

# NATIONAL STANDARDS

## ENGLISH LANGUAGE ARTS

The standards below were developed jointly by IRA and NCTE and are considered to be the National Standards for English Language Arts. As you review these standards, consider the connections between these standards and the North Carolina Standard Course of Study for English Language Arts. *(See the back page of this document to contact IRA or NCTE for National Standards ordering information.)*

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, videos) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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# GRADE 8 FOCUS ON LEARNING

## ACTIVITY STARTERS

The following activities are springboards for planning classroom instruction. They are not comprehensive; rather, they are meant to provoke creative ideas for guiding students in their study of English Language Arts and show the interrelationship of the goals and strands.

To help students respond to an author's use of language, select key words from a short selection that the class has not yet read and write them on the board. As a class, brainstorm possible synonyms or replacement phrases for those words. Then, share the original piece with the students, experimenting with words from the brainstormed lists. Ask students how the meaning or effect would be different with these other word choices. Extend the activity assigning groups of students to different passages to identify key words that develop the mood, style, or characters of the work.

	STRANDS			GOALS					
<b>FOCUS</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L
<b>ANCILLARY</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L

Have students watch the nightly news and a program of their choice. Ask students to keep a log of their impressions considering purpose, audience, and context. In groups, ask students to compare their impressions of the two programs. Then, have students create and present a visual summary of their findings. Draw attention to the way purpose, audience, and context influence media.

	STRANDS			GOALS					
<b>FOCUS</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L
<b>ANCILLARY</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L

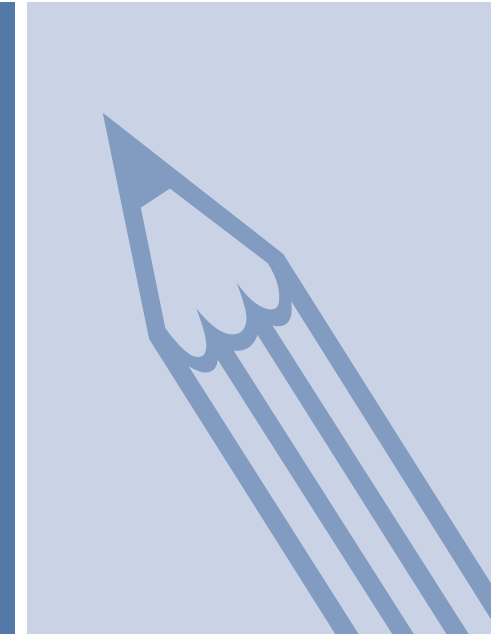
## PROFESSIONAL ORGANIZATIONS

- International Reading Association (IRA):** [www.reading.org](http://www.reading.org)
- National Council of the Teachers of English (NCTE):** [www.ncte.org](http://www.ncte.org)
- North Carolina English Teachers Association (NCETA):** [www.nceta.net](http://www.nceta.net)
- National Middle School Association (NMSA):** [www.nmsa.org](http://www.nmsa.org)
- North Carolina Middle School Association (NCMSA):** [www.ncmsa.net](http://www.ncmsa.net)
- National Writing Project (NWP):** [www.writingproject.org](http://www.writingproject.org)

## DPI CONTACTS

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- North Carolina Department of Public Instruction**  
Division of Middle Grades Education, English Language Arts Section  
6344 Mail Service Center, Raleigh, NC 27699-6344

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# ENGLISH LANGUAGE ARTS OVERVIEW

