

Independent School District of Boise City  
 Language Arts – Accelerated English 8  
 District Course #0707

Course Description

Open to: 8 One Year Course

Prerequisite: English 7

Accelerated English 8 students will develop and enhance their language arts strengths in critical and creative thinking, through advanced writing and literature analysis.

Adopted Materials

Allen, Janet, et al, eds. *Literature (8)*. Evanston, IL: McDougal Littell, 2008

Supplemental Text:

Title