

# Diocese of Bridgeport – ELA Standards – Grade 8



## LITERATURE

	<u>STANDARD</u>	<u>SKILLS</u>
L 8.1	Read and comprehend complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> <li>• Read text in or above grade-level complexity proficiently</li> <li>• Use context to confirm or self-correct for word recognition or understanding</li> <li>• Read grade-level text independently (silently) with sufficient accuracy and fluency to support comprehension</li> </ul>
L 8.2	Develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically.	<ul style="list-style-type: none"> <li>• Apply appropriate strategies before, during, and after reading to construct meaning</li> <li>• Make predictions; verify, confirm or revise predictions</li> <li>• Make and justify inferences from implicit and explicit information</li> <li>• Take notes on what is read; identify main idea and details</li> <li>• Distinguish between important and unimportant details</li> <li>• Classify and categorize information read</li> <li>• Visualize while reading</li> <li>• Preview material and activate prior knowledge</li> <li>• Summarize and/or paraphrase efficiently</li> <li>• Self-monitor comprehension and generate questions</li> <li>• Apply reading strategies to test taking - analyzing previous tests; answering questions in strategic order; review answers before handing in</li> </ul>
L 8.3	Analyze the structure of fiction texts; determine central ideas or themes and analyze their development; summarize the key supporting details and ideas; analyze the use of literary devices.	<ul style="list-style-type: none"> <li>• Read from and identify fiction genres - short story, novel, drama, poetry, science fiction, realistic fiction, historical fiction, screen plays, fables, folktales, tall tales, myths, etc.</li> <li>• Determine the theme of a story, drama or poem using details from the text, including how characters respond to challenges or how the speaker in a poem reflects on a topic; summarize the text</li> <li>• Discuss themes and make and support judgments about the text</li> <li>• Understand inferred themes in literary works</li> <li>• Identify the plot structure - exposition, inciting incident, rising action, climax, falling action, resolution, denouement</li> <li>• Describe the characterization in depth - character traits, point of view, how the character changes</li> <li>• Compare/contrast two or more characters, settings, or events, drawing on the specific details in the text</li> <li>• Identify the mood and tone of a literature piece</li> <li>• Distinguish between the order in which events occur and the order in which they are told</li> <li>• Describe in depth cause and effect</li> <li>• Identify - flashback, personification, hyperbole, symbolism, figurative language</li> <li>• Read and recognize the difference among the different types of poetry</li> <li>• Identify sound devices of poetry - repetition, rhythm, rhyme, alliteration, onomatopoeia</li> <li>• Distinguish between dialogue and narrative; identify dialect</li> <li>• Explain the meanings of similes and metaphors in context</li> <li>• Identify and compare/contrast exaggeration, pun, irony</li> <li>• Interpret implied information in a text</li> <li>• Analyze how specific lines (of dialogue) or incidents propel action, reveal aspects of character, or provoke a decision</li> </ul>

