| • The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. | All students should • use a process for writing, including: ◦ planning; ◦ drafting; ◦ revising; ◦ proofreading; ◦ editing; and ◦ publishing. • understand that good writing has been elaborated. • use peer and individual revising and editing. • understand that good writing has been improved through revision. • use keyboarding, including spell checkers and grammar checkers when available. • understand and apply the elements of composing: ◦ central idea; ◦ elaboration; | To be successful with this standard, students are expected to • write in a variety of forms, including: ◦ narrative – writing to tell a story; ◦ expository – writing to explain and build a body of well-organized and understandable information; ◦ persuasive – writing to influence the reader or listener to believe or do as the author or speaker suggests; and ◦ informational – writing to put forth information, frequently used in textbooks and the news media. • use a variety of prewriting strategies, for example: ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and ◦ using graphic organizers. • use written expression to explain, analyze, or summarize a topic with attention to: ◦ purpose and audience; ◦ a central or controlling idea; ◦ voice; ◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn, }
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
   a) Identify intended audience.
   b) Use prewriting strategies to generate and organize ideas.
   c) Distinguish between a thesis statement and a topic sentence.
   d) Organize details to elaborate the central idea and provide unity.
   e) Select specific vocabulary and information for audience and purpose.
   f) Use interview quotations as evidence.
   g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
   h) Use computer technology to plan, draft, revise, edit, and publish writing.

### UNDERSTANDING THE STANDARD

**Teacher Notes**

- **Tone** expresses an author’s attitude toward the subject.
- **Coherence** means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text.
- The 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.
- Students will begin to assume responsibility for revising, proofreading, and editing their own writing.
- Students should have practice writing on demand, for shorter time frames, and over extended periods of time.

### ESSENTIAL UNDERSTANDINGS

- Unity; and
- Organization.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
- Understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences.

### ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

- Humorous, hostile, personal, impersonal).
- Coherent selection of information and details;
- Embedded phrases and clauses that clarify meaning and increase variety;
- Vivid and precise vocabulary;
- Figurative language;
- Sentence variety; and
- Transitional words and phrases.
- Develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- Organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Apply revising procedures, including:
  - Rereading;
  - Reflecting;
  - Rethinking;
  - Rewriting;
  - Including vivid vocabulary;
  - Combining sentences for variety and rhythm; and
The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

a) Identify intended audience.
b) Use prewriting strategies to generate and organize ideas.
c) Distinguish between a thesis statement and a topic sentence.
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<td></td>
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<td>providing transitions between ideas and paragraphs.</td>
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<td></td>
<td></td>
<td>• create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph.</td>
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<td>• elaborate the central idea, providing sustained unity throughout the writing.</td>
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<td></td>
<td>• choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
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<td></td>
<td>• use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
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<td></td>
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<td>• sustain a formal style.</td>
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<td></td>
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<td>• develop a conclusion.</td>
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8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.

c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.

d) Maintain consistent verb tense across paragraphs.

e) Use comparative and superlative degrees in adverbs and adjectives.

f) Use quotation marks with dialogue and direct quotations.

g) Use correct spelling for frequently used words.

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| 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. | All students should  
- proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.  
- understand that pronouns need to agree with antecedents in gender, number, and person.  
- understand that verbs must agree with subjects.  
- use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form.  
- recognize and correct inappropriate shifts in verb forms. | To be successful with this standard, students are expected to  
- use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.  
- use punctuation (comma, ellipsis, dash) to indicate a pause or break.  
- use an ellipsis to indicate an omission.  
- diagram sentences with phrases and clauses.  
- use a singular verb with a singular subject and a plural verb with a plural subject.  
- use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.  
- use objective pronouns in prepositional phrases with compound objects.  
- choose and maintain tense (present, past, future) throughout an entire paragraph or text.  
- use comparative and superlative adjectives.  
- use comparative and superlative adverbs.  
- use and correctly punctuate transitional words, such as furthermore, however, since, and next.  
- use correct conjunctions, such as either/or and neither/nor. |

Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.

The conventions of correct language are an integral part of the writing process.

Diagramming sentences is a strategy to increase understanding of their structure.

Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing.

English Standards of Learning Curriculum Framework 2010: Grade Eight
8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.

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<td></td>
<td></td>
<td>• embed quotations from other sources with skill and accuracy.</td>
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<tr>
<td></td>
<td></td>
<td>• use quotation marks correctly with dialogue.</td>
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English Standards of Learning Curriculum Framework 2010: Grade Eight
At the eighth-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using Modern Language Association (MLA) or American Psychological Association (APA) style guidelines.
8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

a) Collect and synthesize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of texts.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
f) Publish findings and respond to feedback.
g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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<td>• The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
</tr>
<tr>
<td>• Students will evaluate the accuracy and authenticity of multiple sources.</td>
<td>• determine if a source is trustworthy and accurate.</td>
<td>• understand that a primary source is an original document or a firsthand or eyewitness account of an event.</td>
</tr>
<tr>
<td>• Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.</td>
<td>• understand that using multiple sources of information produces a more complete understanding of a topic.</td>
<td>• understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</td>
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*English Standards of Learning Curriculum Framework 2010: Grade Eight*
8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

a) Collect and synthesize information from multiple sources including online, print and media.

b) Evaluate the validity and authenticity of texts.

c) Use technology as a tool to research, organize, evaluate, and communicate information.

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<td></td>
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<td>• document using a standard form such as MLA or APA.</td>
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<tr>
<td></td>
<td></td>
<td>• avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words.</td>
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</table>