# Understanding the Standards- Grade 8

In eighth grade, the student will evaluate, analyze, develop, and produce media messages that are intended for specific audiences. The student will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will continue the study of word origins, roots, connotations, and denotations. There is a continued emphasis on reading comprehension by comparing literary and informational texts. In literary texts, the student will analyze the development of theme(s) and compare/contrast authors’ styles. There will be an increased emphasis on informational reading, and the student will analyze authors’ qualifications, point of view, and style. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing; the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. The student will write persuasively and use claims, evidence, and counterclaims to advocate and support a position to fit the audience and purpose. The student will be expected to have greater control over the conventions of writing. When researching, the eighth-grade student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and credibility of sources, and will apply research techniques to quote, summarize, and paraphrase findings. In addition, the student will learn to cite sources using the Modern Language Association (MLA) or American Psychological Association (APA) style sheet and follow ethical and legal guidelines for gathering and using information. These skills are necessary for success in future postsecondary education and workplace environments.

## Foundations for Reading

**See Kindergarten through grade five for the Foundations for Reading standards.**

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| **Foundations for Reading** |
| The Foundations for Reading strand contains the standards and skills related to print concepts, phonological and phonemic awareness, and phonics and word analysis. In middle school, students may be at varying reading levels. Teachers may refer to or utilize the standards in this strand to support differentiated instruction for readers as appropriate. |

## Developing Skilled Readers and Building Reading Stamina

**8.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12)**.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **8.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts to enhance their background knowledge, build their vocabulary, and engage in complex thinking.
* Reading comprehension is supported through *reading fluency*. Fluent readers understand texts because they do not have to focus on individual words. This is achieved through the following:
	+ Accuracy: This occurs when students correctly identify words on the page, recognizing and decoding them correctly. Accuracy ensures understanding and helps to avoid misunderstandings in meaning and prevent errors.
	+ Automaticity: This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.
	+ Appropriate rate: This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.
	+ Meaningful expression: This allows students to read with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.
	+ Confirm or self-correct: This occurs when students realize they are not understanding something or have mispronounced a word, they should take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words.
* In eighth grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.
	+ Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.
	+ Offering complex texts is important for students to learn new concepts and increase exposure to high level vocabulary, language, and content.
	+ See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 *English Standards of Learning*.
* In eighth grade, students need to be able to respond to texts through discussion and or writing, drawing several pieces of evidence and accurately quoting or paraphrasing ideas. This helps students use evidence to explain their ideas and/or convince others when supporting claims. Students need to be able to give reasons and examples as they support ideas and concepts found within grade-level complex texts.
	+ Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.
	+ Teachers should also foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Additionally, teachers should demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas.
* In eighth grade, students need to be able to engage in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Teachers should encourage reading consistently over time, integrating reading activities into classroom practice daily.
* Teachers can select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.
	+ Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class.
* Reading strategies (e.g.., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.
	+ Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.
	+ Students may benefit from teachers providing explicit instruction about and modeling of reading strategies by showing students how to use them.
	+ Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together by accessing background knowledge and highlighting vocabulary and concepts.
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## Reading and Vocabulary

**8.RV The student will systematically build vocabulary and word knowledge based on grade eight content and texts.**

### 8.RV.1 Vocabulary Development and Word Analysis

1. Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
2. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.
3. Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words.
4. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
5. Analyze the construction and meaning of an author’s use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.
6. Discriminate between the meanings of connotative words and their denotative meanings.
7. Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech.
8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

