



**The Diocese of Knoxville**

Living our Roman Catholic faith in East Tennessee

## **GRADE EIGHT LITERATURE/ENGLISH**

The Diocese of Knoxville has adapted the following Literature/English standards to establish the knowledge, understanding, and skills students need to acquire in order to satisfy the Literature/English requirements for Grade 8. These standards are intended for teachers, students and parents.

### **READING APPLICATION**

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop analytical skills that are the foundation for independent and critical reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

### **SUMMARY-READING**

### **Grade Eight (8)**

Students in Grade 8 are now demonstrating fluent oral reading. Intonation, pacing, and articulation are appropriate for the text. Students understand and use the internet to gather information for oral presentations and written reports. Students should be able to provide an objective summary of the

text and analyze how a theme is developed throughout it. Analysis of the text for character action, plot advancement or real-world connections is another highlight of these standards. Students are able to analyze a plot while citing textual evidence to support their claims. Using context clues, students are able to determine the meaning of unknown words, including understanding connotation and denotation. Students are also able to compare and contrast the structure of two texts and critique the organization of a paragraph. They can also analyze the point of view of a writer to understand literary elements or conflicting ideas.

While reading literature such as novels or dramas, students are expected to examine differences in film or live production of stories in relation to the original text. Readers also develop skills to analyze how modern works of fiction draw on myths, legends or religious works to renew themes or character types. Eighth grade students draw connections between literary texts. Students can evaluate the advantages and disadvantages of various mediums -- print, digital or multimedia -- and their impact on the overall message. Eighth grade readers also assess the relevance and credibility of an author and understand that sources may be opinionated. Students can read two or more texts on the same topic and analyze the differences of opinion and fact. The complexity level of reading and writing to promote further analysis including literary analysis and critical reading/writing of informational text is increased for the academic work of secondary education in high school.

**The Diocese of Knoxville stipulates the following outcome skills in reading for Grade Eight students:**

**Vocabulary Development:**

1. Determine the meaning of unknown words by using a variety of methods including context clues.
2. Use analogies to develop critical thinking.
3. Define and use figurative language and other literary elements.
4. Identify word origins to determine the meaning of unknown words and phrases.
5. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
6. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.

**Critical Reading of informational text**

7. Compare and contrast information on a single topic or theme across different text and non-text resources.
8. Synthesize important information in texts to demonstrate comprehension.
9. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence..
10. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

11. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or referring back to the text.
12. List questions and search for answers within the text to construct meaning.
13. Independently read books for various purposes.
14. Make inferences about informational text from the title page, table of contents and chapter headings.
15. Synthesize main ideas in informational text, using supporting details as appropriate.
16. Research important details about a topic using different sources of information including books, magazines, newspapers and online resources.
17. Detail cause and effect in informational text.
18. Make conclusions from information in maps, charts, graphs and diagrams.
19. Develop steps in a set of instructions or procedures for completeness.

### **Critical Reading in Literature**

20. Analyze and interpret the thoughts, words and interactions of characters.
21. Analyze how the influence of time and setting impacts mood, tone, and foreshadowing.
22. Construct the main incidents of a plot sequence identifying the major conflict and its resolution.
23. Reflect on the author's choice in speaker and how analyze the significance of the speaker choice.
24. Analyze the theme and whether it is implied or stated directly.
25. Compare and critique the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, fiction and non-fiction.
26. Explain the use of literary devices.
27. Analyze, compare, and contrast themes and sub-themes.
28. Interpret how an author's choice of words appeals to the sense and suggests mood.

### **Research and Digital media literacy**

29. Select, create and use graphic organizers to interpret textual information
30. Use digital tools and media to facilitate learning.
31. Use appropriate media and digital tools to research for oral and written presentations.

