



# Eighth Grade Reading

- We are learning to adjust fluency when reading aloud based on the reading purpose and the nature of the text.
- We are learning to determine the meaning of words derived from Latin, Greek, or other linguistic roots and affixes.
- We are learning to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.
- We are learning to complete analogies that describe a function or its description (e.g., pen:paper as chalk: \_\_\_\_\_ or soft:kitten as hard: \_\_\_\_\_).
- We are learning to identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna).
- We are learning to use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- We are learning to analyze literary works that share similar themes across cultures.
- We are learning to compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths).
- We are learning to explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.
- We are learning to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).
- We are learning to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.
- We are learning to analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.
- We are learning to analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict.
- We are learning to analyze different forms of point of view, including limited versus omniscient, subjective versus objective.
- We are learning to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.
- We are learning about and can explain the effect of similes and extended metaphors in literary text.
- We are analyzing works written on the same topic and can compare how the authors achieved similar or different purposes.
- We are learning to summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.
- We are learning to distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text.
- We are learning to make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.
- We are learning to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.
- We are learning to compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents.
- We are analyzing the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.
- We are learning to analyze text for missing or extraneous information in multi-step directions or legends for diagrams.
- We are learning to evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.
- We are learning to evaluate the role of media in focusing attention on events and informing opinion on issues.
- We are learning to interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.
- We are learning to evaluate various techniques used to create a point of view in media and the impact on the audience.
- We are learning to assess the correct level of formality and tone for successful participation in various digital media.





# Eighth Grade Writing

- We are learning to plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining fitting topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
- We are learning to develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
- We are learning to revise drafts to ensure precise word choice and vivid images; consistent point of view; and the use of simple, compound, and complex sentences after rethinking how well questions of purpose, audience, and genre have been addressed.
- We are learning to revise drafts to ensure internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
- We are learning to edit drafts for grammar, mechanics, and spelling.
- We are learning to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
- We are learning to write an imaginative story that sustains reader interest.
- We are learning to write an imaginative story that includes well-paced action and an engaging story line.
- We are learning to write an imaginative story that creates a specific, believable setting through the use of sensory details.
- We are learning to write an imaginative story that develops interesting characters.
- We are learning to write an imaginative story that uses a range of literary strategies and devices to improve the style and tone.
- We are learning to write a poem using poetic techniques (e.g., rhyme scheme, meter).
- We are learning to write a poem using figurative language (e.g., personification, idioms, hyperbole).
- We are learning to write a poem using graphic elements (e.g., word position).
- We are learning to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.
- We are learning to convey information about a topic by writing a multi-paragraph essay that presents effective introductions and concluding paragraphs.
- We are learning to convey information about a topic by writing a multi-paragraph essay that contains a clearly stated purpose or controlling idea.
- We are learning to convey information about a topic by writing a multi-paragraph essay that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.
- We are learning to convey information about a topic by writing a multi-paragraph essay that accurately synthesizes ideas from several sources.
- We are learning to convey information about a topic by writing a multi-paragraph essay that uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- We are learning to write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context.
- We are learning to write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate.
- We are learning to produce a multimedia presentation involving text, graphics, images, and sound using available technology.
- We are learning to write a persuasive essay that establishes a clear thesis or position.
- We are learning to write a persuasive essay that considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments.
- We are learning to write a persuasive essay that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.





