



DINWIDDIE COUNTY  
*Public Schools*

# English 8

## English Curriculum Guide

*Dinwiddie County Public Schools provides each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children.*

# English 8 Curriculum Guide

- The DCPS Curriculum Guide contains key concepts and SOL numbers for each week. These skill areas must be cross referenced with the DOE Enhanced Scope and Sequence and DOE Curriculum Framework.
- Grade Level(s): 8
- Prerequisite: English 7
- Course Description: According to the Virginia Department of Education, the eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

[Virginia Department of Education Curriculum Framework Grades 6-8](#)

[Virginia Department of Education 2017 Standards and Curriculum Framework](#)

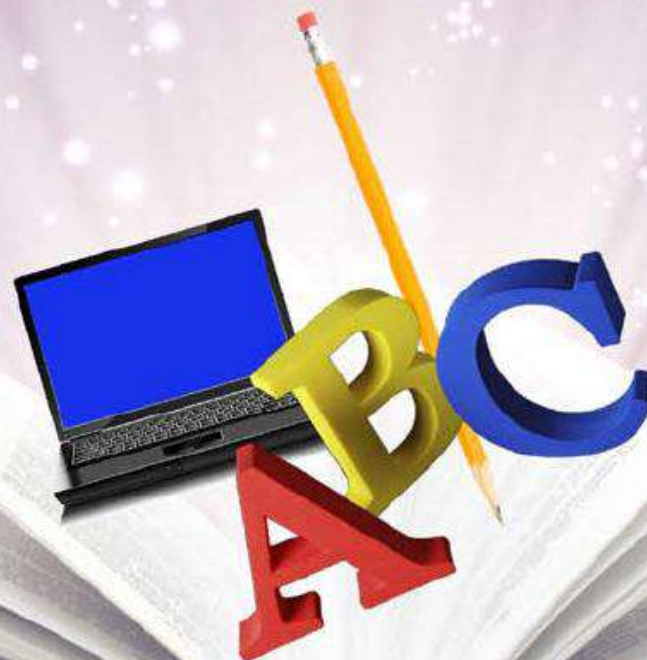
Nine Weeks	Approximate Number of Days Taught	Topic	Targeted SOL
1st	6	<p style="text-align: center;"><b>Story Structure</b></p> <ul style="list-style-type: none"> <li>● Story Elements               <ul style="list-style-type: none"> <li>○ Review of past story elements (refer to framework)</li> <li>○ Introduction to 8th grade topics: <i>flashback, allusion, symbol, static/dynamic characters</i></li> </ul> </li> <li>● Comprehension</li> </ul> <p><b>Pair</b> with nonfiction reading comprehension &amp; poetry to match themes and topic of what is read in story form.</p>	8.5, 8.5c, 8.5d, 8.5f, 8.5g, 8.5l, 8.5m
1st	4	<p style="text-align: center;"><b>Story Structure</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> <li>● Review of figurative language</li> <li>● Make inferences and draw conclusions</li> </ul> <p><b>Pair</b> with nonfiction reading comprehension &amp; poetry to match themes and topic of what is read in story form.</p>	8.5, 8.5a, 8.4a, 8.5b
1st	3	<p style="text-align: center;"><b>Story Structure</b></p> <ul style="list-style-type: none"> <li>● Summarize</li> <li>● Main idea and supporting details</li> </ul> <p><b>Pair</b> with nonfiction reading comprehension &amp; poetry to match themes and topic of what is read in story form.</p>	8.5, 8.5h, 8.5i
1st	2	<p><b>Review for Benchmark</b></p>	8.5

2nd	5	<b>Non-Fiction Structure</b> <ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Supporting Details</li> </ul>	<b>8.6, 8.6g, 8.6h</b>
2nd	5	<b>Non-Fiction Structure</b> <ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Cause and effect</li> </ul>	<b>8.6, 8.6a, 8.6d, 8.6j, 8.6i,</b>
2nd	5	<b>Analyzing Non-Fiction</b> <ul style="list-style-type: none"> <li>• Evaluate for Bias</li> <li>• Fact or opinion</li> </ul>	<b>8.6, 8.6c, 8.6f</b>
2nd	3	<b>Analyzing Non-Fiction</b> <ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Draw conclusions</li> </ul>	<b>8.6, 8.6b</b>
3rd	6	<b>Poetry</b> <ul style="list-style-type: none"> <li>• Literary Devices</li> <li>• Comprehension</li> <li>• Sound Elements</li> <li>• Rhyme Schemes</li> <li>• Sensory Details</li> </ul>	<b>8.5, 8.5a-m, 8.4a</b>
3rd	15	<b>Paired Passages</b> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Multi-Genre</li> </ul>	<b>8.5, 8.6</b>
		<b>Novel/ Reading SOL Prep</b> <ul style="list-style-type: none"> <li>• Story Elements (see framework)</li> <li>• Figurative language</li> <li>• Comprehension</li> <li>• Make inferences and draw conclusions</li> <li>• Summarize</li> <li>• Main idea and supporting details</li> </ul>	<b>8.4, 8.6</b>

4th	5	<b>SOL Preparation</b> <ul style="list-style-type: none"> <li>• Differentiated Strategies based on Reading/Writing Student Data <ul style="list-style-type: none"> <li>○ Test taking strategies</li> <li>○ Mini-lessons (review)</li> <li>○ Stations/Small Group</li> </ul> </li> </ul>	<b>8.4, 8.5, 8.6</b>
4th	10	<b>Student Choice Book project</b>	<b>8.4, 8.5, 8.6</b>

<b>The topics below are developed throughout the entire semester and integrated into each unit listed above:</b>	
Vocabulary Development	8.4
Writing and Usage	8.7, 8.8
Grammar	8.8
SOL Prep	All SOLs
Workplace Readiness Skills	All SOLs
Oral Communication, Group Work, and Media Literacy	8.1, 8.2, 8.3

# English Standards of Learning CURRICULUM FRAMEWORK 2010



**Grade Eight**

Board of Education, Commonwealth of Virginia

At the eighth-grade level, students will learn to apply interviewing techniques. Preparation for and evaluation of the process of interviewing will be a part of student learning. Interviewing skills will be added to the students' repertoire of oral language skills. In addition, students will analyze, develop, and produce creative and informational media messages.

