

**SANTA ROSA CITY SCHOOLS
CONTENT AND PERFORMANCE STANDARDS
EIGHTH GRADE ENGLISH/LANGUAGE ARTS**

WORD ANALYSIS AND SYSTEMATIC VOCABULARY DEVELOPMENT:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
8R1 The student will use knowledge of word origins, word relationships and context clues to determine meaning of vocabulary.	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ keeping a personal dictionary of newly learned word. ▪ using a thesaurus, dictionary and encyclopedia. • using idioms, similes and metaphors appropriately in writing and in dialogue.
Important to Know and Do	
8R1.1 The student determines meaning by identifying idioms, analogies, metaphors and similes to infer the literal and figurative meaning of phrases.	
8R1.2 The student determines meaning by identifying idioms, analogies, metaphors and similes to infer the literal and figurative meaning of phrases.	
Worth Being Familiar With	

READING COMPREHENSION (focus on informational materials):

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
8R2 The student will read and comprehend a wide variety of appropriate informational materials, including classic and contemporary literature as well as magazines, newspapers and online materials.	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ maintaining an annotated list of books read. ▪ maintaining reading logs or journal. ▪ participating in formal or informal book talk. ▪ recording and/or graphing the amount of time spent reading. ▪ writing reviews of books and/or
8R2.1 The student reads one million words annually [the equivalent of 25 books or other materials] on their own including materials from a variety of curriculum content areas, such as social studies, mathematics and science as well as newspapers, magazines and on-line materials. The quality and complexity of the materials read is illustrated by the Santa Rosa City Schools K-12 Reading List.	
8R2.2 The student demonstrates comprehension of informational materials by accurately summarizing information for main ideas and critical details.	

Important to Know and Do	
8R2.2 The student demonstrates comprehension of informational materials by finding similarities and differences among texts in the treatment, scope or organization of ideas.	
8R2.2 The student demonstrates comprehension of informational materials by evaluating details [e.g., facts, illustrations, anecdotes, quotations and imagery] used by an author to support assertions.	
Worth Being Familiar With	
8R2.2 The student demonstrates comprehension of informational materials by comparing and contrasting the elements of consumer materials [e.g., warranties, contracts and product information] to gain meaning from text.	<p>articles read.</p> <ul style="list-style-type: none"> ▪ comparing and contrasting the elements of consumer materials (e.g., warranties, contracts, and product information) to gain meaning from text (e.g., writing a report comparing or contrasting different warranties or product information, debating the pros and cons of different contracts, research product history through consumer reports). ▪ finding similarities and differences among texts in the treatment, scope, or organization of ideas (e.g., comparing merits or arguments in documents, creating graphic organizers such as a Venn diagram, analyze text book organization versus, look for bias in articles). ▪ accurately summarizing information for main ideas and critical details (e.g., explaining the document to someone who is not familiar with it, rewriting directions in a simpler form, performing tasks with rewritten directions as guide, creating titles, and subtitles for articles). ▪ evaluating the details (e.g., facts, illustrations, anecdotes, quotations and imagery) used by an author to support

LITERARY RESPONSE AND ANALYSIS:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
8R3 The student will read literature from a variety of authors, cultures and topics.	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ Comparing the literary merits of two or more short stories, biographies, novels or plays. ▪ Making a parody. ▪ Speculating on a comparable situation in a different time period

Important to Know and Do	and presenting that information via a Venn diagram or other graphic organizer.
8R3.1. The student will respond to literature by determining the relationship between the characteristics and expressed purposes of different forms of poetry [ballad, lyric, epic, sonnet, etc.]	
8R3.1 The student will respond to literature by evaluating the structural elements of plot development.	
R38.1 The student will respond to literature by comparing and contrasting similar themes, characters, and plots from different historical eras.	
8R3.1 The student will respond to literature by analyzing relevance of setting to mood, tone and meaning in text.	
8R3.1 The student will respond to literature by analyzing how a work of literature may reflect the heritage and beliefs of its author.	
Worth Being Familiar With	

WRITING/PROCESS:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>8W1 The student will write effective essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions, using stages of the writing process as needed.</p> <p>8W1.1 The student demonstrates an understanding of the structure and conventions of written English by employing an organizational structure and utilizing supporting details and examples appropriate to the purpose, audience and context of the work.</p> <p>8W1.2 The student uses the writing process – prewriting, drafting, revision and editing skills – to improve organization and word choice.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ acceptably proofreading his or her own writing or that of others ▪ using the overhead projector for editing papers, and other resources, including the teacher or peers as appropriate. ▪ demonstrating the ability to manage English-language conventions (grammar, sentence structure, punctuation, capitalization, spelling). ▪ incorporating into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. ▪ producing a series of different drafts