<p><b>L</b> <b>8.4</b></p>	<p>Read informational texts to acquire and accurately use a range of general academic and content-specific information to respond to the needs and demands of society; preparing students for high school and beyond.</p>	<ul style="list-style-type: none"> <li>• Read from a variety of non-fiction genres - informational essay, photo essay, autobiography, biography, newspaper, magazine, journal, editorial, etc.</li> <li>• Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text</li> <li>• Cite textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text</li> <li>• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect</li> <li>• Make connections between texts and personal experience and the world at large</li> <li>• Locate information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to assist in solving problems</li> <li>• Collect data and facts from a variety of sources</li> <li>• Distinguish between fact and opinion</li> <li>• Trace and evaluate arguments; distinguish between claims that are supported by evidence and those that are not</li> <li>• Form opinions based on research</li> <li>• Evaluate ideas and form hypothesis</li> <li>• Interpret information presently visually, orally or quantitatively (in charts, graphs, diagrams, time lines, animations, or other interactive elements) and explain how the information contributes to an understanding of the text</li> </ul>
<p><b>L</b> <b>8.5</b></p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text to build an understanding of the text, of themselves, and of the cultures of the world; read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience.</p>	<ul style="list-style-type: none"> <li>• Explore how culture, history, and ethnicity affect themes and issues in literature</li> <li>• Compare and respond to texts from many cultural perspectives</li> <li>• Describe the connection between a character's actions and the consequences that follow</li> <li>• Identify the moral criteria that govern choices the characters make</li> <li>• Evaluate a character's choices in terms of moral criteria</li> <li>• Identify how a reader's experience affects their interpretation and reaction to a text</li> <li>• Describe how authors, illustrators, and filmmakers communicate social issues</li> <li>• Set a purpose for reading and adjust that purpose while reading, if necessary</li> <li>• Choose books and reading material to read for personal enjoyment</li> <li>• Read silently</li> </ul>
<p><b>L</b> <b>8.6</b></p>	<p>Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Apply context clues to determine the meaning of words or phrases</li> <li>• Acquire and use grade-appropriate general academic and content-specific vocabulary words and phrases</li> <li>• Distinguish between literal and non-literal language</li> <li>• Use reference materials, both technological and traditional to determine the meaning, pronunciation and derivations of unknown words</li> <li>• Analyze word parts to discover the meaning of words</li> <li>• Explore the etymology of words</li> <li>• Demonstrate understanding of multiple word meanings, synonyms, antonyms, homophones, homographs</li> <li>• 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 choice on meaning or tone</li> </ul>

<p><b>L</b> <b>8.7</b></p>	<p>Assess how author's point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> <li>• Identify the literary devices an author uses to engage a reader (author's craft)</li> <li>• Explain how an author organizes information</li> <li>• Explain how an author develops the point of view of the narrator or speaker in a text</li> <li>• Identify author's point of view and/or bias and analyze its affect on their art</li> <li>• Analyze the characteristics of the author's style and language</li> <li>• Recognize persuasive devices and propaganda techniques</li> <li>• Recognize editorializing</li> </ul>
<p><b>L</b> <b>8.8</b></p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.</p>	<ul style="list-style-type: none"> <li>• Compare/contrast two or more stories of the same genre on their approaches to similar themes and topics</li> <li>• Compare/contrast one author's presentation of events with that of another (memoirs vs. biography)</li> <li>• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</li> <li>• Integrate information presented in different media or formats on the same topic in order to speak or write about the subject knowledgeably</li> </ul>
<p><b>L</b> <b>8.9</b></p>	<p>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<ul style="list-style-type: none"> <li>• Select and use appropriate technology to increase comprehension and research skills (collect data, information, etc.)</li> <li>• Use telecommunications to collaborate with and learn from others - (teacher-supervised blogs, wikis, emails, etc.)</li> <li>• Use print and digital directories, indices, and keywords to search for information pertaining to all curriculum areas</li> <li>• Evaluate electronic information sources to determine the accuracy and relevance of that information</li> </ul>
<p><b>L</b> <b>8.10</b></p>	<p>Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life; read to learn more about his/her relationship with God, their faith and their role in the mission of the church.</p>	<ul style="list-style-type: none"> <li>• Students will read prayers aloud as part of a prayer service or liturgy for the class or school</li> <li>• Students will read stories that model Gospel values</li> <li>• Students will read Gospel stories and restate the message of Jesus</li> </ul>

