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# ***Pike County School District Standards Mastery Document***

8th Grade Reading and Writing  
Revised 2019



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**8th Grade Reading and Writing**

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**Interdisciplinary Literacy Practices**

<b>1.</b>	<b>Recognize that text is anything that communicates a message.</b>
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<b>2.</b>	<b>Employ, develop, and refine schema to understand and create text.</b>
<b>3.</b>	<b>View literacy experiences as transactional, interdisciplinary, and transformational.</b>
<b>4.</b>	<b>Utilize receptive and expressive language arts to better understand self, others, and the world.</b>
<b>5.</b>	<b>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</b>
<b>6.</b>	<b>Collaborate with others to create new meaning.</b>
<b>7.</b>	<b>Utilize digital resources to learn and share with others.</b>
<b>8.</b>	<b>Engage in specialized, discipline-specific literacy practices.</b>
<b>9.</b>	<b>Apply high level cognitive processes to think deeply and critically about text.</b>
<b>10.</b>	<b>Develop a literacy identity that promotes lifelong learning.</b>

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**Reading Standards for Literature – Grade 8**

<b>KEY IDEAS AND DETAILS</b>	
RL.8.1	Cite relevant textual evidence to support analysis of the text and to demonstrate both explicit and inferential understanding.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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.
<b>CRAFT AND STRUCTURE</b>	
RL.8.4	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 but not limited to analogies or allusions to other texts.
RL.8.5	Compare/Contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze characters’ and readers’ perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.
RL.8.8	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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**Reading Literature**

**Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

**Standard: R.L. 8.1** Cite relevant textual evidence to support analysis of the text and to demonstrate both explicit and inferential understanding.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Identify the key ideas explicitly stated in the text.</li> <li>➤ Find evidence in the text that strongly supports the key ideas.</li> <li>➤ Recognize the differences between inferences and what is explicitly stated in the text.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze text by making inferences about what a text says that is not directly stated.</li> <li>➤ Analyze text by evaluating which evidence must strongly support the identified key ideas.</li> <li>➤ Read closely to analyze the evidence used to make inferences.</li> <li>➤ Read closely to analyze evidence not explicitly stated in the text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will cite textual evidence that most strongly supports an analysis of what the text says explicitly.</li> <li>➤ Students will cite textual evidence that most strongly supports an analysis of inferences drawn from the text.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Literature**

**Guiding Principle 2:** Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

**Standard: R.L. 8.2** Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, **citing textual evidence, paraphrasing or summarizing.**

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Find the theme of a text.</li> <li>➤ Find supporting details of the theme of a text.</li> <li>➤ Relate the theme to literary elements (e.g., characters, setting, and plot).</li> <li>➤ Summarize a text objectively.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze the development of a theme over the course of a text.</li> <li>➤ Analyze its relationship to the literary elements (e.g., characters, setting, and plot) over the course of a text.</li> <li>➤ Develop an objective summary of the text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will clearly determine a theme of a text and analyze its development through its relationship to the characters, setting, and plot.</li> <li>➤ Students will provide an objective summary of the text.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative evaluation, etc.)</p>
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**Guiding Principle 3:** Students will analyze how and why individuals, events and ideas develop and interact over the course of the text.

**Standard: R.L. 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.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Tell how element of literature (e.g., dialogue and plot) propel the action in a story or drama.</li> <li>➤ Tell how elements of literature (e.g., dialogue and plot) reveal aspects of a character in a story or drama.</li> <li>➤ Tell how elements of literature (e.g., dialogue and plot) provoke a decision in a story or drama.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify how dialogue or incidents propel the action in a story or drama.</li> <li>➤ Identify how dialogue or incidents reveal aspects of a character in a story or drama.</li> <li>➤ Identify how dialogue or incidents provoke a decision in a story or drama.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze how particular lines of dialogue or incidents in a story or drama propel action.</li> <li>➤ Students will analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of a character.</li> <li>➤ Students will analyze how particular lines of dialogue or incidents in a story or drama provoke decision.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 4:** Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard: R.L. 8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including but **not limited to** analogies or allusions to other texts.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define the meaning of words and phrases as they are used in a text.</li> <li>➤ Define the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Define the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Interpret the tone used in a text.</li> <li>➤ Explain the impact of a specific word choice on meaning and tone.</li> <li>➤ Find analogies to other texts.</li> <li>➤ Find allusions to other texts.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Examine the meaning of words and phrases as they are used in a text.</li> <li>➤ Examine the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Examine the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Examine the impact of specific word choices on meaning and tone.</li> <li>➤ Examine the impact of analogies or allusions to other texts on meaning and tone.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will determine the meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will clearly analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other texts.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 5:** Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

