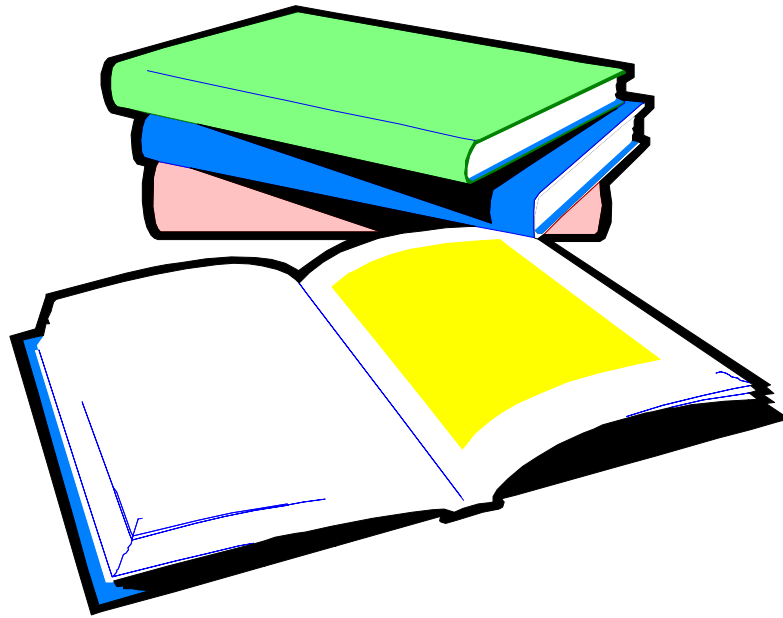


**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**



Based on the Quincy Public Schools Design for Learning 2000

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

LANGUAGE STRAND		
	STATE STANDARDS	GRADE 8 OBJECTIVES
	LEARNING STANDARD # 1 Group Discussions	<ul style="list-style-type: none"> • Critique and interpret ideas within a small group learning situation. • Interpret and relate ideas presented within the group. • Demonstrate participatory skills as a presenter, member of an audience, and a questioner.
	LEARNING STANDARD # 2 Gathering Relevant Information	<ul style="list-style-type: none"> • Assess and measure results of an interview. • Appraise and interpret information gathered. • Integrate prior knowledge to generate questions for an interview. List key interview questions to gather relevant information.
	LEARNING STANDARD # 3 Oral Presentations	<ul style="list-style-type: none"> • Participate in peer assessment of oral presentations. • Adapt presentations for an adult audience and recognize purpose of the presentation. • Emphasize important facts to highlight arguments when planning an oral presentation.
	LEARNING STANDARD # 4 Advanced Reading Vocabulary	<ul style="list-style-type: none"> • Utilize prior knowledge of synonyms, antonyms, homonyms, homographs, and heteronyms in oral and written formats. • Modify and apply a logical relationship of all content area vocabulary. • Differentiate and discriminate language origin and meaning of each assigned word root. • Utilize and integrate the use of etymology through reading literature.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Nouns)	<ul style="list-style-type: none"> • Nouns – Compare all types of nouns, select and utilize the various noun types and differentiate and integrate nouns into formal and informal writing. • Pronouns – compare all types of pronouns, generate sentences using different pronoun types and cases, and explain different types of pronouns • Personal Pronouns – select and utilize personal pronouns, differentiate and integrate personal pronouns into formal and informal writing. • Relative Pronouns – select relative pronouns, utilize relative pronouns, and integrate relative pronouns into formal and informal writing. • Interrogative pronouns - select and utilize various interrogative pronouns and differentiate and integrate interrogative pronouns into formal and informal writing.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Verbs)	<ul style="list-style-type: none"> • Distinguish and differentiate types of verbs in simple, compound and complex sentences. • Integrate all types of verbs in variety of sentences. • Create a variety of sentences using all types of verbs. • Identify the function of a verb working in a variety of sentences. • Describe the function of a verb variety of sentences. • Apply the function of a verb foul in a variety of sentences.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Adjectives)	<ul style="list-style-type: none"> • Select and utilize all types of adjectives. • Compare all types of adjectives. • Differentiate and integrate various types of adjectives into formal and informal writing and speech.