**8.1 The student will use interviewing techniques to gain information.**

- a) **Prepare and ask relevant questions for the interview.**
- b) **Make notes of responses.**
- c) **Compile, accurately report, and publish responses.**
- d) **Evaluate the effectiveness of the interview.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will use an interviewing process as a strategy for learning.</li> <li><b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>synthesize information gathered in an interview.</li> <li>organize information for written and oral presentations.</li> <li>present findings in written and oral form.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>determine the purpose of the interview.</li> <li>select a subject for the interview.</li> <li>create and record questions that will elicit relevant responses.</li> <li>apply effective note-taking strategies.</li> <li>evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.</li> </ul>



**8.2 The student will develop and deliver oral presentations in groups and individually.**

- a) **Choose topic and purpose appropriate to the audience.**
- b) **Choose vocabulary and tone appropriate to the audience, topic, and purpose.**
- c) **Use appropriate verbal and nonverbal presentation skills.**
- d) **Respond to audience questions and comments.**
- e) **Differentiate between standard English and informal language.**
- f) **Critique oral presentations.**
- g) **Assume shared responsibility for collaborative work.**
- h) **Use a variety of strategies to listen actively.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will prepare and deliver oral presentations effectively.</li> <li>Students will deliver both group presentations and individual presentations to classmates and other audiences.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>rehearse presentations.</li> <li>interact with poise with an audience.</li> <li>evaluate presentations.</li> <li>use grammatically correct language.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>articulate the purpose of the presentation.</li> <li>select and narrow the topic with attention to time limits and audience.</li> <li>prepare the presentation, using strategies including, but not limited to:               <ul style="list-style-type: none"> <li>note cards;</li> <li>outlines;</li> <li>formal written report; and</li> <li>questions and answers.</li> </ul> </li> <li>select and use appropriate vocabulary for audience and purpose.</li> <li>define technical terms.</li> <li>include multimedia to clarify presentation information.</li> <li>rehearse both alone and with a coach.</li> <li>use a rubric or checklist to evaluate presentations.</li> <li>answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.</li> <li>work effectively with diverse groups.</li> <li>exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.</li> </ul>

- 8.3 The student will analyze, develop, and produce creative or informational media messages.**
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**
  - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.**
  - Use media and visual literacy skills to create products that express new understandings.**
  - Evaluate sources for relationships between intent and factual content.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will identify and analyze persuasive techniques used in the media. Students will also be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose.</li> <li>Students will recognize that all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes:               <ul style="list-style-type: none"> <li><b>Authorship</b> (Who constructed the message?)</li> <li><b>Format</b> (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.)</li> <li><b>Audience</b> (Who is the person or persons meant to receive the message? How will different people receive the message?)</li> <li><b>Content</b> (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)</li> </ul> </li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand the effects of persuasive messages on the audience.</li> <li>understand that facts can be verified and opinions cannot.</li> <li>distinguish fact from opinion.</li> <li>identify the effect of persuasive messages on the audience.</li> <li>examine use of persuasive language and connotations to convey viewpoint.</li> <li>recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations.</li> <li>analyze a media text by considering what techniques have been used and their purpose.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>identify and analyze persuasive techniques used in the media, including:               <ul style="list-style-type: none"> <li><b>name calling</b> or <b>innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</li> <li><b>glittering generalities</b> or <b>card stacking</b> – telling only part of the truth; generalizing from a shred of evidence;</li> <li><b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</li> <li><b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility;</li> <li><b>appeal to prestige, snobbery, or plain folks</b> – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and</li> <li><b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> <li>describe the effect of persuasive messages in the media on the audience.</li> <li>identify and evaluate effective word choice in the media.</li> <li>identify and analyze choice of information in the media.</li> <li>identify and analyze various viewpoints in the media.</li> <li>identify public opinion trends and possible causes.</li> </ul>

- 8.3 The student will analyze, develop, and produce creative or informational media messages.**
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**
  - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.**
  - Use media and visual literacy skills to create products that express new understandings.**
  - Evaluate sources for relationships between intent and factual content.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>◦ <b>Purpose</b> (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)</li> <li>• <b>Auditory media</b> can be heard (e.g., music, radio shows, podcasts).</li> <li>• <b>Visual media</b> can be viewed (e.g., television, video, Web-based materials, print ads).</li> <li>• <b>Written media</b> includes text (e.g., newspapers, magazines, books, blogs).</li> <li>• An author's <b>viewpoint</b> refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation).</li> </ul>	<ul style="list-style-type: none"> <li>• identify the sources and viewpoint of publications.</li> <li>• identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>• recognize that production elements in media are composed based on audience and purpose to create specific effects.</li> <li>• analyze the use of opinions in the media.</li> <li>• analyze the use of facts in the media.</li> <li>• describe the effect on the audience of persuasive messages in the media.</li> <li>• identify effective word choice and images in the media.</li> <li>• create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes.</li> <li>• evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings.</li> <li>• identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.</li> </ul>

At the eighth-grade level, students will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words encountered in authentic texts. They will continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections. They will describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. Students will build on the foundations for literacy developed in the previous grades. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

- 8.4** The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- Identify and analyze an author's use of figurative language.**
  - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.**
  - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.**
  - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.**
  - Discriminate between connotative and denotative meanings and interpret the connotation.**
  - Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words.</li> <li>Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin.</li> <li>Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuît</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish).</li> <li>Students will evaluate the use of figurative language and analogies in text.</li> <li>Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use word structure to analyze and relate words.</li> <li>recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li> <li>analyze the impact of specific word choices on meaning and tone, including analogies to other texts.</li> <li>recognize that figurative language and analogies enrich text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology).</li> <li>recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>.</li> <li>distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>.</li> <li>understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> <li><b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons;</li> <li><b>metaphor</b> – figure of speech that <i>implies</i> comparisons;</li> <li><b>personification</b> – figure of speech that applies human characteristics to nonhuman objects;</li> <li><b>hyperbole</b> – intentionally exaggerated figure of speech; and</li> <li><b>symbol</b> – word or object that represents something else. For example, a dove stands for peace.</li> </ul> </li> </ul>

- 8.4** The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- Identify and analyze an author's use of figurative language.**
  - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.**
  - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.**
  - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.**
  - Discriminate between connotative and denotative meanings and interpret the connotation.**
  - Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
words and images.		<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>analyze relationships common to analogy construction, including:               <ul style="list-style-type: none"> <li>type or example – cinnamon: spice;</li> <li>characteristics – glass: breakable;</li> <li>association – bow: arrow;</li> <li>operator – car: driver;</li> <li>degree – pleased: ecstatic;</li> <li>mathematical – three: six;</li> <li>number – louse: lice;</li> <li>synonyms and antonyms – hot: cold;</li> <li>purpose – chair: sit;</li> <li>cause/effect – sun: burn;</li> <li>sequence – day: week;</li> <li>characteristic – snow: cold;</li> <li>product – tree: lumber; and</li> <li>degree – warm: hot.</li> </ul> </li> <li>consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text.</li> <li>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</li> </ul>

- 8.4
- The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a)

Identify and analyze an author’s use of figurative language.
- b)

Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c)

Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
- d)

Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
- e)

Discriminate between connotative and denotative meanings and interpret the connotation.
- f)

Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<div>phrase.</div> <div><div>•</div>use both context and reference skills independently to determine the nuances and connotations of words.</div>