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| **8.RV The student will systematically build vocabulary and word knowledge based on grade eight content and texts.** |
| * In order to build vocabulary, students need many exposures to new words in meaningful contexts over an extended period of time. Teachers should provide opportunities and encouragement for students to practice newly acquired vocabulary in reading, discussion, and writing. By integrating newly learned words and phrases into texts via discussions, speaking activities, and writing, students can deepen their understanding of vocabulary and concepts and enhance critical thinking.
* General academic vocabulary includes terminology that students are likely to encounter in other subject areas and future study (e.g. analyze, compare, contrast, discuss, evaluate, explain, etc.).
* Content-specific vocabulary includes terminology related to the study of English (e.g. character, plot, theme, tone, hyperbole, etc.) as well as words that are specific to other disciplines (e.g., math, science, or history and social sciences).
* Context clues are pieces of information within a text that help provide a reader with the meaning of unfamiliar words, phrases, or concepts. Students must be able to rely on the surrounding context of the word/phrase, such as the overall meaning of a sentence or paragraph, the position of a word within a sentence, or its function, to infer the meaning of unfamiliar words or phrases. Students use these context clues to understand the meaning of the word/phrase.
* In order to apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words, students must understand that a root is the basic building block of a word, and an affix is a small part that can be added to the beginning or end of a word. An affix can change the meaning or function of a word. Understanding these roots and affixes can help students decipher the meanings of new or unknown words.
	+ For example, a student can apply the knowledge of Greek and Latin roots and affixes to determine the meaning of visible. The root word vis means see/look, and the affix “-ible” means “capable of/able to;” when the root and affix combine to create visible, the word means able to be seen or capable of being seen. Many words are derived from Greek and Latin roots and include affixes.
* Students need to be able to use the relationship between particular words, including synonyms, antonyms, and analogies. Understanding the relationships between words helps enhance vocabulary and improve comprehension. These relationships help support critical thinking and connection making. These concepts are also important for effective written and verbal communication.
* Figurative language refers to words or phrases that are not literally true, but they serve to enrich the text by adding meaning, emphasis, imagery, emotion, tone and/or establishing connections/relationships. Students should also analyze how the author's use of these devices contributes to the overall construction and meaning of the text.
	+ In eighth grade, students will benefit from instruction that helps them explain how an author constructs and uses symbols, analogy, and figurative language to create meaning. Examples of figurative language that could be used in instruction includes similes, metaphors, personification, hyperboles, and idioms. \*Note: The above list of figurative language is not an exhaustive list.
* In order to discriminate between the meanings of connotative words and their denotative meanings, students should know that connotation is the emotional or social meaning/implication of the word and denotation is literal or dictionary meaning of the word.
* If students are comfortable using print and digital word-reference materials like dictionaries, glossaries, and thesauruses, they will be able to use them to clarify meanings and determine pronunciations, word origins, and derivations. Students should also learn the purpose and features of each resource. Word-reference materials should be used to enhance student understanding of language and encourage a variety of word usage.
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## Reading Literary Text

**8.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

### 8.RL.1 Key Ideas and Plot Details

1. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.
2. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.
3. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

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| **8.RL.1 Key Ideas and Plot Details** |
| * Analyzing and explaining a theme enriches students’ comprehension, understanding, and appreciation of literature and also fosters critical thinking and effective communication skills.
* The theme is the life lesson, moral, or message in a text. In eighth grade, students need to be able to both recognize and analyze the theme of a text while determining how characters, setting, and plot contribute to the overall theme. Understanding a theme enriches students’ comprehension and understanding of a text’s significance and allows students to apply texts to their own lives/experiences.
* Stories follow different plot patterns (e.g., comedy, drama, tragedy) and often have subplots (a secondary storyline). It is important for students in eighth grade to both recognize and explain a plot or subplot pattern and its influence on character, theme, pacing, and point of view. As students recognize and explain plot patterns, they are better able to understand authors’ intentions and the themes and ideas presented in the story.
	+ A plot pattern can set the tone of the text, dictate the type of conflict, or determine how characters are developed. Students in eighth grade need to be able to examine how plot patterns can influence these concepts. For example, in a tragedy, a character may face an obstacle/conflict leading to a tragic ending, whereas a comedy may allow for humorous events that result in a character’s growth.
	+ As characters develop throughout the plot, students need to be able to connect how characters evolve (or do not evolve) to the theme or message of the story.
	+ A plot pattern creates a framework for a theme to be introduced, developed, and resolved. A plot pattern also determines the structure of a text. In eighth grade, students need to be able to explain how a plot pattern dictates pacing, organization, and point of view. Plot patterns are how the author structures the story (e.g., exposition, inciting incident, rising action, climax, falling action, resolution). For example, a mystery might be told in third-person point of view to better offer clues about the characters as the story unfolds. In contrast, a narrative text might be told in first-person point of view to guide readers through a personal account.
* In order to justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text, students need to understand that dynamic characters undergo changes or growth through the story while static characters remain unchanged. In eighth grade, students need to be able to justify the decisions and actions of these characters using dialogue and specific details from the text to support the justification.
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### 8.RL.2 Craft and Style

1. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.
2. Analyzehow the elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.
3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
4. Analyze how an author’s use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise.