Important to Know and Do	<ul style="list-style-type: none"> ▪ that result in a polished piece. ▪ describing the reasons for stylistic choices made as a writer. ▪ critiquing the writing of a peer. • revising a piece of writing.
8W1.1 The student demonstrates an understanding of the structure and conventions of written English by demonstrating control of the conventions of standard written English including grammar by editing written manuscripts to demonstrate control of grammar.	
8W1.1 The student demonstrates an understanding of the structure and conventions of written English by demonstrating control of the conventions of standard written English including sentence structure by using correct and varied sentence types and sentence openings.	
8W1.1 The student demonstrates an understanding of the structure and conventions of written English by demonstrating control of the conventions of standard written English including spelling.	
Worth Being Familiar With	

WRITING/COMMUNICATION/APPLICATIONS:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
8W2 The student will writes narrative, expository, persuasive and descriptive texts demonstrating command of standard English and the research, organizational and drafting strategies outlined in Writing Standard 8W1.	Students may demonstrate these performance standards by: <ul style="list-style-type: none"> ▪ a biographical account. ▪ a fiction or non-fiction story. ▪ a personal narrative. ▪ an historical account. ▪ a detailed travel diary. ▪ a news account of an event, fiction or nonfiction.
Important to Know and Do	
8W2.1 The student demonstrates understanding of the appropriate literary features for poems, stories and autobiographies that establish plot, point of view, setting, characters and conflict [and for autobiography – the significance of events and conclusions].	<ul style="list-style-type: none"> ▪ an I-search essay (an essay that details a student’s search for information as well as the information itself). ▪ a saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).
8W2.1 The student demonstrates understanding of the appropriate literary features for poems, stories and autobiographies that include sensory details, dialogue and concrete language to develop plot and character.	
8W2.1 The student demonstrates understanding of the appropriate literary features for poems, stories and autobiographies that have engaging openings to capture reader interest.	

- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that inform and explain through the use of appropriate facts and details.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that maintain an organization suitable to purpose, audience and context.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that credit reference sources in citation and bibliographic form.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that exclude inappropriate information.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that define a thesis.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that record important ideas, concepts and direct quotations from research sources.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that use a variety of primary and secondary sources.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by stating a clear position in support of a policy or a product.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by supporting the position with appropriate examples and argument.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by excluding irrelevant information.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by restating the argument in closing.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by including a well-defined thesis that makes a clear judgment.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by supporting arguments with detailed evidence, examples and reasoning, differentiating between evidence and opinion.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for expository essays that explain, analyze, persuade or describe by arranging evidence in a manner that anticipates reader concerns and counter-arguments.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for responses to literature that summarize main ideas plus significant details in own words.
- 8W2.1 The student demonstrates understanding of the appropriate literary features for responses to literature that reflect the underlying meaning of the source.

1. 8W2.1 IMPORTANT TO KNOW AND DO

The student demonstrates understanding of the appropriate literary features for responses to literature that state an opinion, connection or observation supported with references to the text or to personal knowledge.

- a report produced as part of studies in subjects such as science, social studies, and mathematics.
 - a position paper.
 - a problem-solution paper.
 - an evaluation of a product or policy.
 - an editorial on a current issue that uses reasoned arguments to support an opinion.
 - a speech for a candidate running for school or public office.

- a literary analysis.
- a book or movie review.
- a literary response paper.
- a comparison of a piece of literature with its adaptation or another medium such as fiction.

- writing a set of rules for organizing a class meeting.
- creating an agenda for the Constitutional Convention.
- submitting a letter of application for the Board of Education.
- writing an evaluation of the student's class.

Worth Being Familiar With	
8W2.1 The student demonstrates understanding of the appropriate literary features for poems, stories and autobiographies that exclude extraneous details and that have resolution.	
8W2.1 The student demonstrates understanding of the appropriate literary features for poems, stories and autobiographies that include more complex characters.	
8W2.1 The student demonstrates understanding of the appropriate literary features for research reports that organize and record information in graphic form as appropriate.	
8W2.1 The student demonstrates understanding of the appropriate literary features for responses to literature that connect own responses to the writer’s techniques and to specific textual references.	
8W2.1 The student demonstrates understanding of the appropriate literary features for responses to literature that draw inferences about the effects of a literary work on its audience.	
8W2.1 The student demonstrates understanding of the appropriate literary features for career related text that has a clear audience and purpose.	
8W2.1 The student demonstrates understanding of the appropriate literary features for career related text that addresses audience needs.	
8W2.1 The student demonstrates understanding of the appropriate literary features for career related text that follows conventional style for type of text, e.g., letter, application, etc.	