Eighth grade students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature

GRADE **8**



# STRANDS: ORAL LANGUAGE, WRITTEN LANGUAGE AND OTHER MEDIA/TECHNOLOGY

EXPRESSIVE	INFORMATIONAL	ARGUMENTATIVE	CRITICAL	LITERARY	GRAMMAR/LANGUAGE USAGE
<p><b>COMPETENCY GOAL 1</b></p> <p>The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.</p>	<p><b>COMPETENCY GOAL 2</b></p> <p>The learner will use and evaluate information from a variety of sources.</p>	<p><b>COMPETENCY GOAL 3</b></p> <p>The learner will continue to refine the understanding and use of argument.</p>	<p><b>COMPETENCY GOAL 4</b></p> <p>The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.</p>	<p><b>COMPETENCY GOAL 5</b></p> <p>The learner will respond to various literary genres using interpretive and evaluative processes.</p>	<p><b>COMPETENCY GOAL 6</b></p> <p>The learner will apply conventions of grammar and language usage.</p>
<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>
<p><b>1.01</b></p>	<p><b>2.01</b></p>	<p><b>3.01</b></p>	<p><b>4.01</b></p>	<p><b>5.01</b></p>	<p><b>6.01</b></p>
<p>Narrate a personal account which:</p> <ul style="list-style-type: none"> <li>creates a coherent, organizing structure appropriate to purpose, audience, and context.</li> <li>establishes a point of view and sharpens focus.</li> <li>uses remembered feelings.</li> <li>selects details that best illuminate the topic.</li> <li>connects events to self/society.</li> </ul>	<p>Analyze and evaluate informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>recognizing the characteristics of informational materials.</li> <li>summarizing information.</li> <li>determining the importance and accuracy of information.</li> <li>making connections to related topics/information.</li> <li>drawing inferences and/or conclusions.</li> <li>generating questions.</li> <li>extending ideas.</li> </ul>	<p>Explore and evaluate argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding what is read, heard, and/or viewed.</li> <li>analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.</li> <li>identifying the social context of the argument.</li> <li>recognizing the effects of bias, emotional factors, and/or semantic slanting.</li> <li>comparing the argument and counter-argument presented.</li> <li>identifying/evaluating the effectiveness of tone, style, and use of language.</li> <li>evaluating the author's purpose and stance.</li> <li>making connections between works, self and related topics.</li> <li>responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).</li> </ul>	<p>Analyze the purpose of the author or creator and the impact of that purpose by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>evaluating the underlying assumptions of the author/creator.</li> <li>evaluating the effects of author's craft on the reader/viewer/listener.</li> </ul>	<p>Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> <li>using effective reading strategies to match type of text.</li> <li>reading self-selected literature and other materials of interest to the individual.</li> <li>reading literature and other materials selected by the teacher.</li> <li>assuming a leadership role in student-teacher conferences.</li> <li>leading small group discussions.</li> <li>taking an active role in whole class seminars.</li> <li>analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.</li> <li>discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.</li> <li>analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.</li> <li>extending understanding by creating products for different purposes, different audiences, and within various contexts.</li> <li>analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	<p>Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.</li> <li>using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>applying the parts of speech to clarify language usage.</li> <li>using pronouns correctly, including clear antecedents and case.</li> <li>using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> <li>determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> <li>extending vocabulary knowledge by learning and using new words.</li> <li>evaluating the use and power of dialects in standard/nonstandard English usage.</li> <li>applying correct language conventions and usage during formal oral presentations.</li> </ul>
<p><b>1.02</b></p>	<p><b>2.02</b></p>	<p><b>3.02</b></p>	<p><b>4.02</b></p>	<p><b>5.02</b></p>	<p><b>6.02</b></p>
<p>Analyze expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>reviewing the characteristics of expressive works.</li> <li>determining the importance of literary effects on the reader/viewer/listener.</li> <li>making connections between works, self and related topics.</li> <li>drawing inferences.</li> <li>generating a learning log or journal.</li> <li>maintaining an annotated list of works that are read or viewed, including personal reactions.</li> <li>taking an active role in and/or leading formal/informal book/media talks.</li> </ul>	<p>Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> <li>determining purpose, audience, and context.</li> <li>understanding the focus.</li> <li>recognizing and/or choosing a relevant topic.</li> <li>recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.</li> <li>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.</li> <li>researching and organizing information to achieve purpose.</li> <li>using notes and/or memory aids to structure information.</li> <li>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.</li> <li>noting and/or citing sources used.</li> <li>recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</li> </ul>	<p>Continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> <li>evaluating problems and solutions within various texts and situations.</li> <li>utilizing the problem-solution process within various contexts/situations.</li> <li>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p>Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<p>Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).</li> <li>evaluating what impact genre-specific characteristics have on the meaning of the text.</li> <li>evaluating how the author's choice and use of genre shapes the meaning of the literary work.</li> <li>evaluating what impact literary elements have on the meaning of the text.</li> </ul>	<p>Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled word.</li> <li>producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> <li>self correcting errors in everyday speech.</li> <li>independently practicing formal oral presentations.</li> </ul>
<p><b>1.03</b></p>	<p><b>2.03</b></p>	<p><b>3.03</b></p>	<p><b>4.03</b></p>	<p><b>5.03</b></p>	<p><b>6.03</b></p>
<p>Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none"> <li>shares personal reactions to questions raised.</li> <li>gives reasons and cites examples from text in support of expressed opinions.</li> <li>clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.</li> </ul>	<p><b>2.03</b></p>	<p>Evaluate and create arguments that persuade by:</p> <ul style="list-style-type: none"> <li>understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.</li> <li>noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.</li> <li>arranging details, reasons, and examples effectively and persuasively.</li> <li>anticipating and addressing reader/listener concerns and counter-arguments.</li> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p>Use the stance of a critic to:</p> <ul style="list-style-type: none"> <li>consider alternative points of view or reasons.</li> <li>remain fair-minded and open to other interpretations.</li> <li>constructing a critical response/review of a work/topic.</li> </ul>	<p><b>5.03</b></p>	<p><b>6.03</b></p>
<p><b>1.04</b></p>	<p><b>2.04</b></p>	<p><b>3.04</b></p>	<p><b>4.04</b></p>	<p><b>5.04</b></p>	<p><b>6.04</b></p>
<p>Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.</li> <li>appraising changes in self throughout the learning process.</li> <li>evaluating personal circumstances and background that shape interaction with text.</li> </ul>	<p><b>2.04</b></p>	<p><b>3.04</b></p>	<p><b>4.04</b></p>	<p><b>5.04</b></p>	<p><b>6.04</b></p>