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| **8.RL.2 Craft and Style** |
| * Interpreting and analyzing an author’s style is important for readers because it can help to deepen understanding, enhance appreciation, and encourage critical thinking. In eighth grade, students need to be able to interpret and analyze poetic elements, author’s style, point of view, and literary devices.
* In order to interpret the meaning and analyze the impact of poetic elements in prose and poetry, students can first recognize and apply poetic elements (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) as well as figurative language (e.g., simile, metaphor, personification, allusion, idiom, imagery). As students are able to recognize and apply poetic elements and figurative language, they can begin to interpret the meaning and analyze the impact on the reader.
* In eighth grade, students need to be able to annotate and discuss texts to find poetic elements and figurative language while also annotating/discussing the text to determine the effects these elements have on the reading experience or overall message of the text.
* Elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice. Tone is the author’s attitude revealed in the text, and voice is the author’s personality and individual approach to writing. Tone and voice become evident through the writing and word choices in a text. Analyzing an author’s style is important because an author’s specific style choices contribute to a reader’s perception and response to a text.
* In order to analyze how an author develops and contrasts the points of view of different characters or narrators in a text, students need to be able to recognize when different points of view (e.g., first, second, third, omniscient, limited) are being used and understand that the point of view determines who is telling the story and affects how a reader perceives the story.
	+ Point of view can influence how characters are developed and the reader’s overall experience and engagement with the text. Omniscient point of view allows the reader to have access to multiple characters’ thoughts, feelings, and experiences. Limited point of view occurs when the text focuses on the thoughts, feelings, and experiences of a particular character.
	+ When an author chooses to tell a story from a point of view or multiple points of view, the plot, structure, sequence of events, and reading experience are influenced. Authors make point of view decisions in order to control how information is revealed to the reader.
* In order to analyze how an author’s use of literary devices can build mystery, suspense, or surprise, a student needs to be able to recognize literary devices such as foreshadowing, flashback, symbolism, and irony. As students take note of these literary devices, they will analyze how the author’s use of literary devices effects the meaning of the text.
	+ Foreshadowing occurs when an author hints at future events or outcomes. In eighth grade, students need to be able to recognize moments of foreshadowing and determine how foreshadowing can be used by an author to build suspense by signaling that a significant event may happen in the future.
	+ Flashback is used by an author to provide or reveal information or backstory that contributes to the understanding of the text. In eighth grade, students need to be able to recognize moments of flashback and determine how flashback can be used by an author to reveal information that was previously unknown to the reader and be able to evaluate why an author may include flashback.
	+ Symbolism allows authors to create deeper meanings within their word choices, sentences, and dialogue. In eighth grade, students need to be able to recognize when an author is using symbolic elements and interpret the significance of the symbolic element(s) to the overall text.
	+ Irony is a contrast between expectation and reality that may result in an unexpected outcome. Authors can use situational, dramatic, or verbal irony within a text. In eighth grade, students need to be able to analyze how an author uses irony to contribute to the plot, characterization, and/or overall message of a text.
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### 8.RL.3 Integration of Concepts

1. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
2. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.
3. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics.

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| **8.RL.3 Integration of Concepts** |
| * In eighth grade, students integrate literary concepts and text-based understandings by comparing and contrasting texts that address various concepts or topics. This allows students to synthesize information from different sources/texts, increasing comprehension and revealing understanding. Students need to be able to use graphic organizers such as Venn diagrams and charts, writing, and discussion when comparing and contrasting texts.
* As students compare and contrast the structure of two or more stories, poems, and plays, they also need to be able to analyze how the differing structure of each literary text contributes to its meaning and style. Comparing and contrasting a variety of texts allows readers to analyze how authors’ specific choices can influence the overall meaning and style of a text.
* As students compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period, they also need to be able to understand how authors of fiction use or alter history. Analyzing fictional and historical accounts allows students to examine how perspectives, bias, and storytelling and shape historical understandings.
* As students compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational), they also need to be able to consider how different genres approach similar themes and topics. Comparing and contrasting texts is important as it builds critical thinking, comprehension, and literal analysis while also helping students synthesize ideas and make decisions.
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## Reading Informational Text

**8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 8.RI.1 Key Ideas and Confirming Details

1. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.
2. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
3. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.

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| **8.RI.1 Key Ideas and Confirming Details** |
| * To create an accurate summary, students must understand that an accurate summary is comprised of two parts: main idea and key details. The main idea is the core message the author wants readers to take away from the text while the key details provide important information that supports the core message.
	+ When providing a summary, students need to be able to condense the main points and key details into a brief overview supporting the author’s core message. Summarizing a text requires students to read critically, think analytically, and communicate effectively.
	+ When clarifying relationships among key details, students need to be able to show how different parts of the text are connected and related through careful analysis. For example, students can consider cause-and-effect and/or compare and contrast relationships among text ideas.
* In order to analyze how the author unfolds a perspective or series of ideas/events, students need to be able to understand organizational patterns or text structure (for more information about organizational patterns, see 5.RI.2 A). For example, an author may write a historical account in chronological order or a technical text using sequencing.
	+ Analyzing an author’s perspective or series of ideas/events includes determining how the author’s choices support the ideas/claims within the text and how the ideas are structured and connected.
	+ When making connections within and between texts, students need to be able to draw conclusions, create comparisons, and find cause-and-effect relationships helping them better understand how each part of a text contributes to the overall message.
* When students trace an argument, they need to be able to follow an author’s reasoning by identifying the main claim (thesis statement or argument) and how that main claim is supported with specific claims, sub-arguments, and/or counterclaims.
	+ To assess the relevancy of the claim, students need to be able to examine the strength of the argument by asking questions such as: Does the evidence support the claim? Are there any flaws in the reasoning? Are there additional counterarguments to consider?
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### 8.RI.2 Craft and Style

1. Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension.
2. Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.
3. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.

