Grade 8 Reading and Literature Objectives

STATE GOAL 1: *Reading with understanding and fluency.*

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).
1.A.3b Analyze the meaning of words and phrases in their context.

The student will be able to...
- Use etymologies to construct the meaning of new words (prefixes, suffixes, and root words).
- Analyze context clues and employ decoding skills to determine an author’s use of vocabulary.
- Determine the meaning of words in context using denotation and connotation strategies.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
1.B.3c Continuously check and clarify for understanding (e.g., *in addition to previous skills*, draw comparisons to other readings).
1.B.3d Read age-appropriate material with fluency and accuracy.

The student will be able to...
- Effectively apply active reading and comprehension strategies such as questioning, connecting, predicting, review and evaluating.
- Demonstrate understanding of text structure through use of outlining and graphic organizers.
- Apply metacognition strategies to self monitor/correct reading comprehension.
- Read aloud grade appropriate selections with appropriate expression, accuracy, fluency, speed, and volume.
- Develop creative interpretations of reading.

1C. Comprehend a broad range of reading materials.

1.C.3a Use information to form, explain and support questions and predictions.
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
1.C.3f Interpret tables that display textual information and data in visual formats.
The student will be able to...

- Recall and clarify information using textual support.
- Defend inferences using textual evidence.
- Evaluate new information by comparing it to known information and ideas.
- Interpret concepts or make connections through analysis, evaluation, inference and or comparison.
- Compare and contrast connections through student conversations and writing.
- Briefly summarize a complex story or nonfiction passage.
- Synthesize key points and supporting details to form conclusions.
- Identify the best summary as related to the purpose of the text.
- Evaluate the author and illustrator's message through literary devices, figurative language, plot, theme, characters, setting, and point-of-view, and art in various grade level genres.
- Evaluate the importance of using tables, maps, charts, and visual aids to present information.
- Explain how visual information and data support written text.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.
2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature
2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.

The student will be able to...

- Analyze literary techniques (e.g. sensory detail, simile, rhyme, repetition, metaphor, personification, hyperbole, irony, dialect, dialogue, symbolism, allusion,) in classical and contemporary grade level pieces.
- Explain how the techniques impact the author’s intent.
- Analyze how the theme, character and character foils, plot, setting, conflict, point-of-view, flashback, and foreshadowing contribute to the effectiveness of the piece.
- Compare and contrast the elements and authors of various literary genres (e.g. short-story, novel, drama, fable, fantasy, biography, documentary, poetry, and science-fiction).
- Synthesize and articulate the importance of the author’s style, word choice, and language structure in relation to the point-of-view.

2B. Read and interpret a variety of literary works.

2.B.3a Respond to literary material from personal, creative and critical points of view.
2.B.3b Compare and contrast common literary themes across various societies and eras.
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.
The student will be able to…

- Analyze and defend an interpretation of text with text-based support.
- Ask and evaluate responses to open ended questions.
- Compare and contrast the influence events have on a society and the individual decision-making of a character.
- Evaluate how a text reflects a culture, society, or historical period.
- Make connection between a text and the culture being reflected.
- Use literary themes to connect recurring problems over time and across cultures.
- Explain characterization as exemplified through a character’s thoughts, words, and actions.
- Determine the cause of a character’s perceptions of events.
- Evaluate how attitudes toward a situation or problem change in different period of history or in different cultures.

STATE GOAL 3:  Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

Students will be able to:

- Self-monitor and assess progress of composition throughout each step of the writing process.
- Evaluate and apply correct spelling and word usage.
- Demonstrate appropriate use of the eight parts of speech
- Identify appositives, gerunds, and participles within the context of original writing.
- Compose and edit writing using Standard English.
- Use a variety of sentence structures in compositions
- Independently craft a narrative, expository, or persuasive composition for a specific purpose.

3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

Students will be able to:

- Apply the writing process independently to produce compositions
- Revise and edit to maintain consistent voice and focus throughout a piece of writing through the traits of quality writing (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentation)
- Select effective formats for publication of final products.
- Use available technological hardware and software for each step of the writing process.
3C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.
3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.

Students will be able to:
- Produce multi-paragraph compositions using appropriate language, details, and format for a specific audience. *(research)*
- Write a multi-paragraph narrative account that establishes a context, creates a point of view and develops a focused impression.
- Develop and compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (cause/effect, compare/contrast)
- Compose expository writing that supports a topic statement with evidence.
- Write creatively for a specific purpose and audience.
- Use available technologies to design, produce, and present multimedia works for specified audiences.

STATE GOAL 4: *Listen and speak effectively in a variety of situations.*

4A. Listen effectively in formal and informal situations.

4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.
4.A.3b Compare a speaker's verbal and nonverbal messages.
4.A.3c Restate and carry out multistep oral instructions.

Students will be able to:
- Evaluate bias and purpose in the speaker and listener and consider their impact on the message.
- Generate clear and concise summaries and paraphrase statements in oral or written form.
- Demonstrate comprehension by providing constructive feedback to the speaker.
- Analyze how nonverbal and verbal messages work together to make meaning.
- Evaluate the impact of factual content, emotional appeal, and opinion on nonverbal and verbal messages and meaning.

4B. Speak effectively using language appropriate to the situation and audience.

4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
4.B.3b Design and produce reports and multi-media compositions that represent group projects.
4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).
4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.
Students will be able to:
- Evaluate and select details appropriate for informing, entertaining, and persuading.
- Appraise language choices and style in the context of audience, purpose, and message.
- Compare and contrast notes, outlines, or other graphic organizers to determine the most effective in structuring and aiding a presentation.
- Select the most effective visual aids and technology to enhance specific presentations.
- Prepare, practice, and present a group/panel presentation.
- Employ appropriate presentation strategies to be used by members of a group/panel presentation.
- Utilize strategies to manage or overcome communication anxiety and apprehension.
- Contribute meaningfully to group discussions.
- Identify and use discussion techniques to arrive at a consensus in a group or panel situation.

STATE GOAL 5:  Use the language arts to acquire, assess and communicate information.

5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.3a Identify appropriate resources to solve problems or answer questions through research.
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

The student will be able to:
- Analyze and choose the most appropriate print, online, or multi-media resources to solve problems and answer research questions.
- Locate, organize, and use information from print resources (dictionary, atlas, almanac, encyclopedia, textbook, book, thesaurus, newspaper, etc.).
- Apply research concepts such as the use of the Dewey Decimal System, key terms, Boolean search methods, refining the topic, etc.
- Utilize appropriate criteria for determining credibility of identified sources.
- Select a topic from personal interest or a list.
- Monitor and refine focus by analyzing information gathered.
- Consider the usefulness of sources such as reference books, newspapers, magazines, encyclopedia, interviews, and available technology to collect information relevant to a topic.
- Apply criteria for verifying credibility of sources used.
- Organize and arrange information on a research topic (e.g., note cards, outlining).

5B. Analyze and evaluate information acquired from various sources.

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.
5.B.3b Identify, evaluate and cite primary sources.

The student will be able to:
- Evaluate the appropriateness of primary and secondary sources for a composition or presentation.
- Cite parentheticals using primary and secondary sources and create a bibliography, using MLA style.
- Apply copyright laws to avoid plagiarism.

5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.

The student will be able to:
- Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation or composition (e.g., inform, persuade, entertain).
- Prepare an oral presentation or other work (e.g., poems, monologues, reports, stories, and plays) that is supported by research.