## **STANDARD-READING**

## **GRADE EIGHT (8)**

### **READING: LITERATURE**

#### **1. KEY IDEAS AND DETAILS**

#### **STANDARD(S)**

#### **STANDARD DESCRIPTION**

- RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, plot; provide an objective summary of the text.
- RL.8.3** 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. (Example: how plot and setting are integral to one another; how the setting affects the characters).
- RL.8.4** Compare and contrast works of various authors.
- RL.8.5** Analyze literature using background knowledge, literary elements, and inferences.

## **II. CRAFT AND STRUCTURE**

<b><u>STANDARD(S)</u></b>	<b><u>STANDARD DESCRIPTION</u></b>
<b>RL.8.6</b>	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 or allusions to other texts.
<b>RL.8.7</b>	Compare and contrast the structure, styles and genres of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>RL.8.8</b>	Describe how a sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.
<b>RL.8.9</b>	Compare a poem with conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem
<b>RL.8.10</b>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.11 Identify and analyze the characteristics of irony and parody in literary works.

RL.8.12 Recognize the use of cultural dialects and local color through reading experiences.

### **III.INTEGRATION OF KNOWLEDGE AND IDEAS**

RL.8.13 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.14 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.15 Distinguish from moral and spiritual truths validated by deductive reasoning, propaganda, and reasoned judgment presented in a text.

RL.8.16 Expand and use vocabulary critical to the meaning of text.

RL.8.17 Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes on grade level academic vocabulary.

RL.18 Apply Catholic beliefs and teachings in the evaluation of literary themes and plots.

### **III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

RL.8.19 Read and comprehend literature, including stories, dramas and poetry, in the grades 8-9 text complexity band independently and proficiently.

RL.8.20 Self-select appropriate text for research and personal reading.

### **READING: INFORMATIONAL TEXT**

#### **I. KEY IDEAS AND DETAILS**

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.2A Analyze in detail the structure of a specific paragraph of text, including the role of particular sentences in developing and refining a key concept.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.3A Analyze how recurring images or events contribute to the development of a theme or central idea in a text.
- RI.8.3B Compare and contrast works of various authors.
- RI.8.3C Provide an objective synopsis of a text, accurately conveying an author's view and specific points.
- RI.8.3D Interpret text using background knowledge, literary elements, and inferences.
- RI.8.3E Cite a wide range of evidence throughout the text to support analysis of what the text says explicitly as well as inferences drawn from the text.

## II. CRAFT AND STRUCTURE

- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.6A Compare and contrast the points of view and purposes of two authors writing about the same topic.
- RI.8.6B Analyze in detail the structure of a specific paragraph of text, including the role of particular sentences in developing and refining a key concept.

## V. INTEGRATION OF KNOWLEDGE AND IDEAS

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 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.
- RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- RI.8.10 Expand the use of reference materials for gathering information and develop rubrics for evaluating validity of sources from web sources.
- RI.8.11 Extend awareness of world cultures and historical perspectives through diverse texts, primary sources, account of historical events, documents and historical fiction.
- RI.8.12 Distinguish from moral and spiritual truths validated by deductive reasoning, propaganda, and reasoned judgment presented in a text.
- RI.8.13 Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes grade level academic vocabulary.

- RI.8.14** Expand and use vocabulary critical to the meaning of the text.
- RI.8.15** Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading additional texts.

**RANGE OF READING LEVEL OF TEXT COMPLEXITY**

**STANDARD**

**STANDARD DESCRIPTION**

- RI.8.16** By the end of the year read and comprehend literary nonfiction in the grades 7-9 text complexity band proficiently.

**GRADE EIGHT ENGLISH LANGUAGE**

The Diocese of Knoxville has adapted the following English Language standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for eighth grade.

**ENGLISH LANGUAGE ARTS (ELA) APPLICATION**

As the Diocese of Knoxville students progress through school the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and spoken English including the conventions and mechanics of the English language.