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| 8.RI.2 Craft and Style |
| * By eighth grade, students need to be familiar with text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations). In eighth grade, students determine how the text features enhance and support the reader’s comprehension.
	+ For example, a student might evaluate the use of headings and subheadings to outline or structure a specific text. A student might determine how a footnote or annotation offers additional information to enrich understandings.
* In order to analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text, students need to be able to consider how the specific choices made by an author(s) contributes to the overall meaning of a text.
	+ This means students need to be given opportunities to: examine the specific wording and verbiage across texts, determine how authors introduce and connect ideas, evaluate how authors express and defend ideas/arguments, understand an author's perspective, and to assess an author(s) credibility.
* When analyzing an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications, students need to be able to consider the author’s writing style and how the ideas are presented in the text.
	+ An author’s word choices can influence the overall tone, mood, and meaning of the text and can shape a reader’s interpretation of the ideas presented in the text. For example, students can consider how positive and negative connotations impact an author’s argument.
	+ The organizational pattern (e.g., compare/contrast, cause-and-effect, chronological, descriptive) can affect how a reader understands an idea and/or traces an argument.
	+ Language structure includes concepts like sentence length, variety, and complexity. These concepts impact how readers access and understand a text.
	+ Viewpoints and qualifications determine the perspective/point of view of the author and the author’s credibility when creating and defending an idea/argument. Students need to be able to consider how bias or personal beliefs influence a text while also considering the trustworthiness of the author.
* In order to analyze an author’s perspective or purpose in a text, students need to be able to understand various techniques including claims and counterclaims, persuasive language, and fact/opinion.
	+ While analyzing an author’s perspective, students need to be able to determine how conflicting perspectives are presented, how counterarguments are presented, and how rebuttals are offered.
	+ As students analyze perspective and purpose, they need to consider not only what the author is saying within the text, but how and why. Establishing the author’s goal(s) helps students make meaning of the texts.
	+ In eighth grade, students should examine how different facts and ideas are presented and how an author’s viewpoint can be defended/supported with facts or contradicted with conflicting evidence.
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### 8.RI.3 Integration of Concepts

1. Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
2. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.

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| **8.RI.3 Integration of Concepts** |
| * In eighth grade, analysis helps students develop deeper understandings of texts and allows them to engage more critically with texts, developing skills that are necessary for academic success, communication, problem-solving, and lifelong learning. Analysis allows students to make meaning from complex texts and connect different pieces of information derived from texts.
	+ As students analyze ideas within and between selections, they need to be able to examine how individual sentences, paragraphs, and sections contribute to the overall message of the text. Students can identify ideas and arguments and examine how they are developed throughout the text and/or between different texts.
	+ Students need to be able to analyze how text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) provide context, support ideas, and/or clarify information within and between selections.
* In eighth grade, the skill of compare and contrast helps students critically think about arguments, reasoning, bias, and evidence including the ability to recognize differences and inconsistencies between texts. Compare and contrast opportunities allow students to engage with multiple texts while locating, evaluating, and synthesizing information.
	+ In order to compare and contrast conflicting information on the same topic, students need to be able to determine where the texts disagree and cite the conflicting reasoning and evidence within the different texts.
		- Students can identify the similarities and differences between the texts and the authors’ structural (e.g., sentences, paragraphs, sections, and text features) and/or argumentative choices including how evidence is used to support each of the conflicting ideas.
		- When examining conflicting information from two or more authors, students can evaluate the strength of the arguments, reasoning, and evidence used within the texts. For example, students can determine how viewpoints and qualifications impact the presentation and/or reliability of the conflicting information.
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## Foundations for Writing

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| **Foundations for Writing** |
| The Foundations for Writing strand contains the standards and skills related to handwriting and spelling. In middle school, students may be at varying writing levels. Teachers may refer to or utilize the standards in this strand to support differentiated instruction for writers as appropriate. |

**See Kindergarten through grade five for the Foundations for Writing standards.**

## Writing

**8.W The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.**

### 8.W.1 Modes and Purposes for Writing

1. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
2. Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
3. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.
4. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

