

## GRADE 8 ENGLISH LANGUAGE ARTS FRAMEWORK

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### EXPECTATIONS

#### WRITING EXPECTATIONS

Students will be expected to:

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- 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.

## **ESSAY EXPECTATIONS**

Students will be expected to write a 5 paragraph essay in a 90-minute class period, with the topic provided beforehand. Students may bring a copy of their thesis to use when writing the essay. See link:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/English\\_and\\_SS/Research\\_Essay\\_Parameters\\_Grades\\_1\\_through\\_10.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf)

## **LANGUAGE USAGE EXPECTATIONS**

To strengthen language skills, students are expected to complete grammar exercises, based on grade level content, on a weekly basis.

## **SPEAKING AND LISTENING EXPECTATIONS**

Students will be expected to:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## **READING EXPECTATIONS**

By the end of the year, students should read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

## **IT EXPECTATIONS**

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/2019-2020/IT\\_Skills\\_Scope\\_and\\_Sequence\\_by\\_Grade.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf)

## **READING LIST**

### **WHOLE CLASS NOVELS**

- To Kill a Mockingbird, Lee, Harper

### **LIT CIRCLE BOOKS**

- George vs George – Schanzer, Rosalyn
- King George What was his Problem? – Sheinkin, Steve

- Narrative of the Life of Frederic Douglass – Douglass, Frederic
- Slave Dancer - Fox, Paula
- A Young Patriot - Murphy, Jim
- Black Heroes of the American Revolution- Davis, Burke

### **SHORT STORIES**

- Lady or the Tiger – Stockton, Frank R.
- Lamb to the Slaughter – Dahl, Roald
- The Lottery – Jackson, Shirley
- The Tell Tale Heart – Poe, Edgar Allan
- On the Sidewalk Bleeding – Hunter, Evan

### **POEMS READ AS PART OF THE CURRICULUM**

- “The Road Not Taken” – Frost, Robert
- “Paul Revere’s Ride” – Longfellow, Henry Wadsworth
- “Evening Star” - Poe, Edgar Allan

### **DRAMA/PLAYS**

- Romeo and Juliet – Shakespeare, William

### **PERFORMANCE INDICATORS**

#### **READING LITERATURE**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. DOK 1, 2, 3 E

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, and plot; provide an objective summary of the text. DOK 2, 3 E

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. DOK 2, 3 E

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. DOK 1, 2, 3 E

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. DOK 3, 4 E

Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. DOK 3, 4 E

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. DOK 3, 4 E

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. DOK 3, 4

## **WRITING**

Write arguments to support claims with clear reasons and relevant evidence. DOK 3, 4 E

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. DOK 3, 4 E

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. DOK 3, 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. DOK 3, 4 E

## **SPEAKING AND LISTENING**

Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. DOK 2, 3, 4

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. DOK 2, 3, 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. DOK 1, 2, 3 E

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. DOK 1, 2

## **LANGUAGE**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. DOK 1, 2 E

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E

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. DOK 1, 2