English /Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

**SUMMARY-ELA**

**GRADE EIGHT (8)**

Eighth grade students demonstrate command of the conventions of English grammar and usage when writing and speaking. Students can explain the functions of conjunctions, prepositions, and interjections, as well as verb tenses to convey various times, sequences, states and conditions.

Additionally, students in this grade can identify and use a variety of sentence structures recognizing the different types of clauses. Grade eight students recognize and are able to correct inappropriate shifts in verb tenses. Eighth grade students have a command of capitalization, punctuation, and spelling. They use knowledge of language when writing, speaking, reading or listening, and can compare and contrast dialects or registers used in stories, poems or drama. Students have the knowledge to clarify the meanings of unknown multiple-meaning words and phrases based on grade level appropriate readings, by using cause/effect relationships, Greek and Latin affixes and roots, and are able to consult reference materials both in print and digitally. Students also understand the meanings and usage of word relationships, figurative language, and nuances in word meanings.

**The Diocese of Knoxville stipulates the following outcome skills in English for Eighth Grade students:**

1. Write legibly in cursive on standard classroom work unless utilizing technology for publication or written products.
2. Spell grade level academic vocabulary correctly.
3. Use punctuation based on sentence structure, including semi-colons and commas with phrases and clauses.
4. Use punctuation learned in prior grades correctly. (e.g. punctuation of quotations, dialogue, use of parentheses, hyphens, dashes, colons, italic, apostrophes)
5. Identify and use parts of speech correctly.
6. Recognize misplaced modifiers (Dangling modifiers, two-way modifiers).
7. Place clauses and verbals correctly in sentences.
8. Define the different kinds of parallelism (coordinate, compared/contrasted, correlative) and use appropriately in sentence structures.
9. Complete parallel construction and be able to correct faulty parallel structure.
10. Use a variety of sentence structures (simple, compound, complex, and compound-complex).
11. Use a variety of sentence openings.
12. Interpret figurative language in context.
13. Recognize and explain idioms, adages, proverbs, parables.
14. Use accurately general academic, grade specific words and phrases.

**STANDARDS-ENGLISH**

**GRADE EIGHT (8)**

**I. CONVENTIONS OF STANDARD ENGLISH**

- L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- L.8.1.1 Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1.2 Form and use verbs in the active and passive voice.
- L.8.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1.3A Use verb phrases and verbals.
- L.8.1.3B Use and differentiate between clauses and phrases.
- L.8.1.3C Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.1.3D Demonstrate understanding of and use predicate nominative and predicate adjective.
- L.8.1.3E Use nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.
- L.8.1.3F Use relative pronouns. Use intensive/reflexive pronouns, demonstrative pronouns, possessive pronouns and indefinite pronouns.
- L.8.1.3G Demonstrate agreement of antecedent with pronoun.
- L.8.1.3H Use words in the possessive case, the nominative case and the objective case.
- L.8.1.3I Identify and analyze the functions of the parts of speech on sentence syntax.
- L.8. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause, break or omission.

L.8.2.2 Spell correctly grade specific vocabulary.

L.8.2A Produce legible written work applying the standards of correct cursive writing.

## II. KNOWLEDGE OF LANGUAGE

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## III. VOCABULARY ACQUISITION AND USE

### STANDARDS

### STANDARD DESCRIPTION

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies (e.g. semantic clues, definitions, examples, or restatements in texts, syntactic clues or the word's position of function in a sentence, analysis of word's sounds, spelling, and meaningful parts, and consultation with reference materials, both print and digital).

L.8.4A 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.

L.8.4B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

- L.8.4C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.8.5A Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5B Use the relationship between particular words to better understand each of the words.
- L.8.5C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
- L.8.5D Understand and use analogies.
- L.8.5E Distinguish a word from other words with similar denotations but different connotations.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **GRADE EIGHT WRITING**

The Diocese of Knoxville has adapted the following writing standards to establish the knowledge, understanding, and skills students need to acquire in order to satisfy the English writing requirements for Grade 8. These standards are intended for teachers, students, and parents.

