



EIGHTH GRADE Learning Objectives for **English**



READING AND LITERATURE

The learner will

- use word recognition strategies to determine pronunciations and meanings of words in passages
- use knowledge of synonyms, antonyms, homonyms and compound words for comprehension.
- use knowledge of contractions.
- know that some words have multiple meanings and identify the correct meaning as the word is used.
- recognize the meaning of a word when a prefix or suffix has been added to a base word.
- recognize the purpose of capitalization and punctuation used by the author.
- recognize the purpose of boldface type used by the author.
- recognize the purpose of italics and indentations used by the author.
- listen to a variety of genres to form an understanding of reading.
- develop concept of self as reader through using experience, memorization, pictures and imagination to make meaning from reading materials.
- employ sight word vocabulary to make sense of text.
- demonstrate the ability to recall details from a selection.
- make inferences from given information.
- identify who, what, when and why in a story.
- make, confirm and revise prediction.
- use contextual vocabulary and comprehension strategies, as well as technology, to understand text.
- use monitoring strategies to self-correct when text does not make sense.
- select and read materials for enjoyment.
- identify an author's purpose.
- formulate questions to guide reading.
- scan to find key information.
- skim to get general meaning of a passage.
- reflect on and evaluate what is read.
- connect information from a passage to students' lives and/or real world issues.
- identify exaggeration.
- identify understatement.
- compare and contrast.
- select the best title for a passage.
- interpret how meaning is influenced by authors' use of language including dialect, word choice and sentence structure.
- locate, evaluate and apply information for a realistic purpose.
- interpret literal and non-literal meanings of words.
- interpret concrete and abstract terms in meaningful context.
- interpret the meaning of jargon and/or dialect used in a passage.
- paraphrase important parts of a passage.
- formulate opinions in response to a reading passage.
- explain the meaning of a passage taken from texts appropriate for high school students.
- analyze critically a variety of literary genres.
- evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage.
- analyze the relationship between the events in a story and a character's behavior.
- connect literature to students' lives and real world issues.
- distinguish between realism and fantasy.
- describe feelings of story characters.
- distinguish between main and minor characters.
- use visualizing.
- identify humorous elements in a selection.
- identify and understand similes and metaphors.
- explain how a conflict in a passage is resolved.
- identify and translate literary devices such as foreshadowing, imagery and figurative language (e.g., simile, metaphor, personification, hyperbole, alliteration and onomatopoeia).
- critique the author's world choice, style, content and use of literary elements.
- distinguish between narrative and expository writing.
- describe a character by explicit (direct) and implicit (indirect) terms.
- determine a character's feeling implied in a selection.
- distinguish between formal and informal language.



EIGHTH GRADE Learning Objectives for **English**



READING AND LITERATURE

The learner will

- ☑ analyze the effect of theme, conflict and resolution, symbolism, irony, analogies and figurative language
- ☑ interpret figurative, symbolic and/or idiomatic (e.g., jargon, dialect) language.
- ☑ use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.
- ☑ analyze the organizational patterns in a passage.
- ☑ evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.
- ☑ evaluate the use of supporting details as they relate to the author's message.
- ☑ make predictions and draw conclusions based on what is read.
- ☑ analyze the content as it applies to students' lives and/or real world issues.
- ☑ appropriately use the dictionary, encyclopedia and an atlas.
- ☑ demonstrate correct use of chronological order.
- ☑ identify an author's opinion about a subject.
- ☑ distinguish between fact and opinion.
- ☑ identify information that is supported by fact.
- ☑ accept or reject an argument, giving supporting evidence from the passage.
- ☑ explain how commonly used persuasive and propaganda techniques (e.g., expert opinion, statistics, testimonial, bandwagon) are used.
- ☑ identify bias and/or misinformation.
- ☑ determine the mood of a selection.
- ☑ identify purposes of persuasion.
- ☑ recognize the appropriateness of an argument for an intended audience.
- ☑ compare and contrast differing points of view in two or more passages.
- ☑ analyze and evaluate the use of persuasion within a passage.
- ☑ identify essential information needed to accomplish a task.
- ☑ interpret specialized vocabulary (words and terms specific to understanding the content) found in practical/workplace passages.
- ☑ identify pictures, charts, graphs, bullets and indentation that provide additional clarity.
- ☑ identify the sequence of activities needed to carry out a procedure.
- ☑ follow the sequence of information.
- ☑ apply the information contained in practical/workplace materials.
- ☑ evaluate clarity of practical/workplace materials.

