

**Billings Public Schools English Language Arts
Grade 8 Core Requirements for Semester 1 & 2**

READING STANDARDS FOR LITERATURE

Suggested Materials:

- *See approved literature list
- *Elements of Literature Anthology in its entirety and specifically
- *Collection 1, 3, 4, and 6
- *Native American Novel: Who Will Tell My Brother
- *Poetry Selections

Key Ideas and Details

8.RL.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. (Semester 1 & 2)

- ___ Identify explicitly stated key ideas
- ___ Identify evidence that strongly supports the key idea
- ___ Recognize the difference between inference and what is explicitly stated
- ___ Make inferences about what a text says but is not directly stated
- ___ Evaluate evidence about what most strongly supports key ideas
- ___ Cite evidence used to make inferences from the text

RL.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, and plot; provide an objective summary of the text. (Semester 1 & 2)

- ___ Understand theme and central ideas of a text
- ___ Know the literary elements (characters, setting, plot)
- ___ Objectively summarize a text
- ___ Analyze the development of a theme or central idea over the course of a text
- ___ Analyze the relationship between the theme and literary elements of the text
- ___ Provide an objective summary of the text

8.RL.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. (Semester 1 & 2)

- ___ Identify elements of literature dialogue
- ___ Identify elements of literature plot
- ___ Identify elements of literature characterization
- ___ Analyze lines of dialogue for propelling action
- ___ Analyze lines of dialogue for revealing characters
- ___ Analyze lines of dialogue for provoking decisions
- ___ Analyze incidents for propelling action
- ___ Analyze incidents for revealing character
- ___ Analyze incidents for provoking decisions

Craft and Structure

8.RL.4 – 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. (Semester 1 & 2)

- ___ Identify figurative and connotative words and phrases
- ___ Identify meaning and tone of a text
- ___ Identify specific words that impact meaning and tone
- ___ Identify analogies
- ___ Identify allusions to other texts
- ___ Determine the figurative and connotative meanings of words and phrases as they are used in the text
- ___ Analyze the impact of word choices, analogies, and allusions on meaning and tone

8.RL.5 – 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. (Semester 1 & 2)

- ___ Identify structural elements of two or more texts
- ___ Compare and contrast the structure of two literary texts
- ___ Analyze how the structure of each text contributes to its meaning and style

8.RL.6 – 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. (Semester 1 & 2)

- ___ Determine the author's point of view or purpose
- ___ Identify evidence the author uses to support his/her characters' viewpoint/purpose
- ___ Identify conflicting evidence or viewpoints presented in a given text
- ___ Compare and contrast the author's evidence and/or viewpoints to conflicting evidence and/or viewpoints
- ___ Analyze the techniques the author uses to respond to conflicting evidence
- ___ Support your analysis with examples

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Integration of Knowledge and Ideas

8.RL.7 – 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 actors.
(Semester 1 & 2)

- Recognize choices directors and actors make
- Define evaluate
- Compare and contrast the text of a story or drama and the live or filmed production
- Analyze the faithfulness or departure between the text of a story or drama and the live or filmed production
- Evaluate the outcome/impact of choices made by directors and actors

8.RL.8 – Not applicable

8.RL.9 – 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. Include texts by and about American Indians.

(Semester 1 & 2)

- Identify theme
- Identify patterns of events
- Identify character types
- Compare and contrast themes in modern fiction to myth/traditional story/religious work
- Compare and contrast patterns of events in modern fiction to myth/traditional story/religious work
- Compare and contrast character types in modern fiction to myth/traditional story/religious work
- Evaluate how myths, traditional stories, or religious works are rendered new

Range of Reading and Level of Text Complexity

8.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (Semester 1 & 2)

- Identify/understand key ideas and details
- Identify/understand craft and structure
- Identify/understand integration of knowledge
- Comprehend key ideas and details
- Comprehend craft and structure

READING STANDARDS FOR INFORMATIONAL TEXT

Suggested Materials:

- *Ebscohost (library website)
- *World Book Website as available
- *Elements of Literature: Collections 5, 7, 8
- *Plenty Coup: Chief of the Crows (8.RI.6)
- *Write to Learn
- *Step Up to Writing for 8. RI.5
- *Who Will Tell My Brother 8 RI, 9 (Comparison of points of view on mascot issue)

Key Ideas and Details

8.RI.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. (Semester 1 & 2)

- Recognize the difference in explicitly stated and inference information
- Determine supporting details for what is explicitly stated
- Determine supporting details for inferences made
- Make inferences about what is said in the text

8.RI.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. (Semester 1 & 2)

- Identify the central idea of a text
- Identify ideas that support the central idea of a text
- Determine the relationship between the central ideas and supporting ideas
- Analyze the development of the central idea over the course of the text
- Provide an objective summary of the text

8.RI.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

(Semester 1 & 2)

- Define compare and contrast
- Define analogies
- Define categorization
- Identify individuals, events, and ideas in a text
- Compare how individuals, ideas, and events are connected
- Contrast the distinctions between individuals, ideas, and events

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raft and Structure

8.RI.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. (Semester 1 & 2)

- ___ Identify figurative, connotative, and technical words and phrases
- ___ Identify words and phrases that include analogies and allusions to other texts
- ___ Determine the meaning of figurative, connotative, and technical words and phrases
- ___ Analyze the impact of word choice on meaning and tone
- ___ Analyze the impact of analogies and allusions to the meaning and tone of other texts

8.RI.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. (Semester 1 & 2)

- ___ Identify different roles of sentences
- ___ Identify the structure of a specific paragraph in an informational text
- ___ Analyze the role that a particular sentence plays in developing and defining the key concept
- ___ Analyze the structure of specific sentences in developing a paragraph

8.RI.6 – Determine an author's point of view or purpose in a text including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Semester 1 & 2)

- ___ Determine the author's point of view or purpose
- ___ Identify evidence the author uses to support his/her viewpoint or purpose
- ___ Identify conflicting evidence or viewpoints presented in a given text
- ___ Compare and contrast the author's evidence and/or viewpoints to any conflicting evidence and/or viewpoints
- ___ Analyze the techniques the author uses to respond to conflicting evidence

Integration of Knowledge and Ideas

8.RI.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.

(Semester 1 & 2)

- ___ Identify different mediums including print, digital, video, and multimedia
- ___ Define evaluate
- ___ Evaluate the advantages and disadvantages of using print in a presentation
- ___ Evaluate the advantages and disadvantages of using digital in a presentation
- ___ Evaluate the advantages and disadvantages of using video in a presentation
- ___ Evaluate the advantages and disadvantages of using multimedia in a presentation

Suggested Materials:

***Ebscohost: Select Points of View**

8.RI.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. Include texts by and about American Indians. (Semester 1 & 2)

- ___ Define and identify relevant/irrelevant evidence in informational text
- ___ Define and identify sufficient/insufficient evidence in informational text
- ___ Delineate the argument and specific claims of a text
- ___ Classify evidence as relevant/irrelevant in informational text
- ___ Classify reasoning as sound/unsound in informational text
- ___ Classify evidence as sufficient/insufficient in informational text
- ___ Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence

8.RI.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. Include texts by and about American Indians. (Semester 1 & 2)

- ___ Identify differences or conflicting information between two texts
- ___ Recognize facts or interpretations
- ___ Identify criteria for analyzing texts
- ___ Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation

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Range of Reading and Level of Text Complexity

8.RI.10 – By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

(Semester 1 & 2)

- ___ Identify and understand key ideas and details
- ___ Identify and understand craft and structure
- ___ Identify and understand integration of knowledge
- ___ Comprehend key ideas and details
- ___ Comprehend craft and structure

WRITING STANDARDS

Suggested Materials:

- *Step up to Writing Section 9
- *Elements of Language Text Chapters 6 & 7
- *Elements of Literature Writers Workshop Collection 2