**Standard: R.L. 8.5** Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and structure.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Explain the similarities and differences between the structures of two or more texts.</li><li>➤ Explain how the differing structure of each text contributes to its meaning or style.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify the similarities and differences between the structures of two or more texts.</li><li>➤ Identify how the differing structure of each text contributes to its meaning or style.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will compare and contrast the structure of two or more texts.</li><li>➤ Students will analyze how the differing structure of each text contributes to its meaning or style.</li></ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 6:** Students will assess how point of view or purpose shapes the content and style of a text.

**Standard: R.L. 8.6** Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Define dramatic irony, suspense, and humor.</li><li>➤ Name characters' <b>perspectives</b>.</li><li>➤ Explain the techniques a writer uses to build suspense.</li><li>➤ Explain the techniques writers use to add humor.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify dramatic irony, suspense, and humor.</li><li>➤ Identify characters' perspectives.</li><li>➤ Examine the techniques a writer uses to build suspense.</li><li>➤ Examine the techniques writers use to add humor.</li><li>➤ <b>Identify readers' perspectives.</b></li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will analyze how differences in the <b>perspectives</b> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li></ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 7:** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

**Standard: R.L. 8.7** Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Explain how a filmed or live production of a story or drama stays faithful to or departs from the text or script.</li> <li>➤ Name the choices directors and actors make.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast text (story or drama) and live or filmed production.</li> <li>➤ Examine the faithfulness or departure between the text (story or drama) and the live or filmed production.</li> <li>➤ Examine the outcome/impact of choices made by directors and actors.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze the extent to which a filmed or live production of a story or a drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 8:** *Students will* delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

**Standard: R.L. 8.8** - Not applicable to literature

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**Guiding Principle 9:** Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

**Standard: R.L. 8.9** Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Explain theme, pattern of events, or character types from myths, traditional stories, or religious works.</li> <li>➤ Explain the similarities and differences between a modern work of fiction and a myth, traditional story, or religious work.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast themes, patterns of events, character types of modern work of fiction, myth, traditional story or religious work and evaluate how they are rendered new.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Literature**

**Guiding Principle 10:** Students will read and comprehend complex literary texts independently and proficiently.

**Standard: R.L. 8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Read and comprehend grade level literary text with scaffolding.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Read and comprehend grade level literary text with scaffolding as needed.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed the high end of the range.</li></ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Standards for Informational Text – Grade 8**

<b>KEY IDEAS AND DETAILS</b>	
RI.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.
<b>CRAFT AND STRUCTURE</b>	
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.
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 perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
RI.8.8	Identify 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 two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
RI.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

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**Reading Informational Text**

**Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

**Standard: R.I. 8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Find textual evidence that supports the key ideas.</li> <li>➤ Tell inferences from the text.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read closely to determine the textual evidence that most strongly supports analysis of what the text says explicitly.</li> <li>➤ Close read a text in order to draw an inference using prior knowledge (what they already know) and details from the text.</li> <li>➤ Cite textual evidence to strongly support inferences drawn from the text.</li> <li>➤ Cite textual evidence to strongly support what the text says explicitly.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will cite evidence that most strongly supports analysis of what the text says explicitly.</li> <li>➤ Students will cite textual evidence that most strongly supports inferences drawn from the text.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 2:** Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Standard: R.I. 8.2** Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Find central ideas of a text.</li> <li>➤ Find <b>key details</b> for the central idea.</li> <li>➤ Summarize <b>or paraphrase</b> objectively.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze a text to determine central ideas/main ideas (may be either stated in the text or implied) and how these are developed over the course of a text.</li> <li>➤ Identify <b>key</b> details that support the central idea/main idea of a text.</li> <li>➤ Construct an objective (non-biased/free from opinions) summary <b>or paraphrase</b> of a text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students correctly determine the central ideas/main ideas of a text.</li> <li>➤ Students correctly determine the <b>key</b> details that most strongly supports the central/main ideas and include its relationship to the supporting ideas.</li> <li>➤ Students write an objective (non-biased/free from opinions) summary <b>or paraphrase</b> that accurately states the key ideas of a text demonstrating their understanding of the relationship to the supporting ideas.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 3:** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

**Standard: R.I. 8.3** Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define an anecdote (brief story).</li> <li>➤ Show comparisons.</li> <li>➤ Define analogies.</li> <li>➤ Label categories.</li> <li>➤ List the key individuals in a text.</li> <li>➤ List the key events in a text.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read a text to first identify the key individuals, ideas, and events.</li> <li>➤ Identify how pieces of information in a text (examples, anecdotes, etc.) develop and support the individuals and events.</li> <li>➤ Identify the interactions or influences between individuals, events, and ideas in a text through comparisons, analogies, or categories.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze how the use of comparisons, analogies, or categories connects ideas over the course of the text.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 4:** Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.

**Standard: R.I. 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.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define figurative language.</li> <li>➤ Define connotative language.</li> <li>➤ Define denotative language.</li> <li>➤ Define technical language.</li> <li>➤ Explain the impact of a specific word choice on meaning and tone.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify words/language as figurative, connotative, denotative, and technical.</li> <li>➤ Discover the meaning of unfamiliar/unknown words or phrases as they are used in a text by strategies such as using contextual clues.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will determine the meaning of words or phrases as they are used in a text.</li> <li>➤ Students will determine the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the technical meaning of words and phrases as they are used in a text.</li> <li>➤ Students will analyze and interpret how word choice impacts the meaning and tone within a text.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 5:** Students will analyse the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

**Standard: R.I. 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.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Name the overall structure (e.g., a sentence, paragraph, chapter, section, chronology, compare/contrast, cause/effect, and problem/solution of informational text.</li> <li>➤ Tell how the major sections contribute to the whole and to the development of ideas.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify the text structure.</li> <li>➤ Analyze the sequence of events and chronologic order.</li> <li>➤ Analyze the causes and their effects.</li> <li>➤ Analyze the problems and their solutions.</li> <li>➤ Analyze the similarities and differences.</li> <li>➤ Identify the transition words that signal a specific text structure.</li> <li>➤ Identify the major sections in a text and describe how these sections contribute to the overall development of ideas.</li> <li>➤ Analyze in detail the structure of a specific paragraph and the role of each sentence in relationship to the development and refinement of a key concept.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.</li> <li>➤ Students will analyze how that particular sentence, paragraph, chapter, or section contributes to the overall structure of the text and contributes to the development of ideas.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 6:** Students will analyze how point of view perspective and purpose shape the content and style of a text.

**Standard: R.I. 8.6** Determine an author’s perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Tell the author’s perspective (e.g., first person, second person, and third person).</li><li>➤ Tell the author’s purpose (e.g., persuade, inform, entertain, explain, and describe).</li><li>➤ Tell how an author distinguishes his or her perspective from that of others.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify the author’s perspective of a topic or subject.</li><li>➤ Identify the author’s purpose for writing a text.</li><li>➤ Identify how an author’s perspective is different from another author’s perspective in a text.</li><li>➤ Identify how the author acknowledges and responds to conflicting evidence or viewpoints.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will determine the author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li></ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 7:** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

