

# GRADE 8 AT A GLANCE

## DISTRICT OF COLUMBIA PUBLIC SCHOOLS — READING/ENGLISH LANGUAGE ARTS

**GRADE OVERVIEW:** In the 8th grade, students are taught how to move from a single vantage point to juggling multiple viewpoints. Distinguishing descriptive from evaluative writing skills and developing both through enlarging their vocabulary is advanced through a series of analytic reading steps designed to build critical recognition skills within and across genres. Students ultimately become active teachers to their peers and work on term-long research projects individually and in groups.

	UNIT	POWER STANDARDS COVERED
1st advisory	Unit 1: What a Character!	<p><b>8.LT-F.5.</b> Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.</p> <p><b>8.W-I.1.</b> Write stories or scripts that include</p> <ul style="list-style-type: none"> <li>• well-developed characters and setting,</li> <li>• dialogue,</li> <li>• clear conflict and resolution, and</li> <li>• sufficient descriptive detail.</li> </ul>
	Unit 2: Writing that Packs a Wallop	<p><b>8.LT-G.2.</b> Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.</p> <p><b>8.IT-E.2.</b> Explain how an author uses word choice and organization of text to achieve his purposes.</p> <p><b>8.W-R.6.</b> Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.</p>
2nd advisory	Unit 3: Who's in the Details?	<p><b>8.IT-DP.4.</b> Evaluate the adequacy of details and facts to achieve a specific purpose.</p> <p><b>8.LD-V.9.</b> Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.</p> <p><b>8.W-E.4.</b> Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none"> <li>• organize the interpretation around several clear ideas, premises, or images and</li> <li>• develop and justify the interpretation through sustained use of examples and textual evidence.</li> </ul>

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	UNIT	POWER STANDARDS COVERED
2nd advisory	Unit 4: Varied Viewpoints	<p><b>8.IT-E.1.</b> Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.</p> <p><b>8.IT-A.7.</b> Compare and contrast readings on the same topic, and explain how authors reach different conclusions, beginning with the author's stated position.</p> <p><b>8.W-E.2.</b> Write coherent multiparagraph compositions (including compare-and-contrast essays) that</p> <ul style="list-style-type: none"><li>• include a thesis statement,</li><li>• use logical organization,</li><li>• make effective use of detail and rhetorical devices, and</li><li>• include variety in sentence structure and transition sentences to link paragraphs.</li></ul>
3rd advisory	Unit 5: "Convince Me"	<p><b>8.IT-A.6.</b> Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p> <p><b>8.LD-O.6.</b> Present persuasive speeches that use appropriate techniques such as descriptions, anecdotes, case studies, analogies, and illustrations to advocate a position.</p> <p><b>8.W-E.5.</b> Write persuasive (pro/con) essays that</p> <ul style="list-style-type: none"><li>• include a well-defined thesis that sets forth a clear and knowledgeable position, theory, or generalization;</li><li>• support arguments with well-articulated evidence, examples, and reasoning, differentiating between evidence and opinion; and</li><li>• arrange details, reasons, and examples effectively, anticipating and answering reader concerns and counterarguments.</li></ul>

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	UNIT	POWER STANDARDS COVERED
3rd advisory	Unit 6: Teams of Talented Teachers	<p><b>8.LT-P.8.</b> Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.</p> <p><b>8.LD-Q.3.</b> Paraphrase the speaker's purpose and point of view and ask relevant questions concerning a speaker's content, delivery, and purpose.</p> <p><b>8.LT-S.10.</b> Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.</p>
4th advisory	Unit 7: NBC – Notetaking, Bibliography, Composition	<p><b>8.R.1.</b> Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.</p> <ul style="list-style-type: none"><li>• Differentiate between paraphrasing and using direct quotes in a report.</li><li>• Integrate relevant information gathered.</li><li>• Understand the concept of plagiarism and how (or why) to avoid it; understand rules for paraphrasing, summarizing, and quoting, as well as conventions for incorporating information from Internet-based sources in particular.</li><li>• Compose documents with appropriate formatting using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</li><li>• Organize and present research using the standards in the Writing strand.</li><li>• Document information and quotations and use a consistent format for footnotes or endnotes.</li><li>• Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</li></ul>