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- We are learning to use and understand the function of verbs (perfect and progressive tenses) and participles in the context of reading, writing, and speaking.
- We are learning to use and understand the function of appositive phrases in the context of reading, writing, and speaking.
- We are learning to use and understand the function of adverbial and adjectival phrases and clauses in the context of reading, writing, and speaking.
- We are learning to use and understand the function of relative pronouns (e.g., whose, that, which) in the context of reading, writing, and speaking.
- We are learning to use and understand the function of subordinating conjunctions (e.g., because, since) in the context of reading, writing, and speaking.
- We are learning to write complex sentences and differentiate between main versus subordinate clauses.
- We are learning to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- We are learning to use conventions of capitalization.
- We are learning to use correct punctuation marks, including commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences.
- We are learning to use correct punctuation marks, including semicolons, colons, hyphens, parentheses, brackets, and ellipses.
- We are learning to spell correctly, including using various resources to determine and check correct spellings.
- We are learning to brainstorm, consult with others, decide on a topic, and formulate a major research question to address the major research topic.
- We are learning to apply steps for getting and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
- We are learning to follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies.
- We are learning to categorize information thematically in order to see the larger constructs inherent in the information.
- We are learning to record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format.
- We are learning to differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.
- We are learning to narrow or broaden the major research question, if necessary, based on further research and investigation.
- We are learning to use elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.
- We are learning to synthesize our research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way.
- We are learning to synthesize our research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions.
- We are learning to synthesize our research into a written or an oral presentation that presents the findings in a meaningful format.
- We are learning to synthesize our research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.
- We are learning to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims.
- We are learning to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.
- We are learning to summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.

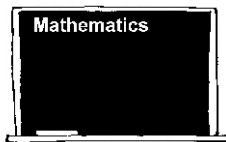




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- We are learning to advocate a position using anecdotes, analogies, and/or illustrations.
- We are learning to use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- We are learning to take a productive part in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

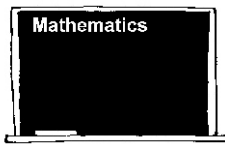




# Eighth Grade Mathematics

- We are learning to compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals.
- We are learning to select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships.
- We are learning to approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (such as  $\pi$ ,  $\sqrt{2}$ ).
- We are learning to express numbers in scientific notation, including negative exponents, in appropriate problem situations.
- We are learning to select suitable operations to solve problems involving rational numbers and justify the selections.
- We are learning to use appropriate operations to solve problems involving rational numbers in problem situations.
- We are learning to evaluate a solution for reasonableness.
- We are learning to use multiplication by a constant factor (unit rate) to represent proportional relationships.
- We are learning to compare and contrast proportional and non-proportional linear relationships.
- We are learning to estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.
- We are learning to produce a different representation of data given another representation of data (such as a table, graph, equation, or verbal description).
- We are learning to predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations.
- We are learning to find and evaluate an algebraic expression to determine any term in an arithmetic sequence (with a constant rate of change).
- We are learning to generate similar figures using dilations including enlargements and reductions.
- We are learning to graph dilations, reflections, and translations on a coordinate plane.
- We are learning to draw three-dimensional figures from different perspectives.
- We are learning to use geometric concepts and properties to solve problems in fields such as art and architecture.
- We are learning to use pictures or models to demonstrate the Pythagorean Theorem.
- We are learning to locate and name points on a coordinate plane using ordered pairs of rational numbers.
- We are learning to find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models).
- We are learning to connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects.
- We are learning to estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.
- We are learning to use the Pythagorean Theorem to solve real-life problems.
- We are learning to use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements.
- We are learning to describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.
- We are learning to describe the resulting effect on volume when dimensions of a solid are changed proportionally.
- We are learning to find the probabilities of dependent and independent events.
- We are learning to use theoretical probabilities and experimental results to make predictions and decisions.
- We are learning to select and use different models to simulate an event.
- We are learning to select the appropriate measure of central tendency or range to describe a set of data and justify the choice for a particular situation.





# Eighth Grade Mathematics

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- We are learning to draw conclusions and make predictions by analyzing trends in scatterplots.
- We are learning to select and use a suitable representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.
- We are learning to evaluate methods of sampling to determine validity of an inference made from a set of data.
- We are learning to recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.
- We are learning to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.
- We are learning to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- We are learning to select or develop an appropriate problem-solving strategy from various different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- We are learning to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.
- We are learning to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.
- We are learning to evaluate the effectiveness of different representations to communicate ideas.
- We are learning to make conjectures from patterns or sets of examples and nonexamples.
- We are learning to validate our conclusions using mathematical properties and relationships.