**Standard: R.I. 8.7** Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Tell how various types of media portray subjects.</li> <li>➤ Tell the advantages and disadvantages of print and non-print to present topics or ideas.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze information from various media sources.</li> <li>➤ Identify the advantages and disadvantages of print and non-print to present topics or ideas.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Student will evaluate the advantages and disadvantages of print and non-print to present topics or ideas.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 8:** Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

**Standard: R.I. 8.8 Identify** 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.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define an argument.</li> <li>➤ Define a claim.</li> <li>➤ Find sound reasoning and relevant/sufficient evidence to support the claims.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify claims/arguments that supported by reasons and evidence from claims that are not.</li> <li>➤ Identify relevant reasons and evidence that supports a claim/argument.</li> <li>➤ Identify reasons and evidence that do not support a claim/argument.</li> <li>➤ Identify evidence that is relevant and sufficient to support the claim/argument.</li> <li>➤ Examine the relevance of the reasons given to support a claim/argument.</li> <li>➤ Identify when irrelevant evidence is introduced.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will <b>identify</b> and evaluate the argument and specific claims in a text.</li> <li>➤ Students will assess whether the reasoning is sound to support the claims.</li> <li>➤ Students will assess that the evidence is relevant and sufficient to support the claims.</li> <li>➤ Students will recognize when irrelevant evidence is introduced.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 9:** *Students will* analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Standard: R.I. 8.9** Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Tell how different authors use similar themes or topics.</li> <li>➤ Tell how two or more different authors present the same topic differently.</li> <li>➤ Tell how two or more different authors use different evidence to describe the same topic.</li> <li>➤ Explain how two or more authors interpret different facts.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast the common events in texts written by different authors.</li> <li>➤ Identify the different evidence that each author uses to present common events.</li> <li>➤ Identify how different authors interpretations of similar facts.</li> <li>➤ Identify two or more texts that provide conflicting information on the same topic and identify where text disagree on facts or interpretations.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze how two or more authors writing about the same topic share their presentations of key information by emphasizing different evidence.</li> <li>➤ Students will analyze how two or more authors writing about the same topic share their presentations of key information by advancing different interpretations of facts.</li> <li>➤ Students will analyze how two or more texts provide conflicting information on the same topic.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 10:** Students will read, comprehend and analyze complex informational text independently and proficiently.

**Standard: R.I. 8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex information texts independently and proficiently.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Read and comprehend grade level literary nonfiction text with scaffolding.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read and comprehend grade level literary nonfiction text with scaffolding as needed.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will read and comprehend literary nonfiction using a variety of comprehension strategies.</li> <li>➤ (Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</li> </ul>
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**Composition – Grade 8**

<b>TEXT TYPES AND PURPOSES</b>	
C.8.1	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"><li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</li><li>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</li><li>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>d. Use transitions to create cohesion and clarify the relationships among claims(s), counterclaims, reasons and evidence.</li><li>e. Establish and maintain a task appropriate writing style.</li><li>f. Provide a concluding statement or section that supports the argument presented.</li><li>g. With some guidance, 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.</li></ul>
C.8.2	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <ul style="list-style-type: none"><li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li><li>b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.</li><li>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</li><li>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>f. Establish and maintain a formal style.</li><li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li><li>h. With some guidance, 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.</li></ul>

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<b>TEXT TYPES AND PURPOSES</b>	
C.8.3	<p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <ol style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</li> <li>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</li> <li>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>f. Provide a conclusion that connects the narrative’s relevance to the intended purpose of the writing.</li> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ol>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.
C.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
<b>RANGE OF WRITING</b>	
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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**Composition**