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

LANGUAGE STRAND		
	STATE STANDARDS	GRADE 8 OBJECTIVES
	<p style="text-align: center;">LEARNING STANDARD # 5</p> <p>Conventions and Structure of English Language</p> <p>Parts of Speech - (Adverbs)</p>	<ul style="list-style-type: none"> • Identify whether the adverb modifies a verb, adjective or another adverb in a sentence. • Describe the function of an adverb in a variety of sentences. • Distinguish and differentiate types of adverbs in a variety of sentences. • Create a variety of sentences using all types of adverbs. • Interrogative Adverbs - select interrogative adverbs. Utilize interrogative adverbs into formal and informal writing. • Superlative Adverbs select positive, comparative and superlative adverbs. • Negative Adverbs select and utilize negative adverbs. Integrate negative adverbs in formal and informal writing.
	<p style="text-align: center;">LEARNING STANDARD # 5</p> <p>Conventions and Structure of English Language</p> <p>Parts of Speech - (Prepositions) - (Conjunctions) - (Interjections)</p>	<ul style="list-style-type: none"> • Prepositions – explain the function of a preposition in a variety of sentences. • Examine and differentiate between the function of a preposition and adverb in a variety of sentences. • Generate and utilize the function of a preposition in a variety of sentences • Conjunction – generate varied types of sentences using prior knowledge of conjunction usage. • Identify the functions of subordinating conjunction. • Describe the functions of subordinating conjunctions. • Explain the functions of subordinating conjunctions. • Interjection – apply knowledge of interjections including examples in written work when appropriate.
	<p style="text-align: center;">LEARNING STANDARD # 5</p> <p>Conventions and Structure of English Language</p> <p>Parts of Speech - (Articles) - (Prepositional Phrases) - (Verb Types) - (Verb Forms)</p>	<ul style="list-style-type: none"> • Articles - evaluate definite and indefinite articles. • Analyze the functions and forms of articles. • Prepositional Phrases - differentiate and integrate nouns and pronoun in prepositional phrases in formal and informal writing. • Types of Verbs - compare main, auxiliary, linking verbs and verb phrases. • Select and utilize main, auxiliary, and linking verbs and verb phrases. • Demonstrate and integrate main verbs, auxiliary verbs, and linking verbs and verb phrases into formal and informal writing. • Verb Forms - Differentiate and integrate various verb forms into formal and informal writing. • Types of Phrases: Recognize, explain, and generate sentences using participle phrases, gerundive phases, and infinitive phrases.
	<p style="text-align: center;">LEARNING STANDARD # 5</p> <p>Conventions and Structure of English Language</p> <p>Punctuation – (Commas)</p>	<ul style="list-style-type: none"> • Apply the use of a comma to separate independent clauses joined by conjunctions. • Demonstrate use of the comma after certain introductory elements such as interjections and introductory phrases and clauses. • Apply the use of commas that set off types of expressions that interrupt the sentence: appositive, words in direct address, and parenthetical expressions. • Apply the use of the comma to: separate items in dates, separate items in addresses, follow the salutation of a friendly letter and follow a name with Jr., Sr., Ph.D., etc.

