

Frankfort School District 157c
English Language Arts Curricular Expectations
Grade: 8

Skills students should know and be able to do by the end of 8th grade

Reading for Literature	Reading for Information	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • Cite the textual evidence to support an analysis and inferences drawn from the text. • Determine a theme or central idea of the text and analyze its development over the course of a text. Include its relationship to the characters, setting, and plot. • Provide an objective summary of the text. • 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. • Analyze the impact of specific word choices on meaning and tone, including allusions and analogies to other texts. • Analyze how the differing structure of each text contributes to its meaning and style. • Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. • Analyze the extent to which a filmed or live production of a story or drama stays faithful or departs from the text or script, evaluating the choices made by the directors or actors. • Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the bible. • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. • Compare and contrast the structure of two or more texts. • By the end of year, read and comprehend literature, at the high end of grades 6-8 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • Cite the textual evidence that supports an analysis of what the text says explicitly as well as inferences. • Determine the central idea of a text and analyze its development over the course of the text. • Provide an objective summary of the text. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Delineate and evaluate the argument and specific claims in a text. • Analyze the specific word choices on meaning and tone, including analogies or allusions to other texts. • Assess whether the reasoning is sound and the evidence is sufficient; recognize when irrelevant evidence is introduced. • Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • Evaluate the advantages and disadvantages of using different mediums. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation • Analyze how a text makes connections and distinctions between individuals, ideas, or events. • Determine the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting point of view. • By the end of the year, read and comprehend literary nonfiction at 	<ul style="list-style-type: none"> • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Use precise words to capture the action. • Provide a conclusion that follows from narrated experiences. • Produce clear writing in which the development is appropriate to task. • With some guidance from peers, develop writing as needed by planning, focusing on how well purpose has been addressed. • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 8 reading standard to literature (e.g. analyze how a modern work of fiction draws on theme, patterns of events or character types from myths, traditional stories or religious works such as the bible, including describing how the material is rendered new). • Apply grade 8 reading standard to literary nonfiction (e.g. “delineate and evaluate the argument and specific claims in a text, assessing whether the 	<ul style="list-style-type: none"> • Engage in a range of collaborative discussions with partners on 8th grade topics, texts & issues building on others' ideas & expressing their own. • Come to discussions prepared with research material, drawing on preparation with evidence on the topic, text or issue for discussion. • Follow rules for collegial discussion and decision making tracking progress towards goals and define individual roles as needed. • Pose questions that connect ideas to speakers and respond to questions with reverence. • Acknowledge new information expressed by others to qualify or justify their own views in light of evidence presented. • Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. • Delineate a speaker’s argument evaluating the soundness of reasoning, relevancy and sufficiency of evidence while identifying irrelevant 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. • Demonstrate command of capitalization, punctuation, and spelling when writing. • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate affixes and roots as clues to the meaning of a word. • Consult general and specialized reference materialism, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. • Verify the preliminary determination of a word or phrase. • Interpret figures of speech in context. • 5b. Use the relationship between particular words to understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. • Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Form and use verbs in the active

	<p>the high end of grade 8 text complexity band independently and proficiently</p>	<p>reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (research, reflection and revision) for a range of audiences. • Write arguments to support claims with clear reasons and relevant evidence • Introduce claim(s), acknowledge and distinguish the claims(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. • Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<p>evidence.</p> <ul style="list-style-type: none"> • Present claims and findings with relevant points in a focused coherent manner with emphasis on valid reasoning, evidence, details using eye contact, adequate volume and clear pronunciation. • Integrate multimedia and visual displays into presentations to clarify and present information. • Adapt speech to a variety of context and tasks, demonstrating command of formal English. 	<p>and passive voice.</p> <ul style="list-style-type: none"> • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive. • Recognize and correct inappropriate shifts in verb voice and mood. • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the function of verbal’s
--	--	--	---	---