

**Ellis School**

**Grade 8**

**Language Arts**

**NECAP Reading**

Vocabulary Strategies and Breadth of Vocabulary

- R-8-2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.
- R-8-3.1** Identifying word origins, including words from other languages that have been adopted into our language.
- R-8-3.2** Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.

Initial Understanding of Literary Texts

- R-8-4.1** Identifying subplots.
- R-8-4.2** Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.

Analysis and Interpretation of Literary Texts/Citing Evidence

- R-8-5.1** Explaining or supporting logical predictions.
- R-8-5.2** Describing characterization (e.g. stereotype, antagonist, protagonist).
- R-8-5.3** Making inferences about cause/effect, internal conflicts or external conflicts, or the relationship among elements within text.
- R-8-5.4** Explaining how the narrator's point of view affects the reader's interpretation.
- R-8-5.5** Explaining how the author's message or theme (which may include universal themes) is supported within the text.
- R-8-6.1** Demonstrating knowledge of author's style, hyperbole, symbolism or use of punctuation.

## Initial Understanding of Informational Text

- R-8-7.1** Obtaining information from text features.
- R-8-7.2** Using information from the text to answer questions, to state the main/central ideas or to provide supporting details.
- R-8-7.3** Organizing information to show relationships among facts, ideas, and events (e.g. outlining).

## Analysis and Interpretation of Informational Texts/Citing Evidence

- R-8-8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas.
- R-8-8.2** Synthesizing and evaluating information within or across text(s).
- R-8-8.3** Explaining how purpose may affect the interpretation of the text.
- R-8-8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts.
- R-8-8.5** Making inferences about causes or effects.

## Writing

### Structures of Language: Applying Understanding of Sentences, Paragraphs, Text Structures

- W-8-1.1** Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).
- W-8-1.2** Using the paragraph form: indenting, main idea, supporting details.
- W-8-1.3** Recognizing organizational structures within paragraphs or *within* texts (e.g. cause/effect, investigation).
- W-8-1.4** Applying a format and text structure appropriate to the purpose of the writing.

### Writing in Response to Literary or Informational Text: Showing Understanding of Ideas in Text

**W-8-2.1** Selecting and summarizing key ideas to set context.

**W-8-2.3** Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, to broader world of ideas, by referring to and explaining relevant ideas.

Writing in Response to Literary or Informational Text: Making Analytical Judgments About Text

**W-8-3.1** Stating and maintaining a focus, a firm judgment, or point of view when responding to a given a question.

**W-8-3.2** Making inferences about theme or author's craft. *EXAMPLES:* Making links, style, bias, literary techniques, or point of view.

**W-8-3.3** Using specific details and references to text or relevant citations to support focus or judgment.

**W-8-3.4** Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g. demonstrate a connection to the broader world of ideas).

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

**W-8-4.1** Creating a coherent (logically consistent) story line.

**W-8-4.2** Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view.

**W-8-4.3** Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning.

**W-8-5.1** Creating images, using details and sensory language to advance the plot/story line.

**W-8-5.2** Using dialogue to advance plot/story line.

**W-8-5.3** Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate.

**W-8-5.4** Using voice appropriate to purpose.

**W-8-5.5** Maintain focus.

**W-8-5.6** Controlling the pace of the story.

Informational Writing (reports, procedures, or persuasive writing): Organizing and Conveying Information

**W-8-6.1** Using an organizational text structure appropriate to cause/effect and investigation.

**W-8-6.2** Selecting appropriate information to set the context, which may include a lead/hook.

**W-8-6.3** Using transition words or phrases appropriate to organizational text structure.

**W-8-6.4** Drawing a conclusion by synthesizing information.

**W-8-7.2** Stating and maintaining a focus/controlling idea/thesis.

**W-8-7.3** Writing with a sense of audience, when appropriate.

**W-8-7.4** Establishing an authoritative voice.

Informational Writing (reports, procedures, or persuasive writing): Using Elaboration Strategies

**W-8-8.2** Including facts and details relevant to focus/controlling idea, and excluding extraneous information.

**W-8-8.3** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.

**W-8-8.4** Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context–in reports).

**W-8-8.5** Commenting on the significance of information, when appropriate.

Writing conventions: Applying Rules of Grammar, Usage, and Mechanics

**W-8-9.1** Applying rules of standard English usage to correct grammatical errors pronoun-antecedent, and case of pronouns.

**W-8-9.2** Applying basic capitalization rules.

**W-8-9.4** Applying appropriate punctuation to various sentence patterns to

enhance meaning *EXAMPLES*: hyphens, dashes, parentheses.

**W-8-9.5** Applying conventional and word derivative spelling patterns/rules including foreign derivation.