

-Reading/English-

Grade 8

Reading

Analyze and interpret new and unfamiliar words and phrases using a variety of vocabulary strategies

Initial Understanding

- Apply sound sense structures of multi-syllabic words (syllabication)
- Continue development of background knowledge and contextual clue use
- Continue to analyze word derivations, morphological clues, and historical influences

Developing an Interpretation

- Demonstrate use of word derivations, morphological clues (Greek, Latin, and other foreign language roots) and contextual strategies to increase vocabulary development **toolbox**
- Use context clues and language syntax to create meaning
- Understand and explain level-appropriate reading vocabulary (e.g., colloquialisms, idiomatic phrases, multi-meaning words, dialect, shades of meaning, content specific, analogies, denotative and connotative meanings in a specific text) **toolbox**

Making Connections

- Demonstrate resourcefulness in the use of print, non-print, and electronic sources (e.g., word processing tools (dictionary, thesaurus), internet word sites, other text resources) to increase vocabulary.
- Connect strategies for learning with cross-discipline and historical text

Read fluently

Initial Understanding

- Continue the use of patterns of organization, context clues, emphasis and intonation, and comprehension strategies, to promote fluency **toolbox**

Develop and apply universal thinking and comprehension strategies to understand a variety of fiction and nonfiction texts

Initial Understanding

- Preview text (e.g., skim material; use visuals, textual clues, and text format) for task and purpose
- Establish and adjust purposes for reading before, during and after the reading process (e.g., to understand, interpret, form an opinion, skim for facts; to discover models for own writing)
- Use specific strategies to clear up confusing parts of a text (e.g., pauses, rereads, consults another source, represents abstract information as mental pictures, asks for help]
- Understand the use of literary devices to convey mood, images, and meaning (e.g., symbolism, irony, literary and historical allusion, poetic devices, hyperbole]
- Understand elements of character development in relationship to how the character is revealed explicitly and implicitly (e.g., actions, plot, dialogue, and relationships)
- Recognize elements of writer's craft including foreshadowing, flashback, exaggeration, use of dialect, mood, figurative language, setting, sound effects, dialogue, use of imagery, and visualization when reading fiction; and structure and clarity in nonfiction]
- Recognize and understand inferred and recurring theme concepts in literacy works (e.g. historical, social, and cultural themes)

Developing an Interpretation

- Understand inferred and recurring themes in literary works (e.g., historical, social, and cultural themes)
- Summarize major ideas from reading and state and justify own view of topic or author's craft
- Make inferences and test the validity of those inferences based on information from dialogue or text, believability of dialogue or text, and text structure

Understands specific devices an author uses to accomplish his or her purpose (e.g., persuasive techniques, style, literary form or genre, portrayal of themes, language)
Understand complex elements of plot development (e.g., cause-effect relationships, use of subplots, climax, denouement, conflict and resolution)
Examine character motivation accounting for situation, motive, point of view, feelings and emotions
Draw conclusions and support opinions using evidence from text
Examine use of stereotype across gender, age, race, and culture
Determine importance of using main idea/theme, structure, and author's purpose

Making Connections

Use organizational and response tools to support the building of an argument
Compare/contrast and analyze works of authors
Make critical comparison in text analysis between and among different texts and content
Integrate reader's purpose, background knowledge, beliefs, opinions, and experience of both text content and format to determine importance
Understand the use of language to convey mood, images, and meaning

Critical Stance

Respond critically to text features and techniques designed to influence the reader
Formulate and support ideas/opinions through personal responses to and evidence from text
Respond to the ideas of others and recognize the validity of differing arguments when interpreting and judging text
Evaluate ways authors represent people from different cultural and socioeconomic groups
Articulate and provide supporting evidence on how readers and writers are influenced by factors such as their time, culture, and experiences

Writing

Recognize relationships among audience, task, context, and purpose leading to informed choices about topic development, organization, and linguistic features

Initial Understanding

- Generate, focus, explore, and develop topics and ideas according to task, audience, context, and purpose
- Choose a variety of appropriate points of view when writing
- Recognize that the chosen format or structure contributes to the effectiveness of the message

Developing an Interpretation

- Choose ideas and concepts relevant to the composing task, audience, context, and purpose
- Reflect upon own writing and develop revision strategies to sustain clarity and coherence, and elaborate through written text across genres and disciplines
- Explore modes of writing (narrative, descriptive, recount, explanatory, persuasive, responsive)
- Demonstrate ability to plan and write on a topic/issue using a variety of graphic and written structures according to task, audience, context, and purpose
- Use, with some independence, author's craft in a variety of written structures
- Reflect upon own writing and develop revision strategies to select, manipulate, and restructure the format, text and/or text segments that affect the construction of meaning at sentence, paragraph, and whole text levels
- Explore shades of word meaning (diction), dialect, and figurative language that clarify and enhance ideas while sustaining coherent text
- Reflect, select, manipulate, and use precise words and phrases that clarify and enhance ideas (e.g., vocabulary, syntax, figurative language, imagery, transitional devices, tone and mood)
- Reflect, select and apply English language conventions (e.g., encoding, spelling patterns, syntax, mechanics)

Making Connections

- Choose and use the most effective voice and/or style relevant to the composing task, audience, context, and purpose
- Develop and sustain personal voice/style through written text
- Assume responsibility of a writer's obligation according to task, audience, context, and purpose
- Set personal goals for own writing progress

Critical Stance

- Respond sensitively and constructively to own, peers, and model texts using standard and/or personal criteria related to task, audience, context, purpose, convention and effectiveness
- Evaluate author's usage of craft and diction (word choice)
- Evaluate, with some independence, personal strengths and needs as a writer