

8th Grade

English Language Arts

Key Instructional Activities

- Citing the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play
- Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view
- Analyzing how authors support their ideas through word choice, sentence and paragraph structure, and other methods
- Building writing around strong central ideas or points of view; supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures
- Planning and conducting research projects that include several steps and use many credible and documented print and digital sources
- Analyzing the purpose of information presented in diverse media (e.g., print, TV, web) and evaluating its social, political, or commercial motives
- Interpreting figures of speech (e.g., irony, puns) and developing a large vocabulary of general academic words and phrases
- Using strong, active verbs to create a clear picture for the reader (e.g., walk, skip, meander, lurch, limp)
- Presenting findings and claims to others, emphasizing key points with relevant evidence and sound reasoning, adapting speech to the audience and the formality of the setting, and responding to questions and comments with relevant observations and ideas
- Using a range of reading strategies to determine the correct meaning of a word based on the context in which it is used
- Developing a large vocabulary of multi-use academic words and phrases
- Participating in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others
- Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Writing arguments that provide clear reasons and relevant evidence supported by citations from credible sources
- Writing brief informational reports that examine a topic, have a clear focus, and include relevant facts, details, and quotations
- Writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

To prepare for greater challenges in high school, 8th grade students must grapple with major works of fiction and nonfiction. As they work to understand precisely what an author or speaker is saying, students must also learn to question an author's or speaker's assumptions and assess the accuracy of his or her own claims. They must be able to report findings from their own research and analysis of sources in a clear manner.



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

By the end of 8th grade, all students are expected to:

- *Use words, patterns in words, and word meanings to read fluently and comprehend effectively;*
- *Apply grade-appropriate language skills in writing;*
- *Self-monitor to correct errors when reading and writing;*
- *Talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

Helping Your Student in 8th Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Listen with your student to a television reporter, politician, or other speaker. Ask your student to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
- Invite your student to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your student to read.
- It is also helpful when your student sees other people reading at home. You could share what you have read.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



8th ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 8th Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout middle school. This guide is based on the state-adopted Georgia Standards of Excellence.

<p>1st 6 weeks</p> <p>Essential Question: Does technology improve or control our lives?</p>	<p>2nd 6 weeks</p> <p>Essential Question: Why do we sometimes like to feel frightened/suspenseful?</p>	<p>3rd 6 weeks</p> <p>Essential Question: What are the places that shape who you are?</p>
<p>Performance Goal: Developing an argument essay</p>	<p>Performance Goal: Developing a literary analysis</p>	<p>Performance Goal: Developing a narrative essay</p>
<p>Learning Goals:</p> <ul style="list-style-type: none"> • Argument Writing • Analyzing Plot • Analyzing Science Fiction • Identifying Central Ideas and Details • Analyzing Organization • Analyzing Structure • Analyzing Irony • Analyzing Claim and Evidence • Analyzing Graphic Features • Evaluating Evidence • Analyzing Rhetoric • Comparing Arguments • Context Clues • Synonyms and Antonyms • Using a Dictionary • Using Greek Roots • Participles • Commonly Confused Words • Transitional Words and Phrases <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • Commentary • Network • Occupation • Option • Speculate 	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Analyzing Literary Criticism • Paraphrasing and Summarizing Text • Analyzing Point of View • Analyzing Suspense • Analyzing Themes • Analyzing Foreshadowing • Analyzing Epic Poetry • Analyzing an Adaptation • Comparing Versions • Analyzing Film • Writing a Literary Analysis <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • Convention • Predict • Psychology • Summary • Technique 	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Analyzing Plot • Analyzing Themes • Analyzing Character • Analyzing Imagery • Analyzing Text Elements • Comparing Purposes • Evaluating a Documentary • Writing a Short Story <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • Contribute • Immigrate • Reaction • Relocate • Shifting

<p align="center">4th 6 weeks</p> <p align="center">Essential Question: What will people risk to be free?</p>	<p align="center">5th 6 weeks</p> <p align="center">Essential Question: How do the challenges you face today help shape your future?</p>	<p align="center">6th 6 weeks</p> <p align="center">Essential Question: What can we learn from tragic events?</p>
<p align="center">Performance Goal: Developing a research report</p>	<p align="center">Performance Goal: Developing an argument essay</p>	<p align="center">Performance Goal: Developing a personal narrative</p>
<p>Learning Goals:</p> <ul style="list-style-type: none"> • Analyzing Autobiography • Analyzing Structure • Analyzing Setting • Analyzing Literary Devices • Analyzing Figurative Language • Analyzing Poetry • Analyzing Biography • Analyzing Word Choice • Analyzing Chronological Structure • Writing a Research Report • Participating in a Collaborative Discussion <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • Access • Civil • Demonstrate • Document • Symbolize 	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Analyzing Perspectives • Analyzing Characterization • Analyzing Structure • Analyzing Author's Purpose • Comparing Poetic Structure • Comparing Poems • Analyzing Claim and Evidence • Identifying Counterclaims • Analyzing Rhetorical Devices • Comparing Arguments • Writing an Argument • Presenting an Argument <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • Debate • Deduce • License • Sufficient • Trend 	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Analyzing Drama • Analyzing a Diary • Making Inferences • Analyzing Appeals • Analyzing Rhetorical Devices • Analyzing Sound Devices • Analyzing Figurative Language • Comparing Poems • Writing a Personal Narrative <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • Communicate • Draft • Liberation • Philosophy • Publish