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

LANGUAGE STRAND		
	STATE STANDARDS	GRADE 8 OBJECTIVES
	LEARNING STANDARD # 5 Conventions and Structure of English Language Punctuation – (Apostrophes) - (Colon)	<ul style="list-style-type: none"> • Apostrophe - Apply knowledge of apostrophe usage to indicate possessive case of: singular noun, plural noun, hyphenated words, names of organizations, words showing joint possession, and possessive adjectives. • Apply the use of an apostrophe to indicate where letters have been omitted in a contraction. • Use an apostrophe with "s" to form the plural of: letters, numbers, signs, and words referred to as "words". • Colon - Apply the use of a colon: between the hours and minute, following the salutation of a business letter, and before a list of items.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Punctuation - (Semicolon) - (Quotation Marks) - (Underline) - (Dash) - (Hyphen) - (Parenthesis/Brackets)	<ul style="list-style-type: none"> • Semicolon - Apply the use of a semicolon between independent clauses not joined by a conjunction. • Quotation Marks – Apply quotation marks to: enclose titles of chapters, articles, short stories, poems, songs and other parts of books and periodicals. • Differentiate quotation marks that enclose: slang words, technical words, and expressions that are unusual in standard English. • Demonstrate the use of correct punctuation marks when used within quotation marks: commas and periods inside quotation marks, commas, question marks, or an exclamation point to separate a direct quotation from the remainder of the sentence. • Demonstrate the use of quotation marks to enclose a direct quotation. • Underlining - use underlining (italics) for words, letters, and foreign words. • Dash – apply use of the dash. • Hyphen - apply the use of a hyphen to divide a word at the end of a line with compound numbers, and with certain compound words. • Parenthesis/Brackets - use parentheses to enclose incidental explanatory notes, which are added to a sentence but are not considered of major importance.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Capitalization Sentence Types	<ul style="list-style-type: none"> • Integrate capitalization rules into formal and informal writing: first word in a sentence, proper nouns, proper adjectives, title of a publication, pronoun "I", interjection "OH!", first word in a direct quote, and formal statement following a colon. • Types of Sentences – Revise writing to include a variety of sentence structures.
	LEARNING STANDARD # 6 Oral Dialects	<ul style="list-style-type: none"> • Use dialect, slang, regionalism, jargon, and formal and informal expressions for appropriate audiences. • Analyze speech patterns in both fiction and nonfiction. • Assess utilization of speech patterns in written and oral English.
	LEARNING STANDARD # 7 Influences on the English Language by Other Languages	<ul style="list-style-type: none"> • Explore the origins of common names of objects in our language.

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

LITERATURE STRAND

STATE STANDARDS	GRADE 8 OBJECTIVES
LEARNING STANDARD # 8 Understanding New Vocabulary	<ol style="list-style-type: none"> 1. Determine the most efficient strategy to identify the meaning of an unfamiliar word using visual (phonemic), semantic, and syntactic clues. 2. Apply the most efficient strategy to identify the meaning of an unfamiliar word using visual (phonemic), semantic, and syntactic clues. 3. Demonstrate ownership of an ever-expanding vocabulary that conveys preciseness of word choice in oral and written work. 4. Demonstrate ownership of an ever-expanding reading vocabulary that directly relates to interpreting the full message of the author in fiction and nonfiction text. 5. Apply efficient use of the dictionary, glossary, thesaurus, and other reference sources to find the meaning of words, word origin, and part of speech. 6. Define Greek word elements and create a list of related words using a word map or other graphic organizer. 7. Define Latin word elements and create a list of related words using a word map or other graphic organizer. 8. Determine the meaning of unfamiliar words applying knowledge of Greek and Latin roots, base words, prefixes, suffixes, and context clues.

LEARNING STANDARD # 9 Essentials of Literacy	<ol style="list-style-type: none"> 1. Demonstrate efficient use of multiple strategies needed to interpret all fiction and nonfiction text. 2. Describe the features and purpose of various text structure of fiction and nonfiction. 3. Demonstrate understanding of shades of meaning in a given text. 4. Explain a given author's intent and purpose. 5. Locate within a text, support for an interpretive response. 6. Identify and discuss issues, themes, relationships among events, and literary elements within a text. 7. Design questions and clarify ideas based on headings, subheadings, and key sentences in a textbook. 8. Explain how the visual and print material found in nonfiction serve as a support to reading a textbook. 9. Generate essential questions to aid the reader. 10. Select appropriate resources for research. 11. Locate relevant information for a given purpose. 12. Formulate a critical comment on a text written from a particular point of view. 13. Defend interpretation of an author's point of view. 14. Monitor self- initiated selection of books.
---	---

