

ENGLISH: READING ALIGNED STANDARDS OF LEARNING CURRICULUM FRAMEWORK GRADE 8



8E-RW1 The student will

- a) determine meanings of words and phrases in literature including figurative language;
- b) demonstrate knowledge of new vocabulary drawn from reading and other content areas;
- c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;
- d) demonstrate an understanding of word relationships by using multiple meaning words;
- e) acquire and use content words and phrases.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. • 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 choices on meaning and tone, including analogies to other texts. • recognize that figurative language and analogies enrich text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology). • recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>. • understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; ◦ metaphor – figure of speech that <i>implies</i> comparisons; ◦ personification – figure of speech that applies human characteristics to nonhuman objects; ◦ hyperbole – intentionally exaggerated figure of speech; and ◦ symbol – word or object that represents something else. For example, a dove stands for peace.

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		<ul style="list-style-type: none"> • analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> ◦ type or example – cinnamon: spice; ◦ characteristics – glass: breakable; ◦ association – bow: arrow; ◦ operator – car: driver; ◦ degree – pleased: ecstatic; ◦ mathematical – three: six; ◦ number – louse: lice; ◦ synonyms and antonyms – hot: cold; ◦ purpose – chair: sit; ◦ cause/effect – sun: burn; ◦ sequence – day: week; ◦ characteristic – snow: cold; ◦ product – tree: lumber; and ◦ degree – warm: hot. • consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. • recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text. • use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • use both context and reference skills independently to determine the nuances and connotations of words.

8E-CF1 The student will

- a) cite text to support inferences from stories and poems;
- b) provide a summary of a familiar fictional text;
- c) identify cause and effect relationships in a story or drama;
- d) compare and contrast the structure of two or more fictional texts;
- e) identify and ask questions that clarify various viewpoints in a fictional text;
- f) make connections between key individuals or events in a fictional text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. • Students will understand that some literary characteristics are common to more than one form. • Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied. • The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the story opens. • Tone is used to express a writer’s attitude toward the subject. • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader. • Mood refers to the emotional atmosphere produced by an author’s use of language. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that an author’s voice and tone stem from the stylized use of literary devices. • compare and contrast the characteristics of literary forms, including: <ul style="list-style-type: none"> ◦ novel; ◦ short story; ◦ biography; ◦ essay; ◦ speech; ◦ poetry; and ◦ memoir. • understand characterization as the way that an author presents a character and reveals character traits. • analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ setting – time and place ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self ◦ plot <ul style="list-style-type: none"> - initiating event - rising action - climax - falling action <ul style="list-style-type: none"> - resolution ◦ theme • recognize different plot patterns including subplots.

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<ul style="list-style-type: none"> • Point of view is the way an author reveals events and ideas in a story. With an omniscient or “all knowing” point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story. • A symbol is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words. <p>Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</p>	<ul style="list-style-type: none"> • analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • 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. • understand that poetic devices are used in prose and poetry. • identify author’s voice. • make inferences, draw conclusions, and point to an author’s implications in the text. • understand the relationship between causes and effects. • understand that a cause may have multiple effects. 	<ul style="list-style-type: none"> • understand and analyze elements of an author’s style, including: <ul style="list-style-type: none"> ◦ dialogue; ◦ sentence structure; ◦ language patterns; ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal ◦ voice. • differentiate among points of view in stories, including: <ul style="list-style-type: none"> ◦ first person; ◦ third person limited to a character or narrator; and ◦ third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<ul style="list-style-type: none"> • understand that an effect may have multiple causes. • understand and use the reading process to facilitate comprehension. • read several texts on a similar topic and synthesize what is read. • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> • analyze an author’s use of literary devices, including: <ul style="list-style-type: none"> ◦ foreshadowing – the giving of clues to hint at coming events in a story; ◦ irony – the implication, through plot or character, that the actual situation is quite different from that presented; ◦ flashback – a return to an earlier time in the course of a narrative to introduce prior information; and ◦ symbolism – the use of concrete and recognizable things to represent ideas. • analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> ◦ word choice; ◦ figurative language; ◦ symbolism; ◦ imagery; ◦ rhyme; ◦ rhythm; ◦ repetition; and ◦ sound elements. • evaluate an author’s choice of words and images. • identify poetic forms, including: <ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;

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		<ul style="list-style-type: none"> ◦ free verse – poetry with neither regular meter nor rhyme scheme; ◦ couplet – a pair of rhyming lines; and ◦ quatrain – a stanza containing four lines. • compare and contrast an author’s choice of sound elements in prose and poetry, including: <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse; ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis; ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning (e.g., <i>buzz.</i>). • determine a theme of a text and analyze its development over the course of the text. • determine an author’s point of view or purpose in a text. • analyze how differences in points of view can create such effects as suspense or humor. • use graphic organizers to analyze and summarize text. • recognize an author’s use of connotations and persuasive language to convey a viewpoint.

STANDARD 8E-CN1 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

8E-CN1 The student will

- a) cite text to support inferences from informational text;**
- b) provide a summary of familiar informational text;**
- c) determine meanings of words and phrases in informational text including figurative language;**
- d) determine the role of sentences in a paragraph (e.g. topic sentence, supporting details, and examples) in nonfiction text;**
- e) determine an author’s purpose or point of view in nonfiction text;**
- f) determine whether claims in a text are fact or opinion;**
- g) compare and contrast the key information in two different nonfiction texts on the same topic.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will analyze a variety of nonfiction sources and teachers will model the higher-order thinking processes with materials at the students’ independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Teachers will collaborate with students to help them apply reading skills in a variety of content texts. • Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. • An author’s viewpoint refers to his or her bias or subjectivity toward the subject. • Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading materials. • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. 	<p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading. • make predictions prior to and during the reading process. • recognize an author’s viewpoint and use of persuasive language. • read and analyze writing critically. • choose graphic organizers based on the internal text structure most prevalent in the text. • use graphic organizers and/or rules to analyze and summarize text. • read several texts on a similar topic and synthesize what is read. • evaluate an author’s choice of words and images. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. • recognize an author’s use of connotations and persuasive language, to convey a viewpoint. • determine an author’s point of view or purpose in a text. • analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. • analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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<ul style="list-style-type: none"> • Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. • Students will understand that an author’s credentials and experiences contribute to his/her viewpoint. • To critique text requires that a critical (but not necessarily negative) judgment be made. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<ul style="list-style-type: none"> • recognize an author’s use of connotations, and persuasive language to convey viewpoint. • understand that the writer implies and the reader infers. 	<ul style="list-style-type: none"> • use strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. • read and follow directions. • use text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. • analyze an author’s choice of details by examining: <ul style="list-style-type: none"> ◦ accuracy; ◦ placement; ◦ thoroughness; ◦ relevance; and ◦ effectiveness. • analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. • distinguish between subjective and objective writing. • use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.