# Diocese of Bridgeport – ELA Standards – Grade 8



## WRITING

### STANDARD

### SKILLS

<p><b>W</b> <b>8.1</b></p>	<p>Write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others, as appropriate to various audiences; integrate the writing process.</p>	<ul style="list-style-type: none"> <li>• Flexibly employ the five-step writing process to produce written work</li> <li>• Write to prepare for group discussions - book talks, literacy circle, roles in reciprocal teaching, collaborative work</li> <li>• Write in response to a variety of prompts - oral, electronic, text</li> <li>• Write for personal reflection in journals, blogs, wikis, etc.</li> <li>• Write responses to literature that connects knowledge from a text with personal knowledge</li> <li>• Write responses to various curricular areas that support judgments with references to the text</li> <li>• Write paragraphs that compare and contrast ideas or opinions</li> <li>• Summarize/paraphrase in notes for better understanding</li> <li>• Write reports in all content areas</li> </ul>
<p><b>W</b> <b>8.2</b></p>	<p>Understand and use proper grammar and usage conventions in all written expression.</p>	<ul style="list-style-type: none"> <li>• Write complete sentences using appropriate word selection</li> <li>• Write complete sentences using correct punctuation, capitalization and spelling</li> <li>• Use effective adjectives and adverbs to enhance meaning and details</li> <li>• Choose strong verbs to enhance meaning and details</li> <li>• Use a variety of transitional words, phrases and clauses to manage the sequence of events in writing</li> </ul>
<p><b>W</b> <b>8.3</b></p>	<p>Routinely write over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Utilize pre-writing skills - choosing a topic, identify purpose and audience, organize ideas, gather information, outline details in order of importance, spatially, or logically</li> <li>• Create a first draft - introduction, background information, follow the plan, include and expand supporting details, conclusion</li> <li>• Utilize revising skills to improve work - self-evaluate and revise the draft, share writing for feedback and give feedback to others, conference with teacher/peers, make spelling and usage revisions - write the revision</li> <li>• Print/exhibit/present the finished work</li> <li>• Reflect on the writing process</li> </ul>
<p><b>W</b> <b>8.4</b></p>	<p>Gather relevant information from multiple sources, including the internet, assess the credibility of each source and integrate the information while avoiding plagiarism. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others; become responsible global citizens.</p>	<ul style="list-style-type: none"> <li>• Use technology to carry out fundamentals of writing including brainstorming, creating and revising drafts, proofreading, and collaborating with peers</li> <li>• Explore the use of tech tools to enhance and improve written work - digital cameras, presentation software, etc.</li> <li>• Include multi-media components (graphics, images, sounds, music) and visual displays in presentations to clarify information</li> <li>• Use word processing software effectively</li> <li>• Demonstrate sufficient command of keyboarding skills to type a minimum of 3 pages in one sitting</li> <li>• Distinguish between legitimate and unreliable online sources</li> <li>• Collaborate using teacher-supervised blogs and/or wikis etc.</li> <li>• Send and receive emails</li> <li>• Practice responsible use of technology when writing - Electronic messages must be reflective of their purpose and audience</li> <li>• Understand and avoid copyright issues and plagiarism and be knowledgeable of the consequences</li> <li>• Writing with technology must be in keeping with the ethical use of technology policies</li> </ul>

<b>W 8.5</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts to support written analysis, reflection and/or research</li> <li>• Introduce claims and organize the reasons and supporting evidence clearly to demonstrate and understanding of a topic</li> <li>• Write an interpretation of what was read and explain it with evidence from the text</li> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Write to clearly make connections between cause and effect</li> </ul>
<b>W 8.6</b>	Produce clear and coherent writing whereby development, organization, and style are appropriate to task, purpose and audience.	<ul style="list-style-type: none"> <li>• Write an expository essay that includes title, thesis statement, main ideas, supporting details, concluding sentences</li> <li>• Write factual pieces based on readings</li> <li>• Introduce a topic clearly and create an organizational structure in which ideas are logically grouped in order to support the writer's purpose</li> <li>• Create original poems - both structured and free-verse</li> <li>• Create short dramatic dialogues or plays</li> <li>• Write petitions for use in the classroom or school services - Prayer of the Faithful</li> <li>• Create original prayers</li> <li>• Write appropriate business and friendly letter/emails - Identify and include all key parts of the letter, adhere to purpose and audience</li> <li>• Write well-developed essays of at least five paragraphs for a variety of purposes (by the end of eighth grade)</li> </ul>
<b>W 8.7</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.	<ul style="list-style-type: none"> <li>• Write narratives that include titles, well-developed characters, settings, events, problems, resolutions and demonstrates an understanding of chronological order</li> <li>• Incorporate sensory images into descriptions</li> <li>• Incorporate personal experiences into what is being written</li> <li>• Write a short story incorporating all elements</li> </ul>
<b>W 8.8</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts and support that point of view with reasons and information</li> <li>• Write essays to persuade, convince, influence, or defend a tenet of faith or a moral choice (age-appropriate)</li> <li>• Write a persuasive piece that includes a thesis statement, main idea, supporting details and conclusion</li> <li>• Include detailed reasons for opinions; present both sides of an issue; and/or logically defend a point of view</li> </ul>
<b>W 8.9</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> <li>• Conduct research by engaging in the following steps:</li> <li>• Identify prior knowledge and relevant experiences</li> <li>• Formulate questions for research</li> <li>• Devise a research plan that includes citing information sources</li> <li>• Extract relevant information and record in an organized format</li> <li>• Summarize information in an outline or other organized format</li> <li>• Write a research paper</li> <li>• Present research in an oral presentations with visuals</li> <li>• Provide basic bibliographic information for sources</li> <li>• Write a well-developed research paper (expected by the end of eighth grade)</li> </ul>