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.**
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
  - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.**
  - Understand the author's use of conventional elements and characteristics within a variety of genres.**
  - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.**
  - Compare and contrast authors' styles.**
  - Identify and ask questions that clarify various viewpoints.**
  - Identify the main idea.**
  - Summarize text relating supporting details.**
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.**
  - Identify cause and effect relationships.**
  - Use prior and background knowledge as a context for new learning.**
  - Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics.</li> <li>Students will understand that some literary characteristics are common to more than one form.</li> <li>Students will read at and beyond the literal level, including making <b>inferences</b>, i.e., making judgments or drawing conclusions based on what an author has implied.</li> <li>The <b>initiating event</b> is the incident that introduces the central conflict in a story; it may have occurred before the story opens.</li> <li><b>Tone</b> is used to express a writer's attitude toward the subject.</li> <li><b>Voice</b> shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that an author's voice and tone stem from the stylized use of literary devices.</li> <li>compare and contrast the characteristics of literary forms, including:               <ul style="list-style-type: none"> <li>novel;</li> <li>short story;</li> <li>biography;</li> <li>essay;</li> <li>speech;</li> <li>poetry; and</li> <li>memoir.</li> </ul> </li> <li>understand <b>characterization</b> as the way that an author presents a character and reveals character traits.</li> <li>analyze how a particular</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>identify the elements of narrative structure, including:               <ul style="list-style-type: none"> <li>setting — time and place</li> <li>character(s), either:                   <ul style="list-style-type: none"> <li><b>static</b> — remaining the same during the course of the story, or</li> <li><b>dynamic</b> — changing during the course of and as a result of the story</li> </ul> </li> <li>external conflicts, such as:                   <ul style="list-style-type: none"> <li>individual vs. individual</li> <li>individual vs. nature</li> <li>individual vs. society</li> <li>individual vs. supernatural</li> <li>individual vs. technology</li> </ul> </li> <li>internal conflict — individual vs. self</li> <li>plot                   <ul style="list-style-type: none"> <li>initiating event</li> <li>rising action</li> <li>climax</li> <li>falling action                       <ul style="list-style-type: none"> <li>resolution</li> </ul> </li> </ul> </li> <li>theme</li> </ul> </li> </ul>



- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.**
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
  - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.**
  - Understand the author's use of conventional elements and characteristics within a variety of genres.**
  - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.**
  - Compare and contrast authors' styles.**
  - Identify and ask questions that clarify various viewpoints.**
  - Identify the main idea.**
  - Summarize text relating supporting details.**
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.**
  - Identify cause and effect relationships.**
  - Use prior and background knowledge as a context for new learning.**
  - Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>elicit a response from the reader.</p> <ul style="list-style-type: none"> <li><b>Mood</b> refers to the emotional atmosphere produced by an author's use of language.</li> <li><b>Point of view</b> is the way an author reveals events and ideas in a story. With an omniscient or "all knowing" point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story.</li> <li>A <b>symbol</b> is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its</li> </ul>	<p>sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <ul style="list-style-type: none"> <li>analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>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.</li> <li>understand that poetic devices are used in prose and poetry.</li> <li>identify author's voice.</li> </ul>	<ul style="list-style-type: none"> <li>recognize different plot patterns including subplots.</li> <li>understand and analyze elements of an author's style, including: <ul style="list-style-type: none"> <li>dialogue;</li> <li>sentence structure;</li> <li>language patterns;</li> <li>tone, including <ul style="list-style-type: none"> <li>serious</li> <li>solemn</li> <li>sarcastic</li> <li>objective</li> <li>enthusiastic</li> <li>humorous</li> <li>hostile</li> <li>disapproving</li> <li>personal</li> <li>impersonal</li> </ul> </li> <li>voice.</li> </ul> </li> <li>differentiate among points of view in stories, including: <ul style="list-style-type: none"> <li>first person;</li> <li>third person limited to a character or narrator; and</li> </ul> </li> </ul>

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.**
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
  - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.**
  - Understand the author's use of conventional elements and characteristics within a variety of genres.**
  - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.**
  - Compare and contrast authors' styles.**
  - Identify and ask questions that clarify various viewpoints.**
  - Identify the main idea.**
  - Summarize text relating supporting details.**
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.**
  - Identify cause and effect relationships.**
  - Use prior and background knowledge as a context for new learning.**
  - Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words.</p> <ul style="list-style-type: none"> <li>Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</li> </ul>	<ul style="list-style-type: none"> <li>make inferences, draw conclusions, and point to an author's implications in the text.</li> <li>understand the relationship between causes and effects.</li> <li>understand that a cause may have multiple effects.</li> <li>understand that an effect may have multiple causes.</li> <li>understand and use the reading process to facilitate comprehension.</li> <li>read several texts on a similar topic and synthesize what is read.</li> <li>analyze how a text makes connections among and</li> </ul>	<ul style="list-style-type: none"> <li>third person omniscient.</li> <li>analyze how differences in points of view can create such effects as suspense or humor.</li> <li>analyze an author's use of literary devices, including:               <ul style="list-style-type: none"> <li><b>foreshadowing</b> – the giving of clues to hint at coming events in a story;</li> <li><b>irony</b> – the implication, through plot or character, that the actual situation is quite different from that presented;</li> <li><b>flashback</b> – a return to an earlier time in the course of a narrative to introduce prior information; and</li> <li><b>symbolism</b> – the use of concrete and recognizable things to represent ideas.</li> </ul> </li> <li>analyze poetic devices in prose and poetry, including:               <ul style="list-style-type: none"> <li>word choice;</li> <li>figurative language;</li> <li>symbolism;</li> <li>imagery;</li> <li>rhyme;</li> <li>rhythm;</li> <li>repetition; and</li> </ul> </li> </ul>

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
  - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
  - Understand the author's use of conventional elements and characteristics within a variety of genres.
  - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
  - Compare and contrast authors' styles.
  - Identify and ask questions that clarify various viewpoints.
  - Identify the main idea.
  - Summarize text relating supporting details.
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
  - Identify cause and effect relationships.
  - Use prior and background knowledge as a context for new learning.
  - Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> <li>◦ sound elements.</li> <li>• evaluate an author's choice of words and images.</li> <li>• identify poetic forms, including:               <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme;</li> <li>◦ <b>couplet</b> – a pair of rhyming lines; and</li> <li>◦ <b>quatrain</b> – a stanza containing four lines.</li> </ul> </li> <li>• compare and contrast an author's choice of sound elements in prose and poetry, including:               <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse;</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</li> </ul> </li> </ul>

- 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
  - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
  - Understand the author's use of conventional elements and characteristics within a variety of genres.
  - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
  - Compare and contrast authors' styles.
  - Identify and ask questions that clarify various viewpoints.
  - Identify the main idea.
  - Summarize text relating supporting details.
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
  - Identify cause and effect relationships.
  - Use prior and background knowledge as a context for new learning.
  - Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and</li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning (e.g., <i>buzz</i>).</li> <li>• determine a theme of a text and analyze its development over the course of the text.</li> <li>• determine an author's point of view or purpose in a text.</li> <li>• analyze how differences in points of view can create such effects as suspense or humor.</li> <li>• use graphic organizers to analyze and summarize text.</li> <li>• recognize an author's use of connotations and persuasive language to convey a viewpoint.</li> </ul>