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

LITERATURE STRAND

LITERATURE STRAND	
STATE STANDARDS	GRADE 8 OBJECTIVES
LEARNING STANDARD # 10 Characteristics of Genres	<ul style="list-style-type: none"> • Analyze, compare and contrast types of genres. Refer to Grade 6 listing. • Analyze, compare and contrast literary terms. Refer to Grade 6 listing and add irony, mystery, horror, and satire. • Analyze, compare, contrast, and interpret dramatic pieces using theatrical terms. Refer to grade 6 listing and add pantomime, comedy, tragedy, and soliloquy. • Identify, explain and give examples of poetic terms. Refer to Grade 6 terms and add symbol, hyperbole, rhyme patterns, and rhythm. • Interpret, analyze, and distinguish poetic forms. Refer to Grade 6 forms and add free verse, ode, sonnet, ballad, and lyric. • Analyze, give examples, and compare/contrast types of nonfiction. Refer to Grade 6 list. • Analyze, give examples, and compare/contrast terms as they apply to nonfiction point of view, slanted writing, and propaganda technique.
LEARNING STANDARD # 11 Theme	<ul style="list-style-type: none"> • Accomplish goals within the context of the identified middle school themes; heritage, diversity, family, conflicts, journeys, the unknown, ordinary/extraordinary, and people. • Interpret the theme of a work both literal and inferential. • Interpret comparisons both literal and inferential. • Interpret similar themes throughout different literary works.
LEARNING STANDARD # 12 Elements of Fiction	<ul style="list-style-type: none"> • Accomplish goals within the context of identified middle school themes. • Recognize, analyze and interpret how the author deals with the concept of time - straightforward narrative, flashback, multiple narrative, and transitional devices. • Character - Interpret the techniques of character development – appearance, thought, speech, actions, author’s attitude, and other characters’ attitudes. • Interpret characters as being - stereotypical, static, dynamic, protagonist, flat, and round. • Plot - analyze exposition, rising action, climax, falling action, resolution of main plot, and relationship of subplots the main plot. • Point of View - Interpret the manner in which the theme of a literary text is developed by first or third person point of view. • Conflict - Interpret the central conflict in a literary text in order to understand how it impacts action and character development. Interpret cause and effect relationships. • Literary Devices - Interpret the author’s use of suspense and foreshadowing in creating tension.
LEARNING STANDARD # 13 Structure of Nonfiction	<ul style="list-style-type: none"> • Identify the main idea and supporting details of a passage not explicitly stated. • Distinguish between fiction and nonfiction information, which may exist in a literary work, i.e. historical fiction. • Recognize elements of a biography and an essay. • Distinguish between fact, inference, opinion, and value judgment. • Analyze the effect of a title as it relates to the interpretation of a work of nonfiction. • Interpret idioms, jargon, and regionalism as they appear in works of nonfiction. • Identify the types of point of view: first person and omniscient, as they appear in a work of nonfiction. • Explain how the author’s point of view toward a subject influences the work. • Hypothesize the influence of propaganda techniques used by the author.

