

**English Language Arts (ELA)**  
**Grade-Level Expectations: Eighth Grade**

**Reading and Responding**

**Standard 1:**

1. Develop vocabulary using a variety of strategies, including:
  - use of connotative and denotative meanings
  - use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)
2. Interpret story elements, including:
  - stated and implied themes
  - development of character types (e.g., flat, round, dynamic, static)
  - effectiveness of plot sequence and/or subplots
  - the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot
  - difference in third-person limited and omniscient points of view
  - how a theme is developed (ELA-1-M2)
3. Interpret literary devices, including:
  - allusions
  - understatement (meiosis)
  - how word choice and images appeal to the senses and suggest mood and tone
  - the use of foreshadowing and flashback to direct plot development
  - the effects of hyperbole and symbolism (ELA-1-M2)
4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:
  - epics
  - consumer materials
  - public documents (ELA-1-M3)
5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)

**Standard 6:**

6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)
8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:
  - fiction (e.g., mystery, novel)
  - nonfiction (e.g., workplace documents, editorials)
  - poetry (e.g., lyric, narrative)
  - drama (e.g., plays) (ELA-6-M3)

**Standard 7:**

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
  - sequencing events to examine and evaluate information
  - summarizing and paraphrasing to examine and evaluate information
  - interpreting stated or implied main ideas
  - comparing and contrasting literary elements and ideas within and across texts
  - making inferences and drawing conclusions
  - predicting the outcome of a story or situation
  - identifying literary devices (ELA-7-M1)

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10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
12. Evaluate the effectiveness of an author's purpose (ELA-7-M3)
13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
  - identifying cause-effect relationships
  - raising questions
  - reasoning inductively and deductively
  - generating a theory or hypothesis
  - skimming/scanning
  - distinguishing facts from opinions and probability (ELA-7-M4)

**Writing**

**Standard 2:**

15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:
  - a clearly stated focus or central idea
  - important ideas or events stated in a selected order
  - organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
  - elaboration (anecdotes, relevant facts, examples, and/or specific details)
  - transitional words and phrases that unify ideas and points
  - an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
  - word choices (diction) appropriate to the identified audience and/or purpose
  - vocabulary selected to clarify meaning, create images, and set a tone
  - information/ideas selected to engage the interest of the reader
  - clear voice (individual personality)
  - variety in sentence structure (ELA-2-M2)
18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:
  - selecting topic and form
  - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
  - drafting
  - conferencing (e.g., peer and teacher)
  - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
  - proofreading/editing
  - publishing using technology (ELA-2-M3)
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)

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20. Use the various modes to write compositions, including:
  - short stories developed with literary devices
  - problem/solution essays
  - essays defending a stated position (ELA-2-M4)
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)
22. Write for a wide variety of purposes, including:
  - persuasive letters that include appropriate wording and tone and that state an opinion
  - evaluations of advertisements, political cartoons, and speeches
  - text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)

**Writing/Proofreading**

**Standard 3:**

23. Use standard English capitalization and punctuation consistently (ELA-3-M2)
24. Write paragraphs and compositions following standard English structure and usage, including:
  - varied sentence structures and patterns, including complex sentences
  - phrases and clauses used correctly as modifiers (ELA-3-M3)
25. Apply knowledge of parts of speech in writing, including:
  - infinitives, participles, and gerunds
  - superlative and comparative degrees of adjectives
  - adverbs (ELA-3-M4)
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

**Speaking and Listening**

**Standard 4:**

28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
31. State oral directions/procedures for tasks (ELA-4-M2)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)
34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)
35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)
36. Summarize a speaker's purpose and point of view (ELA-4-M4)
37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA-4-M5)
38. Participate in group and panel discussions, including:
  - explaining the effectiveness and dynamics of group process
  - applying agreed-upon rules for formal and informal discussions
  - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

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**Information Resources**

**Standard 5:**

39. Locate and select information using organizational features of grade-appropriate resources, including:
  - complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).
  - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
  - frequently accessed and bookmarked Web addresses
  - organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, including:
  - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
  - electronic sources (e.g., Web sites, databases)
  - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
42. Gather and select information using data-gathering strategies/tools, including:
  - surveying
  - interviewing
  - paraphrasing (ELA-5-M3)
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
  - visual representations of data/information
  - graphic organizers (e.g., outlines, timelines, charts, webs)
  - works cited lists and/or bibliographies (ELA-5-M3)
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)
45. Give credit for borrowed information following acceptable use policy, including:
  - integrating quotations and citations
  - using endnotes
  - creating bibliographies and/or works cited lists (ELA-5-M5)
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)