Text Types and Purposes

8.W.1 – Write arguments to support claims with clear reasons and relevant evidence. (Semester 2)

- ___ a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- ___ b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text
- ___ c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- ___ d. Establish and maintain a formal style
- ___ e. Provide a concluding statement or section that follows from and supports the argument presented

Suggested Materials:

- *Step Up To Writing 4 & 5
- *Elements of Language Text Chapters 2, 3, 4, 5
- *Elements of Literature Writers Workshop Collections 3 - 8

8.W.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Semester 1 & 2)

- ___ a. 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
- ___ b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- ___ c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- ___ d. Use precise language and domain-specific vocabulary to inform about or explain the topic
- ___ e. Establish and maintain a formal style
- ___ f. Provide a concluding statement or section that follows from and supports the information or explanation presented

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Suggested Materials:

- *Step Up To Writing Sections 6 & 7
- *Elements of Language chapter 1
- *Elements of Literature Writers Workshop Collection 1

8.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Semester 1)

- ___ a. 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
- ___ b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- ___ c. Use a variety of transition 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
- ___ d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- ___ e. Provide a conclusion that follows from and reflects on the narrated experiences or events

Suggested Materials:

- *Step Up To Writing Section 4 & 5

Production and Distribution of Writing

8.W.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 are defined in standards 1-3 above.)

(Semester 1 & 2)

- ___ Analyze the reason for writing to decide on task, purpose, and audience
- ___ Determine suitable idea development strategies
- ___ Determine suitable organization
- ___ Determine suitable style

Suggested Materials:

- *Throughout Step Up to Writing
- *Write to Learn

8.W.5 – With some guidance and support from peers and adults, 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.) (Semester 1 & 2)

- ___ Recognize how to plan, revise, edit, and rewrite
- ___ Recognize how to try a new approach
- ___ Determine how well the focus of the purpose has been addressed
- ___ Determine how well the focus of audience has been addressed

Suggested Materials:

- *Web 2.0 tools, such as: Google Docs, Google Presentation, Prezi, Write to Learn, Etc.

8.W.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. (Semester 1 & 2)

- ___ Identify publishing and collaboration options that use technology
- ___ Know how to collaborate effectively
- ___ Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience
- ___ Determine the best technology options for communicating and collaborating with others for an intended purpose
- ___ Evaluate the relationship between information presented and ideas expressed

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Suggested Materials:

- *Step Up to Writing Section 5
- *Easybib.com, Son of Citation Machine
- *Elements of Literature Collection 7 Writers Workshop

Suggested Material:

- *Step up to Writing Section 9

Research to Build and Present Knowledge

8.W.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.

(Semester 2)

- ___ Identify reliable sources of information
- ___ Apply appropriate inquiry methods to conduct a research project
- ___ Apply multiple avenues of exploration
- ___ Determine which facts/examples best answer a question
- ___ Draw conclusions about the validity of sources

Suggested Materials:

- *Step Up to Writing Section 5

8.W.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 format for citation.

(Semester 2)

- ___ Recognize standard format for a citation
- ___ Determine the relevance of information gathered from print and digital sources
- ___ Assess the credibility and accuracy of a source

8.W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. (Semester 1 & 2)

- ___ a. **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”)
- ___ b. **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”)

Range of Writing

8.W.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, purpose, and audiences. (Semester 1 & 2)

- ___ Identify discipline-specific tasks, audiences, and purposes
- ___ Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience

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PEAKING AND LISTENING STANDARDS

Suggested Materials:

- *Step Up to Writing Section 8
- *Refer to Speaking and Listening Workshops in the
- *Elements of Literature Anthology
Sections: 1, 3, 5, 7
- *Elements of Literature: I Have a Dream and
Gettysburg Address Collection 8
- *TeacherTube , You Tube, Web 2.0 Tools

Comprehension and Collaboration

8.SL.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.

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.

