

Jackson Area Catholic Schools

Language Arts Academic Standards for Eighth Grade

Reading

Word Recognition and Word Study

Word Recognition

- R.WS.08.01** The student will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.08.02** The student will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.
- R.WS.08.03** The student will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.08.04** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.08.05** The student will acquire and apply strategies to identify unknown words and construct meaning.

Fluency

- R.WS.08.06** The student will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

Vocabulary

- R.WS.08.07** The student will in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

Narrative Text

- R.NT.08.01** The student will investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.NT.08.02** The student will analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.
- R.NT.08.03** The student will analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.
- R.NT.08.04** The student will analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.
- R.NT.08.04a* The student will recognize and discuss author's technique/craft: appeals to reason and emotion and reader's interest and attention; use of figurative language such as similes, metaphors, personification, etc.
- R.NT.08.05** The student will read, view, and listen to classic and contemporary fiction recognized for quality and literary merit to identify theme, conflict, and character development, foreshadowing, and symbolism.

Informal Text

- R.IT.08.01** The student will analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.
- R.IT.08.02** The student will analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.
- R.IT.08.03** The student will explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

Comprehension

- R.CM.08.01** The student will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.08.02** The student will retell through concise summarization grade-level narrative and informational text.
- R.CM.08.03** The student will analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.08.04** The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.CM.08.05** The student will read, view, and listen to selected works from various genre to recognize genre characteristics, story elements, and author’s purpose, as well as to increase reading comprehension (based on the three levels of meaning: “Reading the Lines,” “Reading Between the Lines,” and “Reading Beyond the Lines.”)
- R.CM. 08.06** The student will increase reading speed and comprehension through the use of a computerized reading program with an emphasis on informational reading.
- R.CM. 08.07** The student will read a variety of poems and explore poetic elements such as personification, simile, metaphor, onomatopoeia, etc.
- R.CM.08.08** The student will demonstrate the development of critical thinking skills—synthesis, application, arriving at conclusions, etc.--through summary and discussion of literature (teacher-led discussions and literature circles).

Metacognition

- R.MT.08.01** The student will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- R.MT.08.02** The student will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.

Critical Standards

R.CS.08.01 The student will evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude

R.AT.08.01 The student will be enthusiastic about reading and do substantial reading and writing on their own.

R.AT.08.02 The student will read for pleasure to expand their reading tastes and demonstrate comprehension through a Free Reading Program.

R.AT.08.03 The student will relate literary selections to self by finding guidance and solutions to problems and demonstrate a Catholic/Christian philosophy.

Writing

Writing Genre

W.GN.08.01 The student will write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).

W.GN.08.01a The student will use poetic elements in both poetry and prose (simile, metaphor, personification).

W.GN.08.02 The student will write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.

W.GN.08.03 The student will formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.

W.GN.08.04 The student will process write a descriptive essay using the various elements of descriptive writing, figurative language, and detail.

W.GN.08.05 The student will process write a supportive essay following a five-paragraph format with an introduction and thesis, support paragraphs, and a conclusion paragraph.

Writing Process

W.PR.08.01 The student will set a purpose, consider audience, and replicate authors' styles and patterns and develop their own voice when writing a narrative or informational piece.

W.PR.08.02 The student will apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).

W.PR.08.03 The student will draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.

Writing (Writing Process) Cont.

- W.PR.08.04** The student will revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.
- W.PR.08.05** The student will proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.PR.08.06** The student will the writing process and the Collins Writing Program to plan, draft, revise, edit, peer edit, and final draft. The student will write often, both in the language arts classrooms and other curricular areas.
- W.PR.08.07** The student will make use of the techniques of effective introductory paragraphs and sentences.
- W.PR.08.08** The student will develop an awareness of effective word choice as a writer through understanding of synonyms and antonyms and connotation and denotation.
- W.PR.08.09** The student will use a correct format when typing and will make use of proofreading features offered.

Personal Style

- W.PS.08.01** The student will exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
- W.PS.08.02** The student will write sentences that are complete and use varied sentence patterns in order to produce a more mature writing style.

Grammar and Usage

- W.GR.08.01** The student will in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.

W.GR.08.01a The student will use appropriate language conventions when writing and editing. Examples include various grammatical constructions, subject/verb agreement, punctuation, spelling, and paragraphing.

Spelling

W.SP.08.01 The student will correctly spell words in written work and spelling assessments.

Handwriting

W.HW.08.01 The student will use legible cursive or printing in all work.

Writing Attitude

W.AT.08.01 The student will be enthusiastic about writing and learning to write.

W.AT.08.02 The student will demonstrate through writing an understanding of their Catholic faith in relation to literature read or other given topics.

Speaking

Conventions

- S.CN.08.01** The student will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.
- S.CN.08.02** The student will speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.
- S.CN.08.03** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.08.04** The student will learn the correct procedure and polite use of telephones, e-mail, instant messaging, and texting.

Discourse

- S.DS.08.01** The student will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.08.02** The student will respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.
- S.DS.08.03** The student will discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).
- S.DS.08.04** The student will plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.
- S.DS.08.05** The student will gain speaking experience through impromptu speaking situations.
- S.DS.08.06** The student will read/recite scripts, stories, and poems with expression.
- S.DS.08.07** The student will use dramatic techniques to entertain.

Listening and Viewing

Conventions

- L.CN.08.01** The student will analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.
- L.CN.08.02** The student will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

Response

- L.RP.08.01** The student will listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.
- L.RP.08.02** The student will select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.08.03** The student will paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.
- L.RP.08.04** The student will analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.
- L.RP.08.05** The student will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.
- L.RP.08.06** The student will evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.
- L.RP.08.07** The student will interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.

Research

Strategies

- RS.S.08.01** The student will become familiar with the concept of “plagiarism” and avoid the use of plagiarism in their written work.
- RS.S.08.02** The student will practice cross-referencing.
- RS.S.08.03** The student will learn proper MLA Works Cited format and where to locate necessary information for citations.
- RS.S.08.04** The student will become familiar with the various sources used in research, such as internet use, reference section, card catalogs, and periodical literature.
- RS.S.08.05** The student will recognize the reliability of the source of text including Internet sources, magazines, and newspapers.
- RS.S.08.06** The student will understand the use of the dictionary in determining part of speech, definition, uses, pronunciation, and etymology.
- RS.S.08.07** The student will make use of a thesaurus in order to expand word choice.
- RS.S.08.08** The student will write a research report for an authentic audience that includes appropriate organizational patterns. (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features.