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## SPEAKING AND LISTENING

<u>STANDARD</u>		<u>SKILLS</u>
<b>SL 8.1</b>	Communicate orally using Standard English.	<ul style="list-style-type: none"> <li>• Speak in complete sentences and make eye contact when speaking</li> <li>• Enunciate clearly in formal and informal speech</li> <li>• Increase control of grammar in speech</li> </ul>
<b>SL 8.2</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> <li>• Apply comprehension skills while listening</li> <li>• Delineate a speaker's argument and specific claims, determining if what the speaker says is relevant or contains faulty reasoning</li> <li>• Identify a speaker's use of gesture and body movement</li> <li>• Identify variations in pitch and stress to make the spoken language varied and interesting</li> <li>• Differentiate between contexts that call for formal English and situations where informal discourse is appropriate</li> </ul>
<b>SL 8.3</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.	<ul style="list-style-type: none"> <li>• Apply effective listening skills: Focus on the speaker, make eye contact, full active listening (do not interrupt, eliminate distractions)</li> <li>• Follow multi-step directions accurately; verbally summarize directions</li> <li>• Take notes while listening to summarize main ideas and details; review key ideas and draw conclusions</li> <li>• Restate the message of the speaker; paraphrase what was heard</li> <li>• Evaluate speeches, lectures and oral presentations</li> <li>• Listen with respect and respond with understanding to the comments of others</li> <li>• Distinguish between fact and opinion</li> <li>• Analyze the language of speech; denotation, connotation, loaded words</li> <li>• Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)</li> </ul>
<b>SL 8.4</b>	Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> <li>• Engage effectively in conversations and discussions; small group/large group, peer to peer; teacher-student conferences</li> <li>• Compare one person's interpretation of the speaker's message with that of another</li> <li>• Come to discussions prepared, having read or studied required material, explicitly drawing on that preparation by referring to evidence to probe and reflect on ideas under discussion</li> <li>• Pose and respond to specific questions with elaboration and detail, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• Conduct interviews clearly and courteously, and in a way that generates interest</li> </ul>

<b>SL 8.5</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>• Present on a topic or text or express an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support the main ideas or themes</li> <li>• Use an organized plan to prepare and present a persuasive speech</li> <li>• Research a topic, then write and present a speech based on that research</li> <li>• Participate in class discussions; respond appropriately</li> <li>• Summarize the points a speaker makes and explain how each claim is supported by evidence and reasoning</li> <li>• Adapt tone, style, and content to respond to the topic and/or audience</li> </ul>
<b>SL 8.6</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<ul style="list-style-type: none"> <li>• Prepare and present multimedia presentations</li> <li>• Interpret information presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how it contributes to the topic under study)</li> <li>• Present a dramatic monologue</li> <li>• Interpret maps, graphs, charts that are part of an oral presentation</li> <li>• Use technology to format presentations and create visual aids for presentations (graphs, charts, etc.)</li> <li>• Create media-rich materials to teach peers</li> <li>• Demonstrate how language medium and presentation contribute to a message</li> </ul>
<b>SL 8.7</b>	Listen with courtesy and reverence and participate actively during liturgy and prayer time.	<ul style="list-style-type: none"> <li>• Participate in responses to prayers during Mass</li> <li>• Participate in classroom/school prayers with thoughtfulness and reverence</li> <li>• Listen with reverence to Scripture reading during Mass and prayer services</li> <li>• Participate in lectoring during prayer services and/or Mass</li> <li>• Restate/Summarize scripture readings</li> <li>• Listen to and evaluate a variety of opinions on moral issues and respond in a way that demonstrates faith and an understanding of the Catholic Church's moral teaching</li> </ul>

