**English Standard of Learning Instructional Log for Grade 8**

**2021-2022 School Year**

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

|  | **Skills covered sufficiently during 2020-2021** | **Not yet sufficiently covered** | **Subsequent Grade/Course**  **Connections where skill scaffolding may be necessary** | **Comments** |
| --- | --- | --- | --- | --- |
| 8.1 The student will participate in, collaborate in, and report on small-group learning activities. |  |  | **9.1** |  |
| 1. Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams |  |  | 9.1e |  |
| 1. Exhibit willingness to make necessary compromises to accomplish a goal |  |  | 9.1h |  |
| 1. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems |  |  | 9.1f, g, h |  |
| 1. Include all group members, and value individual contributions made by each group member |  |  | 9.1h |  |
| 1. Make statements to communicate agreement or tactful disagreement with others’ ideas. |  |  | 9.1i |  |
| 1. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues |  |  | 9.1g |  |
| 1. Use self-reflection to evaluate one’s own role in preparation and participation in small-group activities |  |  | 9.1k |  |
| 8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually. |  |  |  |  |
| 1. Select, organize, and create multimodal content that encompasses opposing points of view |  |  |  |  |
| 1. Choose vocabulary and tone appropriate to the audience, topic, and purpose |  |  |  |  |
| 1. Use effective verbal and nonverbal communication skills to deliver multimodal presentations |  |  |  |  |
| 1. Cite information sources |  |  |  |  |
| 1. Respond to audience questions and comments |  |  |  |  |
| 1. Differentiate between Standard English and informal language |  |  |  |  |
| 1. Evaluate presentations |  |  |  |  |
| 8.3 The student will analyze, develop, and produce creative or informational media messages. |  |  | N N/A /A |  |
| 1. Analyze the purpose of information and persuasive techniques used in diverse media formats |  |  |  |  |
| 1. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations |  |  |  |  |
| 1. Use media and visual literacy skills to create products to express new understandings |  |  |  |  |
| 1. Evaluate sources for relationships between intent and factual content |  |  |  |  |
| 1. Utilize multimedia to clarify information and emphasize differing points of view |  |  |  |  |
| 1. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). |  |  |  |  |
| 1. Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages |  |  |  |  |
| 8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. |  |  |  |  |
| 1. Identify and analyze the construction and impact of an author’s use of figurative language |  |  | 9.4d |  |
| 1. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases |  |  | 9.3b |  |
| 1. Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary |  |  | 9.3a |  |
| 1. Identify the meaning of common idioms |  |  | 9.3d |  |
| 1. Use word-reference materials to determine meanings and etymology |  |  |  |  |
| 1. Discriminate between connotative and denotative meanings and interpret the connotation |  |  | 9.3c |  |
| 1. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing |  |  | 9.3f |  |
| 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. |  |  | **9.4** |  |
| 1. Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning |  |  |  |  |
| 1. Identify cause and effect relationships and their impact on plot |  |  |  |  |
| 1. Explain the development of the theme(s) |  |  | 9.4c |  |
| 1. Explain the use of symbols and figurative language |  |  |  |  |
| 1. Make inferences and draw conclusions based on explicit and implied information using references to the text for support |  |  | 9.4j |  |
| 1. Identify and analyze characteristics within a variety of genres |  |  | 9.4a |  |
| 1. Compare/contrast details in literary and informational nonfiction texts |  |  | 9.4k |  |
| 1. Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts |  |  | 9.4d |  |
| 1. Compare and contrast authors’ styles |  |  | 9.4h |  |
| 1. Use reading strategies to monitor comprehension throughout the reading process |  |  | 9.4l |  |
| 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts |  |  | **9.5** |  |
| 1. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases |  |  | 9.5a |  |
| 1. Apply knowledge of text features and organizational patterns to analyze selections |  |  | 9.5a |  |
| 1. Skim materials to develop an overview or locate information |  |  |  |  |
| 1. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support |  |  | 9.5b |  |
| 1. Analyze the author’s qualifications, viewpoint, word choice, and impact |  |  | 9.5c |  |
| 1. Analyze details for relevance and accuracy |  |  |  |  |
| 1. Differentiate between fact and opinion |  |  | 9.5j |  |
| 1. Identify the main idea |  |  | 9.5d |  |
| 1. Summarize the text identifying supporting details |  |  | 9.5e |  |
| 1. Identify cause and effect relationships |  |  |  |  |
| 1. Evaluate, organize, and synthesize information for use in written and other formats |  |  | 9.5i |  |
| 1. Analyze ideas within and between selections providing textual evidence |  |  | 9.5k |  |
| 1. Use reading strategies to monitor comprehension throughout the reading process |  |  | 9.5l |  |
| 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. |  |  | **9.6** |  |
| 1. Engage in writing as a recursive process |  |  | 9.6a |  |
| 1. Choose intended audience and purpose |  |  | 9.6b |  |
| 1. Use prewriting strategies to generate and organize ideas |  |  | 9.6b |  |
| 1. Organize writing structure to fit form or topic |  |  | 9.6k |  |
| 1. Establish a central idea incorporating evidence, maintaining an organized structure and formal style |  |  | 9.6c |  |
| 1. Compose a thesis statement for persuasive writing that advocates a position |  |  | 9.6f |  |
| 1. Clearly state and defend a position with reasons and evidence, from credible sources |  |  | 9.6g |  |
| 1. Identify a counterclaim and provide a counter - argument |  |  | 9.6h |  |
| 1. Distinguish between fact and opinion to support a position |  |  | 9.6g |  |
| 1. Organize information to provide elaboration and unity |  |  | 9.6k, l |  |
| 1. Develop and modify the central idea, tone, and voice to fit the audience and purpose |  |  | 9.6b |  |
| 1. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs |  |  | 9.6l |  |
| 8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English |  |  | **9.7** |  |
| 1. Use and punctuate correctly varied sentence structures to include conjunctions and transition words |  |  | 9.7e9.8f |  |
| 1. Correctly use pronouns in prepositional phrases with compound objects |  |  |  |  |
| 1. Use a variety of sentence structures to infuse sentence variety in writing |  |  | 9.7e |  |
| 1. Maintain consistent verb tense across paragraphs |  |  |  |  |
| 1. Use comparative and superlative degrees in adverbs and adjectives |  |  |  |  |
| 1. Use quotation marks with dialogue and direct quotations |  |  |  |  |
| 1. Use correct spelling for frequently used words |  |  |  |  |
| 8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product. |  |  | **9.8** |  |
| 1. Formulate and revise questions about a research topic |  |  |  |  |
| 1. Collect and synthesize information from multiple sources |  |  | 9.8b |  |
| 1. Evaluate and analyze the validity and credibility of resources |  |  | 9.8a |  |
| 1. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias |  |  | 9.8b |  |
| 1. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style |  |  | 9.8d |  |
| 1. Quote, summarize and paraphrase research findings |  |  | 9.8e |  |
| 1. Publish findings and respond to feedback |  |  |  |  |
| 1. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information |  |  | 9.8e |  |
| 1. Demonstrate ethical use of the Internet |  |  | 9.8f |  |