- 8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.
- Draw on background knowledge and knowledge of text structure to understand selections.**
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
  - Analyze the author's qualifications, viewpoint, and impact.**
  - Analyze the author's use of text structure and word choice.**
  - Analyze details for relevance and accuracy.**
  - Differentiate between fact and opinion.**
  - Identify the main idea.**
  - Summarize the text identifying supporting details.**
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.**
  - Identify cause and effect relationships.**
  - Evaluate, organize, and synthesize information for use in written and oral formats.**
  - Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will analyze a variety of nonfiction sources and teachers will model the higher-order thinking processes with materials at the students' independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level.</li> <li>Teachers will collaborate with students to help them apply reading skills in a variety of content texts.</li> <li>Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize.</li> <li>An author's <b>viewpoint</b> refers to his or her bias or subjectivity toward the subject.</li> <li>Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>activate prior knowledge before reading.</li> <li>make predictions prior to and during the reading process.</li> <li>recognize an author's viewpoint and use of persuasive language.</li> <li>read and analyze writing critically.</li> <li>choose graphic organizers based on the internal text structure most prevalent in the text.</li> <li>use graphic organizers and/or rules to analyze and summarize text.</li> <li>read several texts on a similar topic and synthesize what is</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>activate prior knowledge before reading by use of:             <ul style="list-style-type: none"> <li>small-group or whole-class discussion;</li> <li>anticipation guides; and</li> <li>preview of key vocabulary.</li> </ul> </li> <li>recognize an author's use of connotations and persuasive language, to convey a viewpoint.</li> <li>determine an author's point of view or purpose in a text.</li> <li>analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>analyze and record information, using text structures (organizational patterns), including:             <ul style="list-style-type: none"> <li>cause and effect;</li> <li>comparison/contrast;</li> <li>enumeration or listing;</li> <li>sequential or chronological;</li> <li>concept/definition;</li> <li>generalization; and</li> <li>process.</li> </ul> </li> </ul>

- 8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.
- Draw on background knowledge and knowledge of text structure to understand selections.**
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
  - Analyze the author's qualifications, viewpoint, and impact.**
  - Analyze the author's use of text structure and word choice.**
  - Analyze details for relevance and accuracy.**
  - Differentiate between fact and opinion.**
  - Identify the main idea.**
  - Summarize the text identifying supporting details.**
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.**
  - Identify cause and effect relationships.**
  - Evaluate, organize, and synthesize information for use in written and oral formats.**
  - Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>materials.</p> <ul style="list-style-type: none"> <li><b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</li> <li>Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading.</li> <li>Students will understand that an author's credentials and experiences contribute to his/her viewpoint.</li> <li>To <b>critique</b> text requires that a critical (but not necessarily negative) judgment be made.</li> <li>Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</li> </ul>	<p>read.</p> <ul style="list-style-type: none"> <li>evaluate an author's choice of words and images.</li> <li>recognize an author's use of connotations, and persuasive language to convey viewpoint.</li> <li>understand that the writer <b>implies</b> and the reader <b>infers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>use strategies for summarizing, such as the following:               <ul style="list-style-type: none"> <li>delete trivia and redundancy;</li> <li>substitute a general term for a list; and</li> <li>find or create a main idea statement.</li> </ul> </li> <li>read and follow directions.</li> <li>use text structures such as the following to enhance comprehension and note taking:               <ul style="list-style-type: none"> <li>boldface and/or italics type;</li> <li>type set in color;</li> <li>underlining;</li> <li>indentation;</li> <li>sidebars;</li> <li>illustrations, graphics, and photographs;</li> <li>headings and subheadings; and</li> <li>footnotes and annotations.</li> </ul> </li> <li>analyze an author's choice of details by examining:               <ul style="list-style-type: none"> <li>accuracy;</li> </ul> </li> </ul>

- 8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.
- Draw on background knowledge and knowledge of text structure to understand selections.**
  - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**
  - Analyze the author's qualifications, viewpoint, and impact.**
  - Analyze the author's use of text structure and word choice.**
  - Analyze details for relevance and accuracy.**
  - Differentiate between fact and opinion.**
  - Identify the main idea.**
  - Summarize the text identifying supporting details.**
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.**
  - Identify cause and effect relationships.**
  - Evaluate, organize, and synthesize information for use in written and oral formats.**
  - Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ placement;</li> <li>◦ thoroughness;</li> <li>◦ relevance; and</li> <li>◦ effectiveness.</li> <li>• analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</li> <li>• distinguish between subjective and objective writing.</li> <li>• use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul>

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as expository, persuasive, and informational pieces with attention to composition and written expression. Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology.



- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.**
- Identify intended audience.**
  - Use prewriting strategies to generate and organize ideas.**
  - Distinguish between a thesis statement and a topic sentence.**
  - Organize details to elaborate the central idea and provide unity.**
  - Select specific vocabulary and information for audience and purpose.**
  - Use interview quotations as evidence.**
  - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
  - Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will become independent and proficient in composing a variety of types of writing.</li> <li>Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li><b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers;</li> <li><b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and</li> <li><b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li><b>Elaboration</b> can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph chronologically.</li> <li><b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</li> <li><b>Tone</b> expresses an author’s attitude toward the</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use a process for writing, including:               <ul style="list-style-type: none"> <li>planning;</li> <li>drafting;</li> <li>revising;</li> <li>proofreading;</li> <li>editing; and</li> <li>publishing.</li> </ul> </li> <li>understand that good writing has been elaborated.</li> <li>use peer and individual revising and editing.</li> <li>understand that good writing has been improved through revision.</li> <li>use keyboarding, including spell checkers and grammar checkers when available.</li> <li>understand and apply the elements of composing:               <ul style="list-style-type: none"> <li>central idea;</li> <li>elaboration;</li> <li>unity; and</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>write in a variety of forms, including:               <ul style="list-style-type: none"> <li><b>narrative</b> – writing to tell a story;</li> <li><b>expository</b> – writing to explain and build a body of well-organized and understandable information;</li> <li><b>persuasive</b> – writing to influence the reader or listener to believe or do as the author or speaker suggests; and</li> <li><b>informational</b> – writing to put forth information, frequently used in textbooks and the news media.</li> </ul> </li> <li>use a variety of prewriting strategies, for example:               <ul style="list-style-type: none"> <li>brainstorming;</li> <li>webbing;</li> <li>mapping;</li> <li>outlining;</li> <li>clustering;</li> <li>listing; and</li> <li>using graphic organizers.</li> </ul> </li> <li>use written expression to explain, analyze, or summarize a topic with attention to:               <ul style="list-style-type: none"> <li>purpose and audience;</li> <li>a central or controlling idea;</li> <li>voice;</li> <li>tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal);</li> </ul> </li> </ul>

- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.**
- Identify intended audience.**
  - Use prewriting strategies to generate and organize ideas.**
  - Distinguish between a thesis statement and a topic sentence.**
  - Organize details to elaborate the central idea and provide unity.**
  - Select specific vocabulary and information for audience and purpose.**
  - Use interview quotations as evidence.**
  - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**
  - Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>subject.</p> <ul style="list-style-type: none"> <li><b>Coherence</b> means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text.</li> <li>The writing process is nonlinear; returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece.</li> <li>Students will begin to assume responsibility for revising, proofreading, and editing their own writing.</li> <li>Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>organization.</li> <li>use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.</li> <li>understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>coherent selection of information and details;</li> <li>embedded phrases and clauses that clarify meaning and increase variety;</li> <li>vivid and precise vocabulary;</li> <li>figurative language;</li> <li>sentence variety; and</li> <li>transitional words and phrases.</li> <li>develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>engage and orient the reader by establishing a context and introducing a narrator and/or characters.</li> <li>organize an event sequence that unfolds naturally and logically.</li> <li>use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>apply revising procedures, including: <ul style="list-style-type: none"> <li>rereading;</li> <li>reflecting;</li> <li>rethinking;</li> <li>rewriting;</li> <li>including vivid vocabulary;</li> <li>combining sentences for variety and rhythm; and</li> <li>providing transitions between ideas and paragraphs.</li> </ul> </li> </ul>