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| **8.W.1 Modes and Purposes for Writing** |
| * Continuing to develop writing skills in eighth grade is essential for students' communication and critical thinking skills. In eighth grade, students should have opportunities to write narratives, expository texts, persuasive texts, and reflective compositions. Students should also learn to differentiation between the different types and styles of writing.
* A narrative text tells a story or account of events. Narratives may follow a chronological sequence and can include dialogue as well as other plot elements (e.g., conflict, characters, setting). By writing narratives, students are able to enhance creativity and communication skills.
	+ In eighth grade, students may examine novels, autobiographies, and short stories in order to support their own writing of narratives and develop real or imagined experiences. Students need to be able to write short stories, autobiographies, and/or personal narratives incorporating sequencings, precise language, transitional words and plot elements when appropriate.
* An expository text is written to inform, explain, describe, or instruct. Expository texts include factual information and often have a clear organizational structure (e.g., cause-and-effect, compare/contrast). By writing expository texts, students practice clarity in communication and learn to explain complex concepts.
	+ In eighth grade, students may examine textbooks, informational articles, and/or sequential guides to support their own writing of expository texts as they consider a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources.
	+ For example, students can examine a variety of informational texts on a specific topic to determine how authors support factual information with explanations and descriptions. Teachers can make cross-curricular connections by providing examples of expository texts the align with scientific or historical topics taught in eighth grade.
* A persuasive text is written to convince the reader of a particular viewpoint or to suggest a specific action. Persuasive texts are influential and suggest certain viewpoints, beliefs, attitudes, and/or behaviors. By writing persuasive pieces, students are able to develop and defend viewpoints and various arguments.
	+ In eighth grade, students may examine essays, editorials, advertisements, and speeches as they learn to support well-defined points of view effectively with relevant evidence and clear reasoning. In doing so, students can learn to use persuasive techniques in their own writing (e.g., appeal to emotion, logical reasoning, demonstration of credibility/expertise, asking questions, repetition, and an examination of counterclaims).
* A reflective text is written to express personal thoughts and feelings. Reflective texts include the writer’s emotions, reactions, and insights. Because reflective texts are personal, they do not have to follow a precise organizational pattern. By writing reflective compositions, students develop the skill of self-expression.
	+ In eighth grade, students may examine journals, diaries, personal essays, novels and poetry as examples of reflective pieces in order to respond to reading as they demonstrate thinking with details, examples, and evidence from the text. Because reflective texts are personal, students should have practice in sharing their personal thoughts, feelings, and experiences in a variety of formats.
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### 8.W.2 Organization and Composition

A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

1. Composing a thesis statement that states a position or explains the purpose.
2. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
3. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.
4. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
5. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
6. Expanding and embedding ideas to create sentence variety.
7. Providing a concluding statement or section.

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| **8.W.2 Organization and Composition** |
| * As students generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing), they learn to develop and organize their ideas to ensure clarity. Students should be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), and edit (e.g., proofread for grammar, punctuation, and spelling).
* In eighth grade, students need to develop the skills necessary to generate ideas effectively and produce quality, multi-paragraph texts. Teachers can provide guidance and support at each stage to encourage and build confidence with the writing process.
	+ A thesis statement is a concise statement that expresses the main idea or purpose of writing. By eighth grade, students need to be able to write a clear and focused thesis statement that offers unity throughout the text.
	+ The central idea is the main point or theme in writing. By eighth grade, students need to be able to maintain focus on a central idea while supporting the overall thesis statement.
	+ Stating and defending conclusions or positions requires the presentation of written ideas and the support of those ideas with reasoning. By eighth grade, students need to be able to effectively include conclusions and positions within their writing.
	+ A transition is a word or phrase that signals a shift in writing and provides clarity between ideas and concepts in written texts. By eighth grade, students should effectively include transitions throughout writing to clarify the relationships among ideas and concepts.
	+ Voice and tone refer to the writer’s unique style/personality (voice) and attitude (tone) expressed within writing. By eighth grade, students need to be able to develop voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
	+ Expanding and embedding ideas involves varying sentence structure and length to create variety and rhythm while adding interest and increasing reader engagement. By eighth grade, students need to be able to write a variety of sentence formats (e.g., compound, complex, compound-complex).
	+ A concluding statement or section summarizes the main points of the writing and adds closure for the reader. By eighth grade, students need to be able to write conclusive sentences and include conclusion paragraphs within written texts.
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### 8.W.3 Usage and Mechanics

1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
2. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

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| **8.W.3 Usage and Mechanics**  |
| * In eighth grade, students continue to master the concepts of grammar, punctuation, and language use. Understanding these concepts is important because it helps students effectively communicate an intended message and enhances the quality of their writing.
	+ Clarity of content- how easily a reader can understand the message and/or information in a written text. In order to have clarity of content, students can present ideas and information in a clear and straightforward manner.
	+ Word choice- the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.
	+ Sentence variety- different sentence types (e.g., simple, compound, complex). Sentence variety creates interest and rhythm in writing and helps to effectively engage the reader.
	+ Transition among paragraphs- how connections between various paragraphs can support coherence. Transitions among paragraphs help readers follow ideas and meaning in written texts.
* In eighth grade, students should have opportunities to self-and-peer edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. Understanding these concepts is important in order for students to improve writing mechanics and effectively communicate through writing. Students also improve critical thinking and attention to detail.
	+ As students self- and peer-edit, they need to be able to find and correct errors in mechanics, grammar, punctuation, and usage. For example, students may find and correct errors in capitalization, spelling, punctuation, sentence structure, and/or paragraph structure.
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## Language Usage

**8.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 8.LU.1 Grammar

1. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.
2. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.
3. Use specific adjectives and adverbs to enhance speech and writing.
4. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.
5. Maintain consistent verb tense across paragraphs in writing.