**Guiding Principle 1:** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard: C.8.1** Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use transitions to create cohesion and clarify the relationships among claim(s) counterclaims, reasons and evidence.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that supports the argument presented.
- g. With some guidance, 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.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define a claim.</li> <li>➤ Show supporting reasons and evidence.</li> <li>➤ Find credible sources.</li> <li>➤ Find credible sources and information which can be used to support the claim.</li> <li>➤ Select words, phrases, and clauses to clarify the relationships among the claims and reasons.</li> <li>➤ Demonstrate the formal style for writing an argument.</li> <li>➤ Label a concluding statement.</li> <li>➤ Recall the writing process.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read argumentative writing pieces in order to identify quality examples of this type of writing and be able to identify claims and supporting evidence.</li> <li>➤ Take part in whole group discussions of opposing sides of an issue.</li> <li>➤ Construct Graphic organizers (T-charts, Cornell Notes, etc.)for each side of an argument; use evidence to support each side of the argument utilizing accurate, credible</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Compose an argumentative essay, speech, or letter requiring students to correctly identify the claim and its supporting evidence using clear and coherent development, organization and style.</li> </ul>
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<p>➤ Select the appropriate task, purpose and audience.</p>	<p>sources.</p> <ul style="list-style-type: none"><li>➤ Utilize prewriting strategies (W-W-W, hashtag method, etc.) to brainstorm reasons and support.</li><li>➤ Construct a well-developed paragraph that states and supports the side they agree with.</li><li>➤ Construct an argument which includes transitions to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence.</li><li>➤ Construct a well-developed conclusion that supports the argument presented.</li><li>➤ Demonstrate the writing process to plan, edit, revise, and rewrite to strengthen an argumentative composition.</li><li>➤ Develop the appropriate task, purpose and audience in an argumentative composition.</li></ul>	
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**Composition**

**Guiding Principle 2:** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**Standard: C.8.2 Compose** informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, 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.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Explain relevant facts vs opinions.</li> <li>➤ Find main ideas and supporting details.</li> <li>➤ Find quotes and examples for support.</li> <li>➤ Choose various transitions that clarify relationships among ideas and concepts.</li> <li>➤ Select precise language and domain-specific vocabulary related to the topic.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Develop a topic with the following: <ul style="list-style-type: none"> <li>○ Relevant facts/opinions</li> <li>○ Definitions</li> <li>○ Main ideas and details</li> <li>○ Quotations</li> <li>○ Examples</li> <li>○ Other information</li> </ul> </li> <li>➤ Distinguish when to include: <ul style="list-style-type: none"> <li>○ Formatting</li> <li>○ Graphics</li> </ul> </li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ <b>Compose</b> informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>
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<ul style="list-style-type: none"> <li>➤ Choose a concluding statement.</li> <li>➤ Explain text features.</li> <li>➤ Explain text structures.</li> <li>➤ Recall the writing process.</li> <li>➤ Select the appropriate task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>○ Multimedia</li> <li>➤ Select various transitions that clarify relationships among ideas and concepts.</li> <li>➤ Plan how to organize ideas, concepts, and information.</li> <li>➤ Organize when and how to use various text features.</li> <li>➤ Organize when and how to use various strategies (text structures) such as:             <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Classification</li> <li>○ Compare/Contrast</li> <li>○ Cause/Effect</li> <li>○ Problem/Solution</li> </ul> </li> <li>➤ Select precise language and domain-specific vocabulary to inform or explain the text.</li> <li>➤ Develop a formal style and tone.</li> <li>➤ Develop a supportive concluding statement.</li> <li>➤ Demonstrate the writing process to plan, edit, revise and rewrite to strengthen informative/explanatory composition.</li> <li>➤ Develop the appropriate task, purpose, and audience in an informative/explanatory composition.</li> </ul>	
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**Composition**