**8.7** The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

- a) Identify intended audience.
- b) Use prewriting strategies to generate and organize ideas.
- c) Distinguish between a thesis statement and a topic sentence.
- d) Organize details to elaborate the central idea and provide unity.
- e) Select specific vocabulary and information for audience and purpose.
- f) Use interview quotations as evidence.
- g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
- h) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>• create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph.</li> <li>• elaborate the central idea, providing sustained unity throughout the writing.</li> <li>• choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• sustain a formal style.</li> <li>• develop a conclusion.</li> </ul>

- 8.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
  - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
  - Maintain consistent verb tense across paragraphs.
  - Use comparative and superlative degrees in adverbs and adjectives.
  - Use quotation marks with dialogue and direct quotations.
  - Use correct spelling for frequently used words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels.</li> <li>Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.</li> <li>The conventions of correct language are an integral part of the writing process.</li> <li>Diagramming sentences is a strategy to increase understanding of their structure.</li> <li>Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.</li> <li>understand that pronouns need to agree with antecedents in gender, number, and person.</li> <li>understand that verbs must agree with subjects.</li> <li>use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form.</li> <li>recognize and correct inappropriate shifts in verb forms.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.</li> <li>use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>use an ellipsis to indicate an omission.</li> <li>diagram sentences with phrases and clauses.</li> <li>use a singular verb with a singular subject and a plural verb with a plural subject.</li> <li>use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.</li> <li>use objective pronouns in prepositional phrases with compound objects.</li> <li>choose and maintain tense (present, past, future) throughout an entire paragraph or text.</li> <li>use comparative and superlative adjectives.</li> <li>use comparative and superlative adverbs.</li> <li>use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i>.</li> <li>use correct conjunctions, such as <i>either/or</i> and <i>neither/nor</i>.</li> <li>embed quotations from other sources with skill and accuracy.</li> </ul>

- 8.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
  - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
  - d) Maintain consistent verb tense across paragraphs.
  - e) Use comparative and superlative degrees in adverbs and adjectives.
  - f) Use quotation marks with dialogue and direct quotations.
  - g) Use correct spelling for frequently used words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"><li>• use quotation marks correctly with dialogue.</li></ul>

At the eighth-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using Modern Language Association (MLA) or American Psychological Association (APA) style guidelines.

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.**
- Collect and synthesize information from multiple sources including online, print and media.**
  - Evaluate the validity and authenticity of texts.**
  - Use technology as a tool to research, organize, evaluate, and communicate information.**
  - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
  - Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**
  - Publish findings and respond to feedback.**
  - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information.</li> <li>Students will evaluate the accuracy and authenticity of multiple sources.</li> <li>Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>determine if a source is trustworthy and accurate.</li> <li>understand that using multiple sources of information produces a more complete understanding of a topic.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>understand that a <b>primary source</b> is an original document or a firsthand or eyewitness account of an event.</li> <li>understand that a <b>secondary source</b> discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</li> <li>use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.</li> <li>embed quotations from other sources with skill and accuracy.</li> <li>evaluate the validity and authenticity of texts, using questions such as:             <ul style="list-style-type: none"> <li>Does the source appear in a reputable publication?</li> <li>Is the source free from bias? Does the writer have something to gain from his opinion?</li> <li>Does the information contain facts for support?</li> <li>Is the same information found in more than one source?</li> </ul> </li> <li>conduct short research projects to answer a question drawing on several sources and generating questions.</li> <li>use computer technology to research, organize, evaluate, and communicate information.</li> </ul>

- 8.9** The student will apply knowledge of appropriate reference materials to produce a research product.
- Collect and synthesize information from multiple sources including online, print and media.**
  - Evaluate the validity and authenticity of texts.**
  - Use technology as a tool to research, organize, evaluate, and communicate information.**
  - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
  - Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**
  - Publish findings and respond to feedback.**
  - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<ul style="list-style-type: none"> <li>document using a standard form such as MLA or APA.</li> <li>avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.</li> </ul>



# Checklist of Grammar Milestones

*This list has been compiled from the VDOE Grammar Progression, 2010 English SOL's, 2010 Curriculum Framework, and 2017 SOL's. The Dinwiddie County English Curriculum mixes them into a logical progression so students will be prepared for the Writing 8 SOL test. Please follow this checklist in lieu of other documents so students will be prepared.*

*The focus of sixth grade is to develop good grammar habits in all writing. Very few new concepts of grammar are learned; it is imperative that all in this list are strictly enforced in all writing. Students review basic subject-verb agreement and that of compound subject in preparation for more complex subject-verb agreement in seventh and eighth. Identifying prepositional phrases, identifying verb tense, identifying point of view, and choosing adjectives and adverbs are also preliminary concepts for later grades' grammar instruction.*

*Seventh grade students continue good habits while mastering subject-verb agreement. They also learn the concept of eliminating double negatives, as this coincides with math curriculum.*

*Eighth graders will thus be prepared with only a few upper-level concepts to master before the SOL test.*

## Commas

6	<ul style="list-style-type: none"><li><input type="checkbox"/> Series-: use the oxford comma 6.8, 7.8, 8.8</li><li><input type="checkbox"/> Direct Address (John, please grab me the pencil.) 6.8, 7.8, 8.8</li><li><input type="checkbox"/> Dates: Always write out! 6.8, 7.8, 8.8</li><li><input type="checkbox"/> Written Addresses: City, State 6.8, 7.8, 8.8</li><li><input type="checkbox"/> NO COMMA SPLICES! 6.8, 7.8, 8.8</li></ul>
7	<ul style="list-style-type: none"><li><input type="checkbox"/> Coordinating conjunctions: FANBOYS, before the conjunction 8.8b</li><li><input type="checkbox"/> Before quotation marks at the end or interrupting a sentence 6.8, 7.8, 8.8</li><li><input type="checkbox"/> No comma splices 6.8, 7.8, 8.8</li></ul>
8	<ul style="list-style-type: none"><li><input type="checkbox"/> Introductory phrases and clauses 8.8b</li><li><input type="checkbox"/> Transitions 8.8b</li><li><input type="checkbox"/> Appositives 8.8b</li><li><input type="checkbox"/> No comma splices 6.8, 7.8, 8.8</li></ul>