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## GRAMMAR AND MECHANICS

	<u>STANDARD</u>	<u>SKILLS</u>
<p><b>GM 8.1</b></p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing.</p>	<ul style="list-style-type: none"> <li>• Identify parts of speech</li> <li>• Identify dependent and independent clauses</li> <li>• Distinguish between phrases and clauses</li> <li>• Combine independent and dependent clauses to form compound and/or complex sentences</li> <li>• Correctly use nouns and pronouns and explain how they are used</li> <li>• Write using pronouns correctly – nominative, objective, possessive, indefinite; pronoun antecedents</li> <li>• Identify and correctly use indefinite, interrogative and demonstrative pronouns</li> <li>• Correctly use regular and irregular verbs – conjugate (simple, perfect and progressive tenses)</li> <li>• Identify and describe the function of linking and auxiliary verbs</li> <li>• Identify and describe the function of transitive and intransitive verbs; passive and active voices</li> <li>• Identify verbal phrases - participles and participial phrases; infinitives and infinite phrases</li> <li>• Correctly use adjectives – definite and indefinite articles; nouns and pronouns used as adjectives; compound, demonstrative, and interrogative adjectives</li> <li>• Recognize adverbs and the words they modify</li> <li>• Distinguish between adjectival and adverbial clauses and phrases</li> <li>• Correctly use the comparative and superlative forms of adjectives and adverbs</li> <li>• Correctly use conjunctions - to connect ideas; identify coordinating, subordinating and correlative conjunctions</li> <li>• Recognize and correctly use prepositions and prepositional phrases</li> <li>• Avoid using double negatives</li> <li>• Avoid misplaced modifiers</li> <li>• Avoid sentence fragments and run-ons</li> <li>• Avoid common usage problems - affect/effect; accept/except; etc.</li> <li>• ELL - relate their first language to the above listed outcomes to increase competency in English</li> </ul>
<p><b>GM 8.2</b></p>	<p>Demonstrate command of the conventions of Standard English capitalization and punctuation when writing.</p>	<ul style="list-style-type: none"> <li>• Use correct end of sentence punctuation</li> <li>• Apply rules of capitalization properly</li> <li>• Use apostrophes correctly</li> <li>• Use commas in dates, series, with introductory words, phrases, and clauses; compound sentences; nonessential phrases and clauses; geographical places; etc.</li> <li>• Use semicolons in sentences correctly to join independent clauses and in sentences where additional commas would cause confusion</li> <li>• Use colons correctly as introductory devices</li> <li>• Use hyphens correctly</li> <li>• Use italics, underlining, or quotations for titles of works correctly</li> <li>• Write dialogue correctly</li> <li>• Use quotation marks correctly</li> <li>• Punctuate appositives correctly</li> </ul>



<b>GM 8.3</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"><li>• Differentiate between contexts that call for formal English and situations where informal discourse is appropriate</li><li>• Write using interesting, extended sentences by combining clauses and phrases, etc.</li><li>• Vary length and sentence structure in paragraphs</li><li>• Use appropriate adjectives and adverbs for effect</li><li>• Identify interjections and use them effectively to communicate</li><li>• Write email messages with appropriate use of Standard English</li><li>• Write blogs and/or wikis with appropriate use of Standard English</li><li>• Use technology to review skills and correct grammar</li></ul>
<b>GM 8.4</b>	Apply spelling skills across the curriculum.	<ul style="list-style-type: none"><li>• Spell grade-level words correctly, consulting references as needed</li><li>• Analyze word parts to discover their meaning</li><li>• Spell new words in writing</li><li>• Know the spelling rules and when to apply them</li><li>• Proofread for spelling and self-correct errors</li><li>• Use technology to check and correct spelling</li></ul>