## **WRITING APPLICATION**

Each year student’s writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose**
- II. Production and Distribution of Writing**
- III. Research to Build and Present Knowledge**
- IV. Range of Writing**
- V. Handwriting**

## **SUMMARY-WRITING**

## **GRADE EIGHT (8)**

In Grade 8, students refine and build upon previously learned knowledge and skills in increasingly complex essays. On a regular basis, 8th grade students are expected to produce coherent and focused multi-paragraph essays that are error-free and feature varied sentence structure. Eighth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Eighth-graders edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. In eighth grade, students use every phase of the writing process and continue to build their knowledge of writing conventions. Students use citations competently, follow research report formats, and present written reports incorporating graphics and media. Students write to influence, such as to persuade, argue, and request. In grade 8, persuasive essays should have a well-defined thesis that makes a clear and knowledgeable judgment, Eighth grade persuasive essays should present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion, and arranging evidence effectively by anticipating and answering reader concerns and counterarguments. In addition to essays, an eighth grade persuasive writing assignment could be an advertisement, speech, or public service announcement. In tackling these writing tasks, students use persuasive techniques such as word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, and card stacking.

Eighth grade students write biographies, autobiographies, short stories, or personal narratives that develop an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). Narrative essays

in the eighth grade relate a clear, coherent incident, event, or situation by using well-chosen details. Students are also expected to reveal the significance of, or the writer's attitude about, the subject.

- Eighth grade students write a variety of specialized expository/informational essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs. Other 8th grade expository writing applications include informal communications (e.g., friendly letters, thank you notes); and formal communications (e.g., business letters, invitations, job applications) that have a conventional format and require students to present information purposefully and succinctly to meet the needs of the intended audience. Students also write directions to unfamiliar locations and record information (e.g., observations, notes, lists, charts, legends), correctly citing sources.
- **Research Reports:** In 8th grade, students define a thesis and record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize relevant perspectives on the topic. Writing should use a variety of primary and secondary sources and distinguish the nature and value of each. Students organize and display information on charts, maps, and graphs in support of the text
  - **Creative:** Students write to entertain in a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, humorous poems) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
  - **Responses to Literature:** Eighth grade students develop an interpretation exhibiting careful reading and insight. Students should draw inferences about the effects of the literary work on its audience and describe their own responses to the writer's techniques and specific portions of the text. Eighth graders are expected to support their judgments through references to the text, other works, other authors, or to personal knowledge.
  - **Technical Documents:** Students in eighth grade write essays to identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. These essays include all the factors and variables that need to be considered and use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

**The Diocese of Knoxville stipulates the following exit skills in writing application for Grade Eight students:**

1. Write essays that describe, narrate, persuade, and compare and contrast.
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast, argument, persuasion) and includes facts, details and examples to illustrate important ideas.

5. Write research essays, with attention to: asking open-ended questions; gathering relevant data through library and field research; summarizing, paraphrasing, and quoting accurately when taking notes; defining a thesis; organizing with an outline; integrating quotations from sources, citing sources and avoiding plagiarism, creating a bibliography.
6. Produce informal writings (e.g. journals, notes and poems) for various purposes.
7. Conduct background reading, interviews or surveys when appropriate to complete writing.
8. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing.
9. Organize writing, beginning with an introduction, body, resolution of plot, and closing statement.
10. Vary simple, compound and complex sentence structures, and vary language and style to audience and purpose.
11. Use technology to compose text.
12. Reread, rearrange proofread writings to assess for clarity, mechanics, and methods.
13. Apply tools (e.g., rubric checklist and feedback) to judge the quality of writing.
14. Prepare for publication (e.g., for display or sharing with others) writings that follow a format appropriate to the purpose using electronic resources and graphics to enhance the final product.