WRITING AND GRAMMAR

The learner will

- ☑ establish and maintain a focused purpose to communicate with an audience
- ☑ narrow the topic to establish a focus.
- ☑ state an opinion.
- ☑ analyze and address the needs of the intended audience.
- ☑ adhere to the characteristics (e.g., format, organization) of the form.
- ☑ employ a suitable tone.
- ☑ allow voice to emerge when appropriate.
- ☑ develop and support main ideas and deepen the audience's understanding.
- ☑ use logical, justified and suitable explanation.
- ☑ recognize and develop ideas to support needs of audiences.
- ☑ use relevant elaboration.
- ☑ use appropriate details, examples and explanations to meet needs of audiences for authentic purposes in a variety of forms.
- ☑ use related connections and reflections.
- ☑ use idea development strategies (e.g., bulleted lists, definitions, reading a variety of sources, listening, free writing, brainstorming, discussion, drawing, role-playing) appropriate for the form.
- ☑ develop ideas in writing in response to peer and teacher feedback.
- ☑ create unity and coherence to accomplish the focused purpose.
- ☑ engage the audience and establish a context for reading.
- ☑ place ideas and support in a meaningful order.



EIGHTH GRADE Learning Objectives for **English**



WRITING AND GRAMMAR

The learner will

- construct writing with chronological sequence of events.
- construct writing which contains sequence supported by details to support audience and purpose.
- guide the reader throughout the piece with transitions and transitional elements.
- use a variety of transitions and organizational signals (e.g., bullets, bold print, graphics, headings).
- provide effective closure.
- use appropriate formats and patterns for various genres.
- form sentences with complex ideas and/or structures.
- write stories with beginning, middle and end.
- write pieces with introduction, body and conclusion.
- write effective titles.
- use information from technology and other resources to produce writing that develops and supports independent ideas.
- create effective sentences that are varied in structure and length and are complete and correct.
- combine sentences effectively, using clauses and phrases.
- recognize/correct sentence fragments and run-ons.
- write the four kinds of sentences classified according to purpose.
- improve and refine sentences by using precise words to convey exact meanings.
- demonstrate effective word choice strong verbs, nouns, concrete and/or sensory details, language appropriate to the content, purpose and audience, concise use of language, correct usage/grammar, awareness of present and past tense.
- understand the functions and characteristics of nouns, pronouns, verbs and adjectives.
- use nouns and pronouns appropriately according to nominative, objective and possessive case.
- form plurals and possessives of nouns and pronouns correctly.
- use correct subject/verb agreement with both nouns and pronouns.
- conjugate both regular and irregular verbs in the three simple tenses.
- use correct verbs in terms of form, voice, tense, person and number.
- understand the functions and characteristics of adverbs.
- choose appropriate modifier, either adjective or adverb.
- use appropriate and correct modifier in terms of positive, comparative and superlative degrees.
- understand the functions and characteristics of conjunctions, interjections and prepositions.
- use coordinating, subordinating and correlative conjunctions correctly and appropriately.
- avoid common usage problems with all types of conjunctions and prepositions.
- use interjections appropriately.
- identify subjects and predicates.
- distinguish between formal and informal language.
- write and identify active and passive voice.
- understand the difference between independent and dependent (subordinate) clauses.
- understand the function of subordinate clauses in a sentence.
- implement the correct placement of subordinate clauses.
- use correct spelling.
- understand double consonant spellings - clusters and digraphs.
- develop a knowledge of syllables and phonetic patterns.
- understand the spelling for phonetically irregular words.
- develop a knowledge through practice of the following: compound words, plurals, possessives and alphabetical order.
- develop a knowledge through practice of the following: prefixes, suffixes, abbreviations, antonyms, synonyms, homographs and homophones.
- develop a knowledge through practice of use of the dictionary.
- use common spelling patterns for vowel sounds.
- demonstrate mastery of sound-letter relationship of r-controlled vowels.
- write and categorize base words having diphthongs.
- identify and correctly spell the often misspelled words.
- correctly use spelling words in written language.
- demonstrate ability to select words from a variety of sources - newspapers, magazines, texts, etc - when given a phonetic clue and theme.
- use correct punctuation.
- correctly follow punctuation rules for sentence endings, commas and apostrophes.