**Guiding Principle 3:** Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Standard: C.8.3** Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that connects the narrative’s relevance to the intended purpose of the writing.
- g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define character.</li> <li>➤ Explain narrative techniques.</li> <li>➤ Demonstrate how to use dialogue in a text.</li> <li>➤ Label the elements of a story.</li> <li>➤ Select transitional phrases, words, and clauses to be used to shift from one time frame or setting to another.</li> <li>➤ Explain sensory language.</li> <li>➤ Choose a good conclusion.</li> <li>➤ Recall the writing process.</li> <li>➤ Select the appropriate task, purpose, and</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify the characteristics of narrative writing.</li> <li>➤ Construct graphic organizers to plan narrative writings.</li> <li>➤ Develop a controlling idea.</li> <li>➤ Develop dialogue using correct punctuation and capitalization.</li> <li>➤ Develop varying points of view to describe a common event.</li> <li>➤ Apply sensory details to describe an event.</li> <li>➤ Construct a short descriptive paragraph about a person.</li> <li>➤ Apply sequential order to</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Compose narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>➤ Use narrative sequencing strategically in other modes of writing.</li> </ul>
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<p>audience.</p>	<p>describe an event.</p> <ul style="list-style-type: none"><li>➤ Analyze the different purposes of narratives.</li><li>➤ Identify the elements of a story using narratives.</li><li>➤ Select and incorporate relevant details.</li><li>➤ Construct a purposeful conclusion.</li><li>➤ Apply the writing process.</li><li>➤ Demonstrate the writing process to plan, edit, revise, and rewrite to strengthen narrative composition.</li><li>➤ Develop the appropriate task, purpose, and audience to a narrative.</li></ul>	
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**Composition**

**The Three Modes of Composition (C.8.1, C.8.2, C.8.3)**

Production and Distribution of Composition: Standards (C.8.4, C.8.5, C.8.6)

Research to Build and Present Knowledge: Standards (C.8.7, C.8.8, C.8.9)

Range of Composition: Standard (C.8.10)

**\*Denotes incorporation of additional standards to the three modes of composition.**

**Guiding Principle 4:** Students will use digital resources to create a publish products as well as to interact and collaborate with others.

**Standard (C.8.4)** Students will use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

**\*Applies to (C.8.1, C.8.2, C.8.3)**

**Guiding Principle 5:** Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Standard (C.8.5)** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

**\*Applies to (C.8.1, C.8.2, C.8.3)**

**Guiding Principle 6:** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

**Standard (C.8.6)** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**\*Applies to (C.8.1, C.8.2, C.8.3)**

**Guiding Principle 7:** Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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**Standard (C.8.7)** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

**\*Applies to (C.8.1, C.8.2)**

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**Language**

<b>CONVENTIONS OF STANDARD ENGLISH</b>	
L.8.1	<p>In both written and oral expression:</p> <ul style="list-style-type: none"> <li>a. Identify verbals correctly based on their intended function.</li> <li>b. Demonstrate appropriate use of verbs in the active and passive voice.</li> <li>c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</li> </ul>
L.8.2	<p>When writing:</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</li> <li>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</li> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>	
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>d. 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.</li> </ul>
L.8.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">Interpret figurative language, including but not limited to irony, in context.</p> <ul style="list-style-type: none"> <li>a. Use the relationship between particular words to better understand each of the words.</li> </ul>

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b. Distinguish among the connotations of words with similar denotations.

**Language**

**Guiding Principle 1:** Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Standard: L.8.1** In both written and oral expression:

- a. Identify verbals correctly based on their intended function.
- b. Demonstrate appropriate use of verbs in the active and passive voice.
- c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Identify verbals (gerunds, participles, infinitives).</li> <li>➤ Explain the functions of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>➤ Define a verb.</li> <li>➤ Explain active voice.</li> <li>➤ Explain passive voice.</li> <li>➤ Define:             <ul style="list-style-type: none"> <li>○ Indicative mood</li> <li>○ Imperative mood</li> <li>○ Interrogative mood</li> <li>○ Conditional mood</li> <li>○ Subjunctive mood</li> </ul> </li> <li>➤ Find inappropriate shifts in verb voice, and mood.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify the functions of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>➤ Identify a verb.</li> <li>➤ Identify and utilize active voice.</li> <li>➤ Identify and utilize passive voice.</li> <li>➤ Categorize verbs:             <ul style="list-style-type: none"> <li>○ Indicative mood</li> <li>○ Imperative mood</li> <li>○ Interrogative mood</li> <li>○ Conditional mood</li> <li>○ Subjunctive mood</li> </ul> </li> <li>➤ Identify inappropriate shifts in verb voice, and mood.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <p>In both written and oral expression:</p> <ul style="list-style-type: none"> <li>a. Identify the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Use verbs in the active and passive voice.</li> <li>c. Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.</li> <li>d. Recognizing and correcting inappropriate shifts in verb voice and mood.</li> </ul>
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**Language**