## Sentences

6	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete thought--no fragments (in grammar progression)</li><li><input type="checkbox"/> No run-ons (in grammar progression)</li><li><input type="checkbox"/> No comma splices (in grammar progression)</li></ul>
7	<ul style="list-style-type: none"><li><input type="checkbox"/> Coordination (FANBOYS) 8.8b</li></ul>
8	<ul style="list-style-type: none"><li><input type="checkbox"/> Subordination 8.8b</li><li><input type="checkbox"/> AWUBIS--starting with a dependent clause 8.8b</li></ul>

## Capitalization

6	<ul style="list-style-type: none"><li><input type="checkbox"/> Proper Nouns &amp; I 6.8, 7.8, 8.8</li><li><input type="checkbox"/> First letter of a sentence 6.8, 7.8, 8.8</li></ul>
7	<i>Reinforce 6th grade skills</i>
8	<ul style="list-style-type: none"><li><input type="checkbox"/> Proper Adjectives 6.8, 7.8, 8.8</li></ul>

## Quotation Marks

6	<ul style="list-style-type: none"><li><input type="checkbox"/> Formatting properly with a formula model with quotes from text 6.8, 7.8, 8.8</li></ul>
7	<ul style="list-style-type: none"><li><input type="checkbox"/> Punctuate indirect vs. direct quotations 8.8f</li></ul>
8	<ul style="list-style-type: none"><li><input type="checkbox"/> Dialogue, including but not limited to, interrupters. 8.8f</li></ul>

## Apostrophes

6	<ul style="list-style-type: none"><li><input type="checkbox"/> contractions 6.8, 7.8, 8.8</li></ul>
7	<i>Reinforce 6th grade skill</i>
8	<ul style="list-style-type: none"><li><input type="checkbox"/> Possessives 6.8, 7.8, 8.8</li></ul>

## Verb Tense

6	<input type="checkbox"/> Identify verb tense (in grammar progression)
7	<i>Reinforce 6th grade skill</i>
8	<input type="checkbox"/> Consistency among paragraphs 6.8d, 7.8e, 8.8d

## Subject-Verb Agreement

6	<input type="checkbox"/> Basic, in simple sentences (No “you is”) (in grammar progression) <input type="checkbox"/> With compound subjects (and/or/nor) (in grammar progression)
7	<input type="checkbox"/> With Intervening clauses (prepositional phrases) 6.8b, 7.8d
8	<input type="checkbox"/> Indefinite Pronouns (will have to memorize them) 7.8c

## Pronoun-Antecedent Agreement

6	<input type="checkbox"/> Basic (in grammar progression)
7	<i>Reinforce 6th grade skill</i>
8	<input type="checkbox"/> Indefinite pronouns--will have to memorize indefinite pronoun list 7.8d

## Prepositional Phrases

6	<input type="checkbox"/> Identify prepositional phrases
7	<input type="checkbox"/> Eliminate prepositional phrases when identifying subject 7.8d
8	<input type="checkbox"/> Correct case and number for pronouns in prepositional phrases with compound objects (8.8c)

## Double Negatives

6	
7	<input type="checkbox"/> Eliminate use of <i>(tie in with math multiplication rules)</i> 6.8e
8	

## Adjectives and Adverbs

6	<input type="checkbox"/> choose adverbs to describe verbs, adjectives, and other adverbs 6.8g, 7.8b
7	<i>Reinforce 6th grade skill</i>
8	<input type="checkbox"/> comparative and superlative degrees 8.8e

## Point of View Consistency

6	<input type="checkbox"/> Identify point of view (in grammar progression)
7	<i>Reinforce 6th grade skill</i>
8	<input type="checkbox"/> Consistency among paragraphs 6.8d, 7.8e, 8.8d

## Spelling

6	<input type="checkbox"/> 6.8h
7	<input type="checkbox"/> 7.8h
8	<input type="checkbox"/> 8.8g

# Glossary of Grammar Terms

**Appositive:** set off by commas, it renames a noun (ex: *Mrs. Jones, the best English teacher in the world,...*)

**AWUBIS:** examples include After, As, Although, While, When, Until, Before, Because, If, Since

They are subordinating conjunctions used in dependent clauses. If they appear at the beginning of the sentence, it is followed by a comma. See also: *introductory phrase* (Ex: *If they appear at the beginning of the sentence,* it is followed by a comma.)

**Comma Splice:** a comma error where the writer “fixes” a run-on sentence with a comma instead of a semicolon, period, or comma followed by coordinating conjunction (ex: *I love math, it is so easy to understand.*). All comma splices should be eliminated.

**Comparative:** adjectives or adverbs one degree higher than the base word (ex: *better, prettier, more handsome, more quickly*)

**Complete Sentence:** subject, predicate (verb), and complete thought (ex: *I will use correct grammar.*)

**Contraction:** two words combined using an apostrophe to replace missing letter(s) (ex: *can't* for cannot and *shouldn't* for should not)

**Coordinating Conjunction:** one of seven connector words that join two full sentences (independent clauses) with a comma before the conjunction See also: *FANBOYS* (ex: *I love pizza, but it gives me a stomachache.*)

**Dependent Clause:** not a complete sentence on its own. This phrase will have a subject and a verb, but will not express a complete thought on its own. See also: *AWUBIS, introductory phrases, subordination* (ex: *when class is over; although I studied*)

**Direct Address:** names the person to whom writer is speaking (ex: *Mrs. Jones, are you married?, I ask you, your honor, if I may approach the bench.*)

**Direct Quotation:** word for word what was/is being said or written. Must be enclosed in quotation marks. Credit to speaker must be given. Commas, exclamation points, or question marks must be included between the speaker and the quotation. (ex: *“Give me liberty or give me death!” exclaimed Paul Revere. “A penny saved,” he said, “is a penny earned.”--Ben Franklin*)

**Double Negative:** two negative words together which results in a positive (ex: *I can't get no satisfaction; don't nobody care*)

**FANBOYS:** For, And, Nor, But, Or, Yet, So

coordinating conjunctions used to join two sentences. Commas are required. (ex: *I know it's a half-day, but we are still going to do schoolwork.*)

NO comma is required when these words do not combine sentences (ex: *I like rap and rock*)

**Fragment:** part of a sentence, does not express a complete thought (ex: *when I asked you, because it's hot*) Fragments are acceptable in dialogue but not formal writing.

**Independent Clause:** a complete sentence on its own. May be combined with dependent or other independent clauses. This contains a subject, verb, and complete thought. (ex: *I washed my car. Before it got too hot, I washed my car. I washed my car, and then it rained.*)

**Indefinite Pronouns:** pronouns that refer to nonspecific things

Always Plural	Always Singular		Sometimes Plural, Sometimes Singular
Several Both Many Few	Anybody Anything Anyone Nobody Nothing No one Somebody Something Someone	Everybody Everything Everyone Either Neither Another Each One Much	All Any More Most None Some Such

**Indirect Quotation:** the rewording of someone's words or ideas so it's not a verbatim quote. Credit to the speaker is included. No quotation marks are needed. (ex: *She said she is angry.*)

**Intervening Clauses and Phrases:** often prepositional phrases, separate the subject from its predicate/verb (ex: *The book on the table is my favorite.*) See also: *prepositional phrase*

**Introductory Phrase:** dependent clause at the beginning of a sentence, followed by a comma. It is a fragment on its own. The phrase could be moved to the end of the sentence without the comma and be correct as well. It adds information and varies sentence structure (ex: *Before I entered second block, I borrowed a pencil from my best friend. Because it is 105° outside, I'm staying in air conditioning all day today.*)

**Oxford/Serial Comma:** ]comma before “and”, “or,” or “nor” in a series of three or more (ex: “and”, “or”, or “nor”)

**Plural:** more than one (ex: *cars, books, foxes, children, moose*)

**Possessive:** shows ownership. Often uses an apostrophe--not in “its”. (ex: *Mr. Jones's room; The Joneses' summer house*)

**Preposition:** include To, In, On, Under, About, Near, By, Between, Through, During, In Front, Of.

These words show relationship between a noun, pronoun, or phrase to another part of a sentence. Relationships include direction, place, time, cause, manner, or amount.