LISTENING AND VIEWING:

Enduring Understandings	EXAMPLES/ILLUSTRATIONS
<p>8SLV1 The student will listen and determine meaning from oral communication and multimedia presentations.</p>	<p>Students may demonstrate these performance standards by:</p>
<p>Important to Know and Do</p>	<p>The student may demonstrate this performance standard by:</p> <ul style="list-style-type: none"> ▪ engaging in classroom discussions. ▪ participating in role-playing. ▪ evaluating the content of speeches. ▪ note taking the salient points of a speech to clarify meaning. ▪ preparing a rebuttal in debate. <p>The student may demonstrate this</p>

Worth Being Familiar With	performance standard by: <ul style="list-style-type: none"> ▪ preparing a report on reasons for selecting one media choice over another. ▪ maintaining a personal log of viewing habits. ▪ explaining the use of propaganda techniques in viewing TV commercials.
8SLV1.1 The student demonstrates comprehension by analyzing oral interpretations of literature, including language choice and delivery.	
8SLV1.1 The student demonstrates comprehension by paraphrasing a speaker’s purpose and point of view, and asking relevant questions concerning content, delivery and purpose.	
8SLV1.2 The student analyzes oral and media communication by evaluating the credibility of speakers and the ways in which media communicates information and affects audience.	

SPEAKING STRATEGIES:

Enduring Understandings	EXAMPLES/ILLUSTRATIONS
8SLV2 The student will deliver focused, coherent, organized presentations that demonstrate knowledge of purpose and audience.	<p>The student may demonstrate this performance standard by:</p> <ul style="list-style-type: none"> ▪ preparing and delivering a speech, briefing, poetry reading, monologue or acting a part in a play. ▪ participating in classroom debates. ▪ leading a cooperative learning group. ▪ presenting a project assignment. ▪ conducting oral book reports. ▪ working in a cooperative learning group. ▪ developing and discussing classroom standards. ▪ preparing and delivering a speech, briefing, poetry reading, monologue or acting a part in a play. ▪ participating in classroom debates. ▪ leading a cooperative learning group. ▪ presenting a project assignment. ▪ conducting oral book reports. <p>The student may demonstrate this performance standard by:</p> <ul style="list-style-type: none"> ▪ working in a cooperative learning group. ▪ developing and discussing classroom standards
Important to Know and Do	
8SLV2.1 The student organizes and delivers oral communication that achieves a particular purpose, and matches message, vocabulary and tone to audience and purpose.	
8SLV2.1 The student organizes and delivers oral communication that uses precise language, action verbs, sensory details, colorful modifiers and active voice to promote lively presentations.	
8SLV2.1 The student organizes and delivers oral communication that uses appropriate grammar, word choice, enunciation and pace during presentations.	
8SLV2.2 The student performs in group work by defining rules.	
8SLV2.2 The student performs in group work by sharing responsibility.	
8SLV2.2 The student performs in group work by asserting individual points of view while contributing toward group goals.	
8SLV2.2 The student participates in group activities that employ a group decision-making process.	
Worth Being Familiar With	

8SLV2.1 The student organizes and delivers oral communication that utilizes outline forms for delivery.	
8SLV2.1 The student organizes and delivers oral communication that uses audience feedback, including verbal and nonverbal clues to modify organizational structure and clarify.	

SPEAKING APPLICATIONS:

Enduring Understandings	EXAMPLES/ILLUSTRATIONS
Important to Know and Do	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> ▪ performing a “hot seat” presentation as a character in literature. ▪ analyzing orally, characters in literature. ▪ comparing orally two pieces of literature. ▪ performing dramatic skits based on the character. ▪ making an individual reader’s theater presentation or poetry presentation/interpretation. ▪ participating in a panel in which each member speaks about a particular point relating to the overall topic. ▪ delivering a book review. ▪ researching and presenting a report on a literary figure. ▪ participating in a debate. ▪ researching and preparing a speech that persuades the audience to a particular point of view.
<p>8SLV3 The student will deliver formal and informal presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description, demonstrating command of standard English and the organizational and delivery strategies outlined in Content Standard 8SLV2, Speaking Strategies.</p> <p>8SLV3.2 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral response to literature that extend beyond summaries.</p> <p>8SLV3.3 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral research presentations that define a thesis.</p> <p>8SLV3.3 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral research presentations that convey clear and accurate perspectives on the subject.</p>	
Worth Being Familiar With	

<p>8SLV3.1 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral narrative presentations [biography, autobiography and story] that relate a clear, coherent incident, event or situation by using well-chosen details.</p> <p>8SLV3.1 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral narrative presentations [biography, autobiography and story] that employ relevant dialogue, specific action, physical description and comparison or contrast of characters.</p> <p>8SLV3.2 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral response to literature that support judgments through references to the text, other works, other authors or personal knowledge.</p> <p>8SLV3.3 The student will use the strategies outlined in the Content Standard 8SLV2 – Speaking Strategies – to deliver oral research presentations that use a variety of sources.</p>	<ul style="list-style-type: none">▪ preparing a speech that develops a thesis through several main points.▪ researching for the rebuttal phase of a debate.▪ preparation and interpretive delivery of speeches, poems, essays, etc.
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