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| **8.LU.1 Grammar** |
| * In eighth grade, students need to be able to use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. In order to effectively communicate using Standard English, students need to be able to construct a variety of sentences, recognize and use pronouns properly, correctly use adjectives and adverbs, arrange phrases and clauses appropriately, and maintain verb tense across paragraphs. These concepts are essential to writing effectively as they improve clarity and sophistication of written communication.
	+ Constructing a variety of sentences (e.g., simple, compound, complex, and compound-complex) in writing allows for increased reader engagement and the expression of complex ideas. Teachers can define the different sentence types and provide examples for students, allowing students to practice the construction of each sentence type in order to effectively utilize the different sentence types in their writing.
		- A complex sentence has one independent clause and at least one dependent clause which cannot stand alone as a complete sentence typically using a subordinating conjunction (e.g., since, while, although, etc.).
		- A compound-complex sentence has two independent clauses and at least one dependent clause which cannot stand alone as a complete sentence typically using a subordinating conjunction (e.g., since, while, although, etc.)
	+ Recognizing and using pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns ensures pronoun agreement within sentences and across paragraphs.
		- An indefinite pronoun refers to a general, non-specific, or unknown person, thing, group, or amount (e.g., everyone, much, either, etc.).
		- A reflective pronoun, which ends in -self or -selves, reflects back to the subject of the sentence and reflects the action of the verb.
		- A relative pronoun refers to a noun or pronoun mentioned earlier in the sentence and relate is to a clause. Examples include who, whom, whose, which, and that.
* Using specific adjectives and adverbs to enhance speech and writing refers to selecting precise and descriptive language to provide details in speaking and writing. Adjectives and adverbs help provide a clearer picture, evoke emotions, and enhance descriptions in writing.
* Arranging phrases and clauses effectively within a sentence improves meaning, reader/listener interest, and style in writing. As students arrange phrases and clauses, they organize information logically contributing to the overall meaning and coherence.
* Maintaining consistent verb tense across paragraphs in writing involves using the same tense throughout writing to ensure continuity and coherence. Consistent verb tense helps avoid confusion contributing to the timeline of details or events within writing, as well as the overall coherence of the text.
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### 8.LU.2 Mechanics

1. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
2. Use and punctuate dialogue and direct quotations appropriately in writing.
3. Recognize and consistently spell frequently used words accurately.
4. Consult reference materials to check and correct spelling.

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| **8.LU.2 Mechanics**  |
| * In eighth grade, students need to be able to use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. In order to effectively communicate using Standard English, students need to be able to construct complete sentences, use and punctuate dialogue appropriately, recognize and spell frequently used words together, and consult reference materials. These concepts are essential to writing effectively as they improve clarity and sophistication of written communication.
* Constructing complete sentences refers to forming grammatically correct sentences that include proper punctuation within the sentence and at the sentence’s end. Constructing sentences with proper punctuation is important to ensure clarity and coherence. In 8th grade, students should effectively use ending punctuation, commas, and semi-colons to separate and join ideas.
	+ A comma splice occurs when two independent clauses are incorrectly joined by a comma.
	+ A run-on sentence occurs with two or more independent clauses are joined without appropriate punctuation.
	+ Using and punctuating dialogue refers to correctly incorporating dialogue and direct quotations into writing. Correctly punctuating dialogue and direct quotations helps differentiate spoken language from narrative text. In eighth grade, students need to be able to effectively include dialogue by using quotation marks, commas and punctuation marks.
* Recognizing and spelling frequently used words refers to the ability to identify and spell commonly used words in writing. In eighth grade, students need to be able to consistently and accurately spell common words in order to enhance their writing; incorrect spelling takes away from a writer’s credibility and can lead to misunderstandings. Students should have opportunities practice spelling regularly.
* Consulting reference materials refers to using reference materials (e.g., dictionary, thesaurus, online database) to verify and correct spelling. In eighth grade, students need to be able to consult reference materials to correctly spell words but to also build independent problem-solving skills and develop strategies to self-correct. Correctly spelling words is important when writing because it allows for accuracy and supports students’ attention to detail.
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## Communication and Multimodal Literacies

**8.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 8.C.1 Communication, Listening, and Collaboration

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
2. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
3. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
4. Asking clarifying questions and responding appropriately to others’ questions to encourage discussion, foster understanding, and maintain focus on the topic.
5. Communicating agreement or tactful disagreement with others’ ideas, using carefully constructed responses.
6. Thoughtfully paraphrasing and summarizing ideas made during discussions.
7. Acknowledging new insights expressed by others, and, when justified, modifying their own views.
8. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
9. Using self-reflection to evaluate one’s own role in preparation and participation in small-group activities.