## **STANDARD-WRITING**

## **GRADE EIGHT (8)**

### **I. TEXT TYPES AND PURPOSES**

#### **STANDARD**

#### **STANDARD DESCRIPTION**

<b>W.8.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
<b>W.8.1.1</b>	<b>Introduce claim(s), acknowledge and distinguish the claim (s) from alternate or opposing claims, and organize the reasons and evidence logically.</b>
<b>W.8.1.2</b>	<b>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b>

- W.8.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
- W.8.1.4 Establish and maintain a formal style.
- W.8.1.5 Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- W.8.2.1 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 aiding comprehension
- W.8.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.5 Establish and maintain a formal style.
- W.8.2.6 Provide a concluding statement or section that follows from the information or explanation presented.
- W.8.2.6A Use MLA formatting.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- W.8.3.2 Apply narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.3.5A Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of irony or parody.
- W.8.3.5B Write for technical communication and correspondence: friendly and business letters, resumes, memos, thank you notes, e-mail and electronic notes.

## II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3).
- W.8.5 With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 8 standards).

- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.6A Apply spelling and grammar rules to written work in all content areas.
- W.8.6B Emphasize content as well as mechanics in all written work.

### III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard form of citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9.1 Apply *Grade 8 Reading Standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.9.2 Apply *Grade 8 Reading Standards* to literary nonfiction (e.g., “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”).

#### **IV. RANGE OF WRITING**

- W.8.10** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline, specific tasks, purposes and audiences.

#### **V. HANDWRITING**

- HW.11** Use the conventions of cursive in purposeful writing activities.

### **GRADE EIGHT SPEAKING AND LISTENING**

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Eight (8).

#### **SPEAKING AND LISTENING APPLICATION**

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

Eighth grade students effectively engage in a range of collaborative discussions with diverse partners on Grade 8 topics. Students are prepared for discussions and follow the agreed-upon rules for discussions and assigned roles. Students can pose and respond to specific questions and draw conclusions based on information and knowledge from the discussion. Students in Grade 8 can summarize and paraphrase a written text presented in diverse media and formats, including visually, quantitatively, and orally. Students also can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students in Grade 8 can report on a topic or argue a point persuasively, sequencing ideas logically by using appropriate facts and relevant details speaking clearly at an understandable pace. The use of technology and multimedia components are an integral part in providing visual displays supporting the presentation. Seventh grade students can be highly creative in their projects and products and their natural tendency towards creature and display should be nurtured and further developed. Students in Grade 8 can adapt speech to a variety of contexts using formal English when appropriate to task and situation. Through Socratic Seminars and philosophical chairs, students can independently state positions, formulate arguments, and persuade effectively.

**The Diocese of Knoxville stipulates the following outcome skills in Speaking and Listening for Grade Eight students:**

1. Participate civilly and productively in group discussions. (Note: Focused, timed writing (*Quick Writes*) before and after discussion can also be used for reflection and evaluation during the discussion)
2. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
3. Interpret the main idea and draw conclusions from oral presentations and visual media.
4. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
5. Demonstrate the ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.
6. Use clear diction, pitch, temp and tone, and adjust volume and tempo to stress important ideas.
7. Deliver well-organized and well-supported presentations (e.g., expository, research).
8. Deliver formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.
9. Deliver persuasive presentations.
10. Debate using formal protocols of debate.

## STANDARDS-SPEAKING AND LISTENING GRADE EIGHT

### I. COMPREHENSION AND COLLABORATION

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.8.1.1 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1.2 Follow rules for collegial discussions, track progress toward specific goals and deadlines, define individual roles as needed.
- SL.8.1.3 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1.4 Acknowledge new information expressed by others and, when warranted, qualify or justify their own views. In light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and relevance, and the sufficiency of the evidence, as well as, identifying when irrelevant evidence is introduced.

### III. PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid

reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3).
- SL.8.6A Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.
- SL.8.6B Use appropriate manners and speech when addressing individuals or groups.