EIGHTH GRADE Learning Objectives for **English**



WRITING AND GRAMMAR

The learner will

- use correct punctuation with all three types of conjunctions
- punctuate interjections correctly.
- punctuate phrases correctly.
- correctly punctuate sentences that contain subordinate clauses.
- use and correctly punctuate all four types of sentence structures: simple, compound, complex and compound-complex.
- use correct capitalization.
- use tools (e.g., dictionary, thesaurus, writing resource book, technology) to edit their own writing for correctness.
- use appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.
- correctly form letters – manuscript.
- correctly form cursive upper- and lower-case letters.
- consistently write neatly.
- use the writing process and criteria for effective writing in pieces developed over time, as well as on-demand writing situations to include pre-writing activities, rough drafts, revising and editing work using holistic scoring guides, evaluating work (share work through displays, performances, writing portfolios), publishing work.
- develop a working portfolio.
- develop a portfolio for assessment.
- demonstrate independent and critical thinking in writing-to-learn situations such as journals and graphic organizers and writing-to-demonstrate-learning situations such as graphic organizers and open-response questions.
- write personal pieces to communicate ideas, which may include development of ideas based on personal experiences, sensory details, writer's thoughts and feelings, first person point-of-view, dialogue.
- identify literary elements of a selected form.
- use descriptive language.
- use literary devices (e.g., irony, understatement, aside, metaphor).
- use effective ordering of events, impressions and descriptions.
- use creation of an effect (e.g., comedy, irony, suspense, horror, paradox).
- focus on engaging an audience.
- write poems demonstrating a variety of poetic formats.
- write a short story relevant to an idea or theme which has been provided.
- write of a short story which presents a problem, a climax and a resolution.
- develop setting, characters and a point of view.
- use similes to make comparisons that exaggerate.
- write literary pieces reflecting elements of genres read and techniques, styles, themes and topics of accomplished writers.
- write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening, observing and inquiry that demonstrate independent thinking about literature, issues and events relevant to students' lives.
- write one or more of the following: letter, speech, editorial, article for magazine or newspaper, proposal, brochure.
- use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.
- write text and language features typical of the selected form.
- use information to engage the reader and to clarify and justify purposes.
- use idea(s) to communicate the specific purpose for an intended audience.
- explain and support the author's.
- use well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- use effective conclusions.



EIGHTH GRADE Learning Objectives for **English**



SPEAKING AND LISTENING

The learner will

- ☑ practice appropriate verbal behaviors for a variety of audiences, purposes and situations both with and without technology.
- ☑ apply appropriate nonverbal techniques (e.g., gestures, facial expressions) to enhance communication.
- ☑ present information using appropriate delivery techniques (e.g., rate, tone, volume, style).
- ☑ apply speaking-to-learn (e.g., think-aloud, questioning).
- ☑ apply speaking-to-demonstrate-learning (instructional conversations, cooperative groups) strategies to internalize understanding and to respond to others.
- ☑ recognize the purpose and effectiveness of both formal and informal messages.
- ☑ prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes and situations.
- ☑ apply speaking, listening and observing skills to conduct and to respond to authentic inquiry tasks and to create products.
- ☑ apply organizational skills to prepare and deliver oral messages with and without technology.
- ☑ analyze and evaluate effectiveness and purposes of oral messages and audience responses.
- ☑ collaborate to gather and interpret information from observing, speaking and listening and to prepare and deliver messages and products.
- ☑ collaborate to gather and interpret information from observing, speaking and listening and to solve problems.
- ☑ use correct and appropriate language in students' own speaking.
- ☑ apply persuasive techniques when speaking.
- ☑ interpret and apply meaning from listening.
- ☑ identify and apply appropriate listening behaviors in various situations and purposes.
- ☑ apply listening skills for a variety of purposes.
- ☑ ask questions before, during and after listening.
- ☑ interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies.
- ☑ adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).
- ☑ analyze persuasive techniques when listening to make informed decisions.

STUDY SKILLS/RESEARCH METHODS

The learner will

- ☑ use senses to understand the world around them.
- ☑ observe for a specific purpose to make informed judgments of and responses to persuasive media and performances.
- ☑ construct meaning from observing nonverbal cues.
- ☑ apply observing skills for a variety of purposes to include analyzing non-print materials.
- ☑ ask questions before, during and after observing.
- ☑ analyze persuasive techniques when observing to make informed decisions.
- ☑ independently and collaboratively use a variety of resources, methods and research tools to access ideas and information to learn and communicate ideas for specific purposes.
- ☑ pose questions to obtain ideas and information for authentic purposes
- ☑ identify research tools.
- ☑ use appropriate research tools to locate information and ideas for authentic tasks.
- ☑ take notes from research.
- ☑ identify sources by title and author in written and oral products.
- ☑ paraphrase and summarize to adapt information for specific purposes.
- ☑ follow a logical, organized plan of inquiry to learn and to complete tasks.
- ☑ access a variety of appropriate print and non-print (interviews, computers, electronic media - personal, community and/or global) sources for group, collaborative and/or independent inquiry projects.
- ☑ evaluate credibility of sources.
- ☑ use available and emerging technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes.
- ☑ explore and use technology to access ideas and information for authentic tasks.
- ☑ explore and use technology as a means of communication (e.g., videos, computers, TV, radio and public address announcements).



EIGHTH GRADE Learning Objectives for **English**



RESOURCES

Prentice Hall Literature

McDougal, Littell Wordskills

Where The Red Ferns Grow, The Power of One, A Walk in the Dark, The Diary of Anne Frank and other titles from the suggested reading list.