

NPUSC ESSENTIAL STANDARDS

English Language Arts

8th Grade

What is it we expect students to learn?	
Reading Comprehension	
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	
<u>8.RC.1</u>	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
<u>8.RC.2</u>	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
<u>8.RC.3</u>	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)
<u>8.RC.6</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)
Writing	
Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.	
<u>8.W.1</u>	<p>Write arguments in a variety of forms that:</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims,

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	<p>reasons, and evidence.</p> <p>d. Establish and maintain a consistent style and tone appropriate for the purpose and audience.</p> <p>e. Provide a concluding statement or section that follows and supports the argument presented. (E)</p>
8.W.2	<p>Write informative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate for the purpose and audience. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
8.W.3	<p>Write narrative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide an ending that follows and reflects on the narrated experiences or events. (E)

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<u>8.W.5</u>	<p>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)
<u>8.W.6</u>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ol style="list-style-type: none"> a. Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
<u>8.W.7</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <ol style="list-style-type: none"> a. Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
Communication and Collaboration	
Learning Outcome: Students actively listen and participate in discussions using details and answering questions.	
<u>8.CC.1</u>	<p>Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)</p>
<u>8.CC.2</u>	<p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)</p>
<u>8.CC.8</u>	<p>Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information. (E)</p>

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