

## EIGHTH GRADE READING AND ENGLISH LANGUAGE ARTS

<b>Standard 1:</b>	Reading	
RLA. S.8.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> <li>identifying and using the dimensions of reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>employing a wide variety of literature in developing independence as readers.</li> </ul>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
RLA.O.8.1.01	compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.	#5 Poet-Tree p.31
RLA.O.8.1.02	use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	
RLA.O.8.1.03	use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.	
RLA.O.8.1.04	analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>fiction</li> <li>nonfiction</li> <li>myths</li> <li>fantasies</li> <li>biographies</li> <li>autobiographies</li> <li>science fiction</li> <li>tall tales</li> <li>supernatural tales</li> </ul>	#5 Poet-Tree p.31

RLA.O.8.1.05	<p>use pre-reading and comprehension strategies (e.g., generating questions and previewing, activating and evaluating prior knowledge and scanning or skimming texts) to critically analyze and evaluate the composition of literary and informational texts for</p> <ul style="list-style-type: none"> <li>• making judgments</li> <li>• hypothesizing</li> <li>• making complex or abstract summaries</li> </ul>	<p>#5 Poet-Tree #11 Can It Be Real?</p> <p>p.31 p.54</p>
RLA.O.8.1.06	<p>determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• character</li> <li>• setting</li> <li>• internal conflict</li> <li>• rising and falling action</li> <li>• point of view</li> <li>• antagonist</li> <li>• protagonist</li> <li>• hero</li> </ul>	
RLA.O.8.1.07	<p>analyze and draw parallels between common themes across a variety of literature and information text (e.g., friendship, honesty, loyalty, survival).</p>	<p>#5 Poet-Tree</p> <p>p.31</p>
RLA.O.8.1.08	<p>recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p>	<p>#5 Poet-Tree #59 Power of Print</p> <p>p.31 p.253</p>
RLA.O.8.1.09	<p>summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).</p>	<p>#5 Poet-Tree #26 Dynamic Duos #42 Sunlight &amp; Shades of Green</p> <p>p.31 p.113 p.182</p>
RLA.O.8.1.10	<p>evaluate the effect of figurative language in text.</p>	
RLA.O.8.1.11	<p>read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry.</p>	<p>#4 Sounds Around #5 Poet-Tree</p> <p>p.26 p.31</p>

RLA.O.8.1.12	identify literary technique used to interpret literature: <ul style="list-style-type: none"> <li>• irony</li> <li>• satire</li> <li>• persuasive language</li> <li>• analogies</li> </ul>	#5 Poet-Tree	p.31
RLA.O.8.1.13	use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts.	#4 Sounds Around	p.26
RLA.O.8.1.14	critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.		
RLA.O.8.1.15	increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.		
<b>Standard 2:</b>	<b>Writing</b>		
RLA.S.8.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>		
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
RLA.O.8.2.01	use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.	#5 Poet-Tree	p.31
RLA.O.8.2.02	analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).	#5 Poet-Tree #42 Sunlight & Shades of Green	p.31 p.182
RLA.O.8.2.03	use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.	#5 Poet-Tree	p.31

RLA.O.8.2.04	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.	#5 Poet-Tree	p.31
RLA.O.8.2.05	from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.	#5 Poet-Tree	p.31
RLA.O.8.2.06	recognize and write a simple thesis statement.		
RLA.O.8.2.07	independently resolve information conflicts and validate information through assessing, researching and comparing data.	#5 Power of Print	p.253
RLA.O.8.2.08	conduct research by gathering, evaluating, and synthesizing data from a variety of sources: <ul style="list-style-type: none"> <li>• Internet</li> <li>• databases for periodicals/newspapers</li> <li>• interviews</li> <li>• reference books</li> <li>• card catalogue</li> <li>• miscellaneous resource materials</li> </ul>	#4 Sounds Around #17 People of the Forest	p.26 p.82
RLA.O.8.2.09	select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.	#60 Publicize It!	p.256
<b>Standard 3:</b>	Listening, Speaking and Media Literacy		
RLA.S.8.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
RLA.O.8.3.01	model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of <ul style="list-style-type: none"> <li>• compositions</li> <li>• reports</li> <li>• scripts</li> </ul>	#5 Poet-Tree	p.31
RLA.O.8.3.02	present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	#11 Can It Be Real? #17 People of the Forest	p.54 p.82

RLA.O.8.3.03	critique oral/visual information presented, relate personal experiences and apply the information to global situations.	#5 Poet-Tree p.31 #33 Forest Consequences p.138
RLA.O.8.3.04	listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).	#55 Planning the Ideal Community p.239
RLA.O.8.3.05	perform a variety of roles in group discussions: <ul style="list-style-type: none"> <li>• collaboration</li> <li>• facilitation</li> <li>• persuasion</li> </ul>	#33 Forest Consequences p.138 #55 Planning the Ideal Community p.239 #56 We Can Work It Out p.241
RLA.O.8.3.06	properly use private and public information.	
RLA.O.8.3.07	plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.	