**Guiding Principle 2:** Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

**Standard: L.8.2** When writing:

- a. Demonstrate **appropriate** use of punctuation to indicate a pause or break.
- b. Demonstrate **appropriate** use of an ellipsis to indicate an omission.
- c. **Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.**

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Recall the rules for capitalization.</li> <li>➤ Recall rules for punctuation (commas, ellipsis, dash) to indicate a pause or a break.</li> <li>➤ Define an ellipsis.</li> <li>➤ Recall the rules for spelling correctly.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Apply the rules for capitalization.</li> <li>➤ Apply rules for punctuation (commas, ellipsis, dash) to indicate a pause or a break.</li> <li>➤ Apply the rules for spelling correctly through the use of print and electronic resources.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <p>When writing:</p> <ol style="list-style-type: none"> <li>a. Using punctuation (commas, ellipsis, and dash) to indicate a pause or a break.</li> <li>b. Using an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol>
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**Language**

**Guiding Principle 3:** Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

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

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define a verb.</li> <li>➤ Explain active voice.</li> <li>➤ Explain passive voice.</li> <li>➤ Explain conditional mood.</li> <li>➤ Explain subjunctive mood.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify verbs.</li> <li>➤ Identify verbs in the active voice to achieve particular effects.</li> <li>➤ Identify verbs in the passive voice to achieve particular effects.</li> <li>➤ Identify verbs in the conditional mood to achieve particular effects.</li> <li>➤ Identify verbs in the subjunctive mood to achieve particular effects.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> <li>➤ Use verbs in 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).</li> </ul>
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**Guiding Principle 4:** Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference materials when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

**Standard: L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an **array** of strategies.

- 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 Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult print and digital reference materials to find the pronunciation and determine or clarify its precise meaning of key words and phrases.
- d. 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.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Define the meaning of unknown and multiple meaning words and phrases based on <i>grade 8 reading and content</i>.</li> <li>➤ Find context clues to determine the meaning of a word or phrase.</li> <li>➤ Find common, grade appropriate Greek or Latin affixes and roots to determine the meaning of a word.</li> <li>➤ Select print and digital 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discover the meaning of unknown and multiple meaning words and phrases based on <i>grade 8 reading and content</i>.</li> <li>➤ Discover context clues to determine the meaning of a word or phrase.</li> <li>➤ Apply common, grade appropriate Greek or Latin affixes and roots to determine the meaning of a word.</li> <li>➤ Utilize print and digital 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies by:               <ol style="list-style-type: none"> <li>a. Using 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.</li> <li>b. Using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede,</li> </ol> </li> </ul>



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		<p>recede, secede).</p> <ul style="list-style-type: none"><li>c. Consulting print and digital (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.</li><li>d. Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li></ul>
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**Language**

**Guiding Principle 5:** Students will demonstrate understanding of word relationships and nuances in word meanings.

**Standard: L.8.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figurative language, **including but not limited to irony, in context.**
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations with similar denotations.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Name figures of speech (e.g., verbal irony, puns) in context.</li> <li>➤ Find the relationship between particular words to better understand each of the words.</li> <li>➤ Choose among the connotations (associations) of words and similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).             <ul style="list-style-type: none"> <li>○ Define connotation.</li> <li>○ Define denotation.</li> </ul> </li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze the figures of speech (e.g., verbal irony, puns) in context.</li> <li>➤ Examine the relationship between particular words to better understand each of the words.</li> <li>➤ Select among the connotations (associations) of words and similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by:</p> <ol style="list-style-type: none"> <li>a. Interpreting figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. Using the relationships between particular words to better understand each of the words.</li> <li>c. Distinguishing among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ol>
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