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

LITERATURE STRAND

	STATE STANDARDS	GRADE 8 OBJECTIVES
	<p style="text-align: center;">LEARNING STANDARD # 14</p> <p>Structure, Elements and Themes of Poetry</p>	<ul style="list-style-type: none"> • Recognize the sound patterns found in poetic forms and identify relationship between sound and meaning. • Respond to imagery, figurative language, idioms, etc. as they appear in a poetic work. • Interpret the author's meaning. • Analyze the effect of the title as it relates to the poem. • Recognize various poetic forms – refrain, couplet, limericks, acrostics, diamante, cinquain, free verse, ballad, ode, lyric, and sonnet. • Interpret and analyze poetic forms – refrain, couplet, limericks, acrostics, diamante, cinquain, free verse, ballad, ode, and lyric.
	<p style="text-align: center;">LEARNING STANDARD # 15</p> <p>Author's Style</p>	<ul style="list-style-type: none"> • Interpret and analyze how language can appeal to and create sensory impressions. • Interpret and analyze how a particular point of view selected by the author creates a desired effect • Identify characteristics of pun and irony and evaluate the effect on the literary work and audience. • Interpret figurative speech, sensory images, and types of direct and indirect comparisons in a given literary work. • Interpret how tone and mood are created in a given text. • Analyze the author's use of symbols and imagery and how they contribute to the overall meaning of the work. • Analyze ways in which the author creates mood by - description of character, description of setting, use of dialogue, and foreshadowing. • Recognize and explain how tone is the writer's attitude toward the subject and audience.
	<p style="text-align: center;">LEARNING STANDARD # 16</p> <p>Comparing Myths and Narratives</p>	<ul style="list-style-type: none"> • Interpret the characteristics of folk literature including folk tales, fairy tales, legends, myths, tall tales, and fables. • Analyze the ethnic traits, attitudes, and customs in tales about people from various cultures. • Analyze stereotypes used in folk literature. • Interpret sayings, short parables, and proverbs. • Analyze similarities in folk literature from various cultures.
	<p style="text-align: center;">LEARNING STANDARD # 17</p> <p>Critical and Analytic Techniques</p>	<ul style="list-style-type: none"> • Analyze treatment rendered the same topic by various media. • Analyze how media may reflect social protest. • Analyze ways in which media shapes and is shaped by society. • Analyze how media influences perceptions of the world. • Analyze how a message can be shown to reflect an author's personal history, attitudes and beliefs, or to reflect the ideas and customs of a particular time in history. • Analyze the techniques of propaganda and persuasion (political and commercialism) that are widely used in the media. • Analyze that media such as TV and film often compress time and space, and use stereotypical characters and situations.
	<p style="text-align: center;">LEARNING STANDARD # 18</p> <p>Dramatic Presentations</p>	<ul style="list-style-type: none"> • Use the dramatic mode as a means of creative expression. • Adapt a literary work to a dramatic form. • Participate in school or district dramatic reading events and plays. • Develop, direct, and present skits that create or recreate believable characters using both dialogue and nonverbal physicalizations to communicate both external and internal motivations.

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

COMPOSITION STRAND		
	STATE STANDARDS	GRADE 8 OBJECTIVES
	LEARNING STANDARD # 19 Coherent Compositions	<ul style="list-style-type: none"> • Demonstrate a clear message or purpose while writing a composition, which effectively presents interesting and valuable information. • Demonstrate logical organization of a composition (beginning, middle, and ending) in which each main point is developed with sufficient details, examples, explanations, etc. • Demonstrate evidence of voice in which the writer gives the writing personality and shows he or she sincerely cares about his or her subject and audience. • Demonstrate ability to use original word choice so that words are specific, colorful, etc. • Apply overall level of language that communicates a particular message and tone. • Demonstrate ability to use a variety of sentences so that writing flows smoothly and clearly.
	LEARNING STANDARD # 20 Selecting Appropriate Modes of Writing	<ul style="list-style-type: none"> • Determine which mode of writing is most effective for a given purpose and audience – narration, description, exposition, and argumentation. • Take into account the elements of discourse when selecting a mode of writing – audience, speaker, message, and form. • Compare and contrast effectiveness of different elements of each mode of writing.
	LEARNING STANDARD # 21 Revision	<ul style="list-style-type: none"> • Increase sensory words to communicate impressions and clarify images. • Demonstrate effective and appropriate use of figurative language. • Revise sentences to avoid unnecessary shifts from one subject to another, omit unnecessary words and cliches, substitute words which have greater connotation or denotation to suit the writer's purpose, and avoid shifts in verb tense.
	LEARNING STANDARD # 22 Standard English Conventions	<ul style="list-style-type: none"> • Recognize and apply more advanced standard English conventions including commas for appositives, restricted clauses, unrestricted clauses, and proper punctuation for extended dialogues. • Apply knowledge of sentence types by using a variety of sentence types in written assignments.
	LEARNING STANDARD # 23 Enhancing Learning Through Reading and Writing	<ul style="list-style-type: none"> • Utilize a variety of techniques to clarify reflections on issues, problems, topics including identification of issues, generation of questions, gathering of data, and evaluation of data.
	LEARNING STANDARD # 24 Research Projects	<ul style="list-style-type: none"> • Select the most effective resource(s) while planning and organizing an outline for an open-ended research project. • Interpret and paraphrase information gathered from research sources/tools. • Show appropriate documentation of sources used in research. • Produce an original and publishable multi-media research project.
	LEARNING STANDARD # 25 Application of Criteria	<ul style="list-style-type: none"> • Demonstrate ability to generate criteria for a rubric. • Utilize rubric for self and peer editing. • Compose drafts, which reflect application of rubric evaluation.