**Prepositional Phrases:** begin with a preposition and end with the object of the preposition (a noun or pronoun). (ex: *The milk is in the refrigerator. The book by the door is mine*)

\*NOTE: Subjects are never in prepositional phrases. “Cross out” prepositional phrases when checking subject-verb agreement. (ex: *Advantages of earning your own money are many.*)

**Run-On:** two or more complete sentences joined together without proper connector words and/or punctuation. These may be fixed with a comma & coordinating conjunction, a period, or a semicolon. (ex: *English is my favorite science is ok, too.*)

**Subordinate Clause:** See *dependent clause*

**Subordinating Conjunctions:** include After, Since, Now that, Whenever, As much as, Until.

These are always followed by a clause. They require a comma if at the beginning of a sentence. They do not need a comma when at the end of a sentence. (ex: *“Since you’ve been gone,” I can breathe for the first time.”--Kelly Clarkson*)

**Subject-Verb Agreement:** when the verb used in the sentence is plural or singular depending on the subject (ex: *The boy with the new shoes is shy. Jesse and Catina love books. Neither Joe nor Tom has his homework today.*)

**Superlative:** adjective or adverb of highest degree (ex: *highest, most beautiful, deadliest*)

**Transition:** include First, Then, Next, Finally, However, For Example, To begin with.

They show movement from one idea to another. Transitions often require commas.

**Verb Tense Consistency:** when verbs across paragraphs are all of the same tense unless there is evidence that a shift in time has occurred. (ex: *As a toddler, I disliked broccoli, but now I love it.*)

\*NOTE: When writing about literature, present tense is required (ex: *Jonas worries about the upcoming Ceremony. Little Red Riding Hood delivers food to her grandmother.*)



# Citing Evidence from Text

## Formatting Quotes

Use this formula for including direct quotes from text in your writing.

### Indicator + Verb + Quote + Citation

Author name*	writes,	"....."	(page number only).
Character name	explains,	"....."	(author pg number).
Subject name	argues,	"....."	(author pg number).
the author*	states,	"....."	(page number only).
the character	says,	"....."	(author pg number).

*\*If stating the author's name as the indicator, you only need to cite the page number.*

# Cite Your Sources

## Works Cited

### Newspaper

Bowles, Scott. "Ready to Roll at Comic-Con."  
*USA Today* 22 July 2009: D1. Print.

### Magazine

Hanrahan, Brendan. "The Mummy's Curse:  
Fact or Fiction?" *Scholastic Scope* 26  
Apr. 1999: 13-14. Print.

### Book

Mull, Brandon. *Fablehaven*. New York:  
Scholastic, 2008. Print.

### Electronic Encyclopedia

"Mythology." *Student's Online Encyclopedia*.  
2009. Britannica Student Encyclopedia.  
Web. 26 July 2009.

### Web Site

*The Purdue OWL Family of Sites*. The Writing  
Lab and OWL at Purdue and Purdue  
Univ., 2008. Web. 23 Apr. 2008.

### Dictionary or Print Encyclopedia

"Satyr." Webster's *New Collegiate Dictionary*.  
9th ed. 1988. Print.

# Writing “Must Haves”

Complete sentences

Proper capitalization

Proper punctuation

Correct spelling

Indented paragraphs

If paragraphs, at least 5 sentences each

This is the default for all writing. Individual assignments may have more requirements.

# Single-Point Rubric

Topic:		
Areas That Need Work:	Criteria (Standards for this Performance):	Evidence of Exceeding Standards:

# Grade 8 Instruction Writing Checklist

## COMPOSING/WRITTEN EXPRESSION

	4	3	2	1
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>❑ Clear, consistent focus on a central idea</li> <li>❑ Clear awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li>❑ Reasonably consistent focus on central idea</li> <li>❑ Some awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li>❑ Inconsistent focus on central idea</li> <li>❑ Limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>❑ Little or no focus on a central idea</li> <li>❑ No awareness of audience</li> </ul>
<b>ORGANIZATION AND UNITY</b>	<ul style="list-style-type: none"> <li>❑ Strong introduction with an effective thesis statement</li> <li>❑ Follows a logical organizational plan</li> <li>❑ Ideas are unified with few digressions</li> <li>❑ Maintains a consistent point of view</li> <li>❑ Uses transitions to connect ideas within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>❑ Skillful introduction with evidence of a thesis statement</li> <li>❑ Evidence of an organizational plan</li> <li>❑ Few minor digressions</li> <li>❑ Point of view may shift occasionally</li> <li>❑ Uses transitions effectively within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>❑ Weak introduction with a statement of intent or weak thesis statement</li> <li>❑ Inconsistent organizational plan</li> <li>❑ Lack of unity due to major digressions</li> <li>❑ Shifts in point of view</li> <li>❑ Limited or inconsistent use of transitions within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>❑ No introduction with no purposeful thesis statement</li> <li>❑ Little or no organization of ideas</li> <li>❑ Lacks unity due to major digressions</li> <li>❑ Shifts in point of view</li> <li>❑ Absence of transitions connecting ideas</li> </ul>
<b>EVIDENCE AND DETAILS</b>	<ul style="list-style-type: none"> <li>❑ Fully elaborated containing precise, relevant examples, illustrations, reasons, events, and/or details which support purpose and audience</li> <li>❑ Details clarify the writer's purpose and clearly elaborate ideas</li> </ul>	<ul style="list-style-type: none"> <li>❑ May contain minor lapses elaboration, relevant examples, illustrations, reasons, events, and/or details</li> <li>❑ Some details clarify the writer's purpose</li> </ul>	<ul style="list-style-type: none"> <li>❑ Contains limited elaboration, examples, illustrations, reasons, events, and/or details</li> <li>❑ Few details clarify the writer's purpose</li> <li>❑ Ideas may be a list of general, underdeveloped statements</li> </ul>	<ul style="list-style-type: none"> <li>❑ Contains little or no evidence (examples, illustrations, reasons, events, and/or details)</li> <li>❑ Little or no elaboration</li> <li>❑ List of general unrelated statements</li> <li>❑ Length is inadequate for development</li> </ul>
<b>CONCLUSION</b>	<ul style="list-style-type: none"> <li>❑ Strong, effective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>❑ Good conclusion</li> </ul>	<ul style="list-style-type: none"> <li>❑ Weak or ineffective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>❑ Very limited or no conclusion</li> </ul>
<b>FLOW</b>	<ul style="list-style-type: none"> <li>❑ Rhythmic flow resulting from purposeful sentence variety</li> <li>❑ Sentences incorporate subordination of ideas, and/or effective embedding of modifiers</li> </ul>	<ul style="list-style-type: none"> <li>❑ Some rhythmic flow and sentence variety</li> <li>❑ Some sentences use subordination of ideas, and/or embedding modifiers</li> </ul>	<ul style="list-style-type: none"> <li>❑ Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns</li> <li>❑ Little subordination of ideas</li> </ul>	<ul style="list-style-type: none"> <li>❑ No rhythmic flow or sentence variety, a tedious presentation</li> <li>❑ No subordination or embedding modifiers</li> </ul>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>❑ Contains specific word choice, descriptive language, and selected information</li> <li>❑ Appropriate, purposeful tone</li> <li>❑ Strong evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>❑ Contains some specific word choice, descriptive language, and selected information</li> <li>❑ Evidence of tone</li> <li>❑ Some evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>❑ Limited word choice, descriptive language and or selected information</li> <li>❑ Inconsistent tone</li> <li>❑ Occasional use of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>❑ Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information</li> <li>❑ Little or no evidence of writer's voice</li> </ul>