(Semester 1 & 2)

- ___ a. 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.
- ___ b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- ___ c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
- ___ d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

8.SL.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 it presentation.(Semester 1& 2)

- ___ Identify the author's purpose in information presented
- ___ Identify the author's motives for the presentation of information
- ___ Analyze the purpose of information presented in diverse media and formats
- ___ Evaluate the motives behind the presentation of the information

8.SL.3 – 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. (Semester 1 & 2)

- ___ Define and identify a speaker's argument and claims
- ___ Define and identify sound reasoning
- ___ Define and identify unsound reasoning
- ___ Define and identify relevant evidence
- ___ Define and identify irrelevant evidence
- ___ Define and identify sufficient evidence
- ___ Define and identify insufficient evidence
- ___ Delineate a speaker's argument and specific claims
- ___ Evaluate the soundness of the speaker's reasoning
- ___ Evaluate the relevance and sufficiently of the speaker's evidence
- ___ Distinguish between sound and unsound reasoning in a speakers argument
- ___ Distinguish between relevant and irrelevant evidence in a speakers argument
- ___ Distinguish between sufficient and insufficient evidence in a speakers argument

Presentation of Knowledge and Ideas

8.SL.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. (Semester 1 & 2)

- ___ Identify claims and findings
- ___ Identify appropriate eye contact
- ___ Identify adequate volume and clear pronunciation
- ___ Determine salient points
- ___ Determine relevant evidence
- ___ Determine sound, valid reasoning
- ___ Determine well-chosen details

8.SL.5 – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Semester 1 & 2)

- ___ Integrate multimedia and visual displays
- ___ Determine when to integrate multimedia and visual displays to clarify information
- ___ Determine when to integrate multimedia and visual displays to strengthen claims and evidence
- ___ Determine when to integrate multimedia and visual displays to add interest

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8.SL.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 for specific expectations.) (Semester 1 & 2)

- ___ Describe qualities of formal speech
- ___ Describe qualities of informal speech
- ___ Determine if formal or informal speech is appropriate in the context of a given situation

LANGUAGE STANDARDS

Suggested Materials:

*Elements of Language Chapter 14, 18

Conventions of Standard English

8.L.1. – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Semester 2)

- ___ a. Explain the function of verbal's (gerunds, participles, infinities) in general and their function in particular sentences
- ___ b. Form and use verbs in the active and passive voice
- ___ c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- ___ d. Recognize and correct inappropriate shifts in verb voice and mood

Suggested Materials:

*Elements of Language Chapter 22
*Spelling/Vocabulary Resources: Elements of Literature
*Vocabulary and Spelling Skills
*Words to Own and Spelling/Decoding Ancillary
*Elements of Literature pg. 245 plus Grammar Link worksheet

8.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Semester 1 & 2)

- ___ a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- ___ b. Use an ellipsis to indicate an omission
- ___ c. Spell correctly

Knowledge of Language

8.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Semester 1 & 2)

- ___ a. 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).

Suggested Materials:

*Elements of Literature: Words to Own, all collections
*Latin and Greek Roots: A Study of Word Families

Vocabulary Acquisition and Use

8.L.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. (Semester 1 & 2)

- ___ a. 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
- ___ b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)
- ___ c. 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
- ___ d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning on context or in a dictionary)

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Suggested Materials:

- *Work on through all literary selections
- *All of these concepts are covered throughout the
- *Elements of Literature Anthology

8.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

(Semester 1 & 2)

- ___ a. Interpret figures of speech (e.g., verbal irony, puns) in context
- ___ b. Use the relationship between particular words to better understand each of the words
- ___ c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*)
- ___ d. Recognize the influence time, culture, gender, and social relationships have upon word meaning.

Suggested Material:

- *Vocabulary from Latin and Greek Roots
- *Throughout Elements of Literature
- *Write to Learn

L.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 of expression.

(Semester 1 & 2)

- ___ Identify general academic and domain-specific words and phrases
- ___ Gather vocabulary knowledge important to comprehension or expression