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

MEDIA STRAND	
STATE STANDARDS	GRADE 8 OBJECTIVES
<p style="text-align: center;">LEARNING STANDARD # 26</p> <p>Obtain Information Using a Variety of Media. Evaluate the Quality of the Material Used.</p>	<p style="text-align: center;">Identify Research Topics</p> <p>1. Generate appropriate topic lists.</p> <p style="text-align: center;">Formulate Research Questions</p> <p>2. Create literal and open-ended questions to research.</p> <p style="text-align: center;">Formulate Thesis Statement</p> <p>3. Create a thesis statement for extensive report.</p> <p style="text-align: center;">Information Sources</p> <p>4. Identify five reference sources from three different forms of media appropriate to the topics.</p> <p>5. Review all parts of a book a state the purpose of each.</p> <p>6. Apply the Acceptable Policy Use Policy.</p> <p style="text-align: center;">Interpret and Use Information</p> <p>7. Incorporate charts, tables, graphs, and/or maps into a report/presentation.</p> <p style="text-align: center;">Accuracy and Authenticity</p> <p>8. Assess the accuracy and authenticity of information from self selected sources.</p>
<p style="text-align: center;">LEARNING STANDARD # 26 (continued)</p> <p>Obtain Information Using a Variety of Media. Evaluate the Quality of the Material Used.</p>	<p style="text-align: center;">Record Sources of Information</p> <p>9. Cite print and electronic sources in MLA format.</p> <p style="text-align: center;">Editing Research Papers</p> <p>10. Proofread pre-publication draft of research papers and determine necessary changes.</p> <p>11. Design a rubric to evaluate prepublication draft of research papers.</p> <p>12. Apply feedback based on the application of a given rubric.</p> <p>13. Produce publishable draft of a research paper.</p> <p style="text-align: center;">Bibliography</p> <p>14. Evaluate the authenticity of resources used for a research paper.</p> <p>15. Create a bibliography using the format of the Quincy Public Schools Research Handbook.</p> <p style="text-align: center;">Research Paper Presentation</p> <p>16. Select one electronic format tool that will help clarify the major points of a given research paper.</p> <p>17. Give an oral presentation using the graphic/electronic format selected.</p> <p>18. Critique presentations using a rubric.</p> <p>19. Select completed research papers to file in portfolio.</p> <p style="text-align: center;">Primary and Secondary Sources</p> <p>20. Incorporate primary and secondary source materials in report.</p> <p style="text-align: center;">Evaluate Information Sources</p> <p>21. Independently seek and utilize authoritative sources.</p> <p style="text-align: center;">Bias/Stereotypes in Information Sources</p> <p>22. Analyze biased and stereotyped materials.</p>

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 8**

MEDIA STRAND	
STATE STANDARDS	GRADE 8 OBJECTIVES
<p style="text-align: center;">LEARNING STANDARD # 27</p> <p>Explain How the Techniques Used in Electronic Media Modify Traditional Forms of Discourse for Aesthetic and Rhetorical Purposes.</p>	<p style="text-align: center;">Interpreting Media Techniques</p> <p>23. Analyze types of advertising appeals.</p> <p style="text-align: center;">Evaluate Electronic Media</p> <p>24. Produce a commercial using effective advertising techniques. 25. File presentations in portfolio.</p> <p style="text-align: center;">Editing Process and Bias</p> <p>26. Compare and contrast advantages of print and electronic media.</p> <p style="text-align: center;">Identify Advantages and Disadvantages of Electronic Media</p> <p>27. Select an event to trace its representation in various media.</p>