## Additional Instructional English Resources

[English Enhanced Scope and Sequence \(ESS\)](#)

***Note: Expand all strands for specific lessons***

[English SOL Enhanced Scope and Sequence Sample Lesson Plans](#)

[Middle School Project Graduation Lessons](#)

[Core Progress for Reading Skills List](#)

[Middle School English & Reading Instruction](#)

[Middle School Reading Modules in Support of Project Graduation](#)

[Creating Active Readers](#)

[Interactive Reading](#)

[Elementary Reading Comprehension & Vocabulary Strategies](#)

[EReading Worksheets](#)

[Promethean Planet Activities](#)

[Super Teacher Worksheet](#)

[Read Works](#)

[Newsela](#)

[PowerSchool](#)

[DMS Book Room List](#)

[www.my.hrw.com](http://www.my.hrw.com) (DCPS Literature Series)

[www.IXL.com](http://www.IXL.com)

***SOL English Coach Book (Grades 6-8)***

***Teacher Created Resources Paired Passages Linking Fact to Fiction  
(Grades 6-8)***

***Evan-Moor Daily Reading Comprehension (Grades 6-8)***

[Spring 2014 Student Performance Analysis](#)

[Understanding connotation](#)

[Using context clues](#)

[ReadWriteThink](#)

[Text Dependent Questioning](#)

[Frequently Asked Questions](#)

[E Media VA](#)

<http://www.emediava.org/>

[BrainPOP](#)

[Suffolk Teaching Activities](#)

### **English Graphic Organizers:**

[Clustering](#)

[Idea Map](#)

[Process](#)

[Comparison / Contrast](#)

[Order Importance](#)

[Sensory Chart](#)

[Connected Relationships](#)

[Sequential Order](#)

[Spatial Order](#)

### Additional Instructional Writing Resources

[Middle School Writing Modules in Support of Project Graduation](#)  
[Writing Skills Progression by Grade](#)  
[Grammar Skills Progression by Grade](#)  
[Research Skills Progression by Grade](#)  
[DOE Writing Process Chart](#)  
[Grade 8 Instruction Anchor Set](#)  
[Grade 8 Instruction Writing Checklist](#)  
[Grade 8 Prompts](#)  
[Understand Scoring](#)  
[Persuasive Paper Checklist](#)  
[Online Writing Resources](#)

***Grammar, Usage, and Mechanics (Grades 6-8)***  
***SOL English Coach Book (Grades 6-8)***  
[www.noredink.com](http://www.noredink.com)  
[PowerSchool](#)  
[www.my.hrw.com](http://www.my.hrw.com) (DCPS Literature Series)  
[DMS Book Room List](#)

### Additional Instructional Vocabulary Resources

[Wordsalive Vocabulary Acquisition Model](#)  
[VDOE: Middle School English Vocabulary Videos](#)  
[Elementary Reading Comprehension & Vocabulary Strategies](#)  
[Vocabulary Videos](#)  
[Using word maps to expand vocabulary](#)  
[Understanding and using roots to expand vocabulary](#)  
[Understanding and using suffixes to expand vocabulary](#)  
[Learning vocabulary by using reference materials](#)  
[Determining meaning of words by taking them apart](#)  
[Understanding connotation](#)  
[Using context clues](#)  
[Word Game Instructions](#)  
[Prefix, Root Word, and Suffix Study Sheet](#)  
[Affixes and Root Words: Teacher's Guide](#)  
[BUSD Grade Level](#)  
[Academic Vocabulary](#)  
[Strategies for Teaching Academic Language](#)  
[English SOL Vocabulary](#)

[PowerSchool](#)  
[www.my.hrw.com](http://www.my.hrw.com) (DCPS Literature Series)  
[DMS Book Room List](#)

#### **Vocabulary Graphic Organizers:**

[Words Alive Map](#)  
[Words Alive Map – blank](#)  
[Frayer Model](#)  
[Own the Word](#)  
[Vocabulary Cluster](#)  
[Word Association – blank](#)  
[Word Association for Science](#)  
[Word Family Tree](#)  
[Definition Chart](#)

Additional Instructional Practice Test Items
<a href="#">Practice Test Sample Questions</a> <a href="#">Writing Practice Items and Guides</a> <a href="#">Released SOL Tests &amp; Item Sets</a> <a href="#">Writing Practice Tool</a> <a href="#">VDOE Released Tests</a> <a href="#">VDOE Archived Released Tests</a> <a href="#">TestNav</a> <a href="#">PowerSchool</a>
Additional Student Instructional Links
<a href="#">Word Pair Game</a> <a href="#">It's Greek to Me</a> <a href="#">Greek and Latin Roots</a> <a href="#">Comma Chameleon</a> <a href="#">Make Comic Strip</a> <a href="#">Education Place</a> <a href="#">Kids Love A Mystery</a> <a href="#">Game On</a> <a href="http://www.solpass.org">www.solpass.org</a>

\*Updated July 2017





**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

## 6th Grade Writing Portfolio

### Table of Contents

	Pretest
	Essay: Characterization (Weeks 6 & 7)
	Paragraph(s): Compare and Contrast or Cause and Effect Based on Genres (Weeks 16 & 17)
	Essay: VDOE Persuasive Essay (Week 21)
	VDOE Prompt (Week 25)
	Post-Test



**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

## 7th Grade Writing Portfolio

### Table of Contents

	Pretest
	Essay: Character Analysis
	Persuasive Essay: VDOE Prompt
	Research: Outline or Final Product with focus on Organization and Works Cited Page
	Post-Test



**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

## 8th Grade Writing Portfolio

### Table of Contents

*Eighth graders plan and write several essays during the course of the year. Student and teacher will select three for student's writing portfolio.*

	Pretest
	Essay:
	Essay:
	Essay:
	Research: Outline or Final Product with focus on Organization and Works Cited Page
	Post-Test