



An At-Home Guide for Families

8th Grade English Language Arts in North Carolina Public Schools

Course Outline

At the end of the course, my child will know...






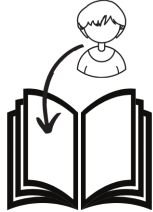
- How to use context clues to determine the meanings of words.
- How to use reference materials to determine the meanings of words.
- How to determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- How to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- How to determine a theme 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.
- How to create an inference, or conclusion, that logically follows and draws from key details in a literary text.
- How to describe how two different literary texts are organized or structured.
- How to 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.
- How to identify the tone of a literary text (e.g., somber, cheerful, humorous, playful) and explain how specific word choices contribute to this tone
- How to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- How to trace how the central idea relates to supporting ideas in an informational text.
- How to cite evidence from the text that most strongly supports what the text says explicitly, How to create an inference, or conclusion, that logically follows and draws from key details in an informational text, and cite evidence from the text that most strongly supports an inference.




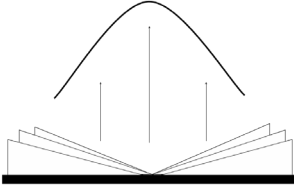
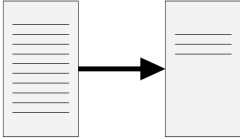


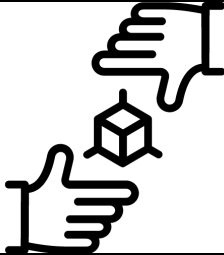
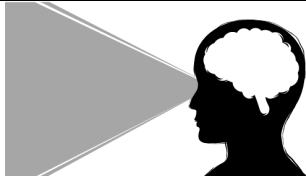
Curious what the specific standards are for [X] Grade [Content Area] in North Carolina?

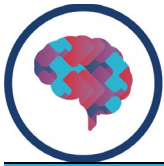
Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NCDPI's Unpacked Standards](#) aligned to the course standards.


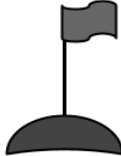


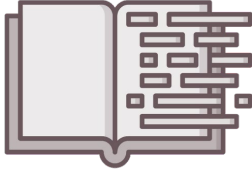
Key Vocabulary

Visual	Term	Definition
	Context Clues	Hints the text gives you to help you understand the meaning of unfamiliar words.
	Inference	An idea or conclusion that is drawn from evidence and reasoning. It is an educated guess.
	Connotation	An idea or feeling that a word invokes in addition to its literal or primary meaning.
	Denotation	The literal or dictionary definition of a word.
	Theme	A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work
	Character	a person in a novel, play, or movie



Visual	Term	Definition
	Setting	The time and place in which a story occurs.
	Plot	The sequence of events in a story.
	Objective Summary	A summary that does not include any opinions or judgments about what is written in the text
	Textual Evidence	a piece of information from a text that we use to support our ideas, beliefs, opinions, and arguments.
	Dialogue	Conversation between two or more characters.
	Dramatic Irony	Occurs when the audience or reader knows something the character (s) do not know.
	Narrator	The person telling a story.



Visual	Term	Definition
	Tone	The way an author or speaker feels about the subject.
	Claim	Author's argument.
	Author's Purpose	The reason why an author writes a text "the why."
	Evidence	Reasons to support the author's argument.
	Anecdote	Short, often an amusing story.

Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Grade level example of using connotation and denotation:

The connotation of a word are the thoughts, feelings, and emotions as it relates to the word. The denotation of the word is the actual dictionary definition.

Let us use the word love as an example. The connotation of the word love makes me think about Valentine's Day, hearts, roses, and the color red. However, the denotation of the word love is defined as "a strong affection for another arising out of kinship or personal ties." Merriam-Webster Dictionary. The tricky part here is that no two people will have the same connotation of certain words.



Grade level example of the three different types of context clues:

Restatement example: In Europe, they call the word soccer football. During class, the teacher made the children confused when she called soccer football. In America, we call soccer, soccer and football, football, however, football is called football in nine of the countries and in the rest, they call it soccer.

Definition example: Karen’s mischievousness-dishonesty- allowed her to steal his coworker’s pensions by misusing the money into an offshore account. Notice how the dashes set off the definition. Most times, commas or parentheses contain a descriptive phrase.

Contrast example: The young lady was large, but his wife was thin. In this example, we can tell that the man was larger in size than his wife was. That was the contrast. This you can often tell right away.

Grade level example of a test item question:

Read the passage below. Which word or words best helps you understand the meaning of the word obedient?

The obedient child always followed her mother's requests. That night, she brushed her teeth, folded her clothes, and went to bed before her mother had to come in and remind her.

Answer choices

- A. Followed her mother's requests
- B. Folded her clothes
- C. Brushed her teeth
- D. That night

The correct answer here is A.

Resources

Below are some links to assist your child with reading at home. There are a lot of resources on the web and are free for use. Some may require you to sign-up, but they are all free. They allow you to assist your student in a variety of different ways.

- [Newsela](#)
- [CNN 10](#)
- [CommonLit-](#)
- [Quizlet](#)
- [Jeopardy Labs](#)



At-Home Connections

Here are a few statements that you can discuss with your students as they are watching a movie or finishing a book. Also, encourage your child to make connections to the text, the world, and or themselves.

- Tell me about the plot development over the course of the text.
- Tell me the difference between connotations and denotations.
- Tell me about the summary of the text in no less than three sentences.
- Tell me what the main idea of this selection is.
- Tell me the claim, evidence, and reasoning of the text.
- Tell me the difference between internal and external conflict.
- Tell me the theme of this selection.

Challenges to Anticipate

- Students will typically have a challenge when there is an inference that needs to be made. You can help your student out by asking them about the clues the author provides and what prior knowledge they can link to those clues. You can assist here by asking the following sequence of questions, “it says... I say... and so...”
- Students will typically have a challenge with finding an author’s claim, supporting evidence, and reasoning. In this case, have students write a mini paragraph where they find the claim, which is where the author stands on the issue. The next paragraph, have students find at least two pieces of supporting evidence for that claim. Last, have students write one to two sentences that include the author’s reasoning for that claim.
- Students will typically procrastinate when it comes to reading, for example summer reading assignments are not always a favorite. However, if you can encourage your student to read, read with them, or ask them any of the At- Home Connections questions, that will probably alleviate it because they know that you are going to ask questions about the text.

Communicating with Your Child’s Teacher

Still feeling stuck? Reach out to your child’s teacher to discuss what you can do further your child’s learning. Some questions that might guide your discussion:



RETHINK EDUCATION

North Carolina Department of Public Instruction

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).