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| **8.C.1 Communication, Listening, and Collaboration**  |
| * As students develop effective oral communication and collaboration, they need to be able to facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade level topics and texts. Doing so helps students engage with a variety of topics, consider different perspectives, and develop communication skills.
* Active listening involves paying attention and listening in order to understand. Active listening is how students listen carefully, agree on rules, take turns, and show respect. Setting guidelines is important because it ensures everyone has a chance to participate and helps to maintain focus on the overall goals.
* Collaborative work is important because it fosters the skills needed for teamwork, critical thinking, and collective problem-solving.
* Asking clarifying questions and responding appropriately to others’ questions helps to encourage discussion, foster understanding, and maintain focus on the topic.
* Communicating agreement or disagreement fosters the skills necessary for respectful communication and encourages students to consider various viewpoints. Learning to communicate agreement or disagreement allows students to share opinions respectfully.
* Paraphrasing and summarizing foster comprehension skills and allows students to show new understandings in a meaningful and personal manner.
	+ In order to paraphrase, students need to be able to restate someone else’s ideas in their own words but maintain the original meaning.
	+ In order to summarize, students need to be able to provide an overview of the main ideas presented in during discussions.
* As students acknowledge new insights, they recognize and consider new perspectives. At times, this may lead to students modifying their own ideas. This is an important skill for critical thinking and personal growth.
* As students value the contributions made by each group member, they exhibit a willingness to make necessary concessions to accomplish a common goal. Being able to value the contributions made by group members promotes inclusivity and cooperation. It also fosters collaboration and allows students to work effectively in a group and achieve a shared goal.
* As students have opportunities for self-reflection and to evaluate one’s own role in preparation and participation in small-group activities they learn from experiences, making improvements and personal growth.
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### 8.C.2 Speaking and Presentation of Ideas

1. Deliver collaborative and individual formal and informal interactive presentations This includes:
	1. Clearly communicating information in an organized and succinct manner.
	2. Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.
	3. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
	4. Responding to audience questions and comments with relevant evidence, observations, and ideas.
	5. Referencing source material as appropriate during the presentation.

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| **8.C.2 Speaking and Presentation of Ideas** |
| * In order to clearly communicate information, students need to be able to present ideas in a logical and concise manner to support audience understanding. Organization and clarity are necessary for clear communication. Clear communication increases audience engagement and understanding.
* Incorporating pertinent descriptions, facts, details, and examples to support the main ideas of a formal or informal presentation means students should have access to sources and materials that support the topic of the presentation. Students should also have practice incorporating relevant information within presentation-style settings.
* In order to use appropriate language and vocabulary students need to be able to understand how to select precise language to fit form, topic, and/or audience. Selecting appropriate language ensures effective communication and enhances engagement.
* In eighth grade, students should have a variety of opportunities to speak and present ideas that would encourage the effective use of appropriate language and vocabulary. Learning to adapt language and vocabulary to fit form, topic, and/or audience helps student learn to effectively communicate in a variety of settings for a variety of reasons.
* In order to respond to questions and comments, students should have authentic opportunities to engage with others and with audiences in a manner that provides inquiries and feedback. In eighth grade, students should continue to build communication skills that effectively demonstrate understanding while having opportunities to engage in interactive dialogue.
* As students prepare presentations, they should also consider relevant evidence, observations, and ideas that might be necessary to engage in interactive dialogue. To do this, students need to be able to anticipate potential questions and prepare thoughtful responses.
* In order to reference source materials during a presentation, students should have opportunities to engage with a variety of sources (e.g., books, websites, encyclopedias, articles, educational videos, primary sources, digital libraries/databases).
* As students engage with using a variety of sources, they should learn to cite and acknowledge the sources used in a presentation. This skill helps students avoid plagiarism and provides credibility to presented work. Properly citing sources demonstrates integrity and engages the audience by allowing for further understanding and exploration.
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## 8.C.3 Integrating Multimodal Literacies

1. Plan and present a multimodal presentation that
	1. Sequences ideas logically.
	2. Uses pertinent descriptions, facts, and details.
	3. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
	4. Emphasizes different points of view.
2. Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning.

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| **8.C.3 Integrating Multimodal Literacies** |
| * As students plan and present a multimodal presentation, they need to be able to:
	+ Sequence ideas logically: This means organizing ideas from one point to the next. Logical sequencing helps ensure clarity and coherence.
	+ Use pertinent descriptions, facts, and details: This means including relevant and specific information that support the main idea, argument, audience, and/or overall purpose of the presentation. Pertinent descriptions, facts, and details make presentations more meaningful, effective, and engaging.
	+ Use two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language): This means students should thoughtfully consider how to effectively convey meaning in engaging ways utilizing various modes of communication and presentation tactics. Students need to be able to make these choices while creating the presentation (e.g., slides, posters, media message, video) and while physically presenting ideas.
	+ Emphasize different points of view: This means students need to be able to acknowledge and incorporate multiple perspectives and/or viewpoints when presenting ideas. Emphasizing different points of view promotes critical thinking, deepens understanding, and increases credibility.
* While working on multimodal literacy skills, students need to be able to craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning.
	+ In eighth grade, students should have opportunities to create various media messages (e.g., videos, presentations, posters) that fit form, topic, and audience. Considering the audience ensures that the presentation’s content is relevant and engaging. When crafting media messages, students should consider the goals and objectives of the overall message and how best to deliver the message to a specific audience.
	+ In eighth grade, students should have opportunities to support claims with relevant evidence and reasoning as they craft media messages. Supporting claims allows students to engage in informed decision-making and critical thinking.
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### 8.C.4 Examining Media Messages

1. Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions).
2. Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media.
3. Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial).

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| **8.C.4 Examining Media Messages** |
| * As students enhance their communication skills in order to effectively communicate and collaborate, they not only create and present multimodal presentations, but they also examine media messages. This includes an examination of how the media can influence beliefs, behaviors, and interpretations, an analysis of how similar information is presented in diverse media formats, and an evaluation of sources for their relationships, motives, intent, and content.
	+ Examination of how the media can influence beliefs, behaviors, and interpretations: In order to appropriately examine media, students need to be able to understand persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions).
	+ Examining media helps students to critically evaluate information they encounter and make informed decisions.
* Analysis of how similar information is presented in diverse media formats: In order to appropriately analyze similar information in diverse formats, students should have opportunities to compare and contrast the same information across different media (e.g., electronic, print, video, propaganda). Students build critical thinking and interpretation skills as they determine how different media formats present a message.
* An evaluation of sources for their relationships, motives, intent, and content: In order to effectively evaluate sources, students need to understand reliability and credibility. Reliability refers to accuracy and consistency within the source. A reliable source is accurate, up-to-date, and free of bias. Credibility refers to the trustworthiness and believability of a source. Credibility considers expertise, objectivity, and reputation.
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## Research

**8.R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.**

### 8.R.1 Evaluation and Synthesis of Information

1. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
2. Collect, organize, and synthesize information from multiple sources using various notetaking formats.
3. Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.
4. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
5. Organize and share findings in formal and informal oral or written formats.
6. Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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| **8.R.1 Evaluation and Synthesis of Information**  |
| * In eighth grade, students need to be able to conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
	+ To do this, students need to have the skills to evaluate and synthesize information, including formulating and revising research questions, collecting, organizing and synthesizing information, evaluating and analyzing sources, quoting, summarizing, and paraphrasing findings, organizing and sharing information, citing sources, and demonstrating ethical use of all sources.
* As students develop and refine research questions, they determine how to explore wider aspects of a topic or to narrow their focus to investigate specific details. Well-crafted research questions are important because they help determine the overall objective of the research and direct students’ research efforts.
* When completing research projects, students will gather (collect) information from a variety of sources. As students gather information, they need to be able to develop systematic ways of organizing the information (e.g., notetaking, outlining, charts, digital tools). Once the information is organized, students should synthesize the information. To synthesize information, students need to know how to combine the ideas and concepts found across various sources in a manner that creates cohesion by identifying common themes, patters, and/or ideas.
* When evaluating and analyzing sources, students determine the quality and trustworthiness of sources. Students can consider the relevance of the source to the topic and the credibility of the author. Evaluating and analyzing sources helps students decide which sources and pieces of information are appropriate for their research.
* In eighth grade, students need to learn evaluation and analytical criteria for sources (e.g., authority, accuracy, objectivity, validity, credibility, bias, relevance). Students should be provided with a variety of source formats (e.g., primary, secondary, digital, print) to evaluate and analyze, specifically working to identify bias and/or conflicting information.
* As students quote, summarize, and paraphrase, they learn to effectively incorporate information from sources into their own research-based writing. Students also appropriately credit sources in order to avoid plagiarism. Students need to know the difference between quoting, summarizing, and paraphrasing and understand when each technique is appropriate. Students need to know how to use quotation marks correctly for direct quotes and provide proper citation information of summarized and paraphrased information.
* As students organize and share their findings, they learn to effectively present their research in various formats (e.g., presentations, essays, reports, informal discussions). Being able to clearly present ideas and findings is a communication skill necessary for different academic and personal endeavors.
* When students complete research and share research findings, they need to be able to cite the sources they used. This means they acknowledge and document the sources in a specific manner (e.g., MLA, APA). Proper citation is important because it gives credit to the author(s) and demonstrates integrity. It also allows for further investigation of cited sources.
* To demonstrate ethical use of sources, including the Internet, Artificial Intelligence (AI), and new technologies, students need to learn how to respect copyright laws and intellectual property rights. This means students demonstrate honesty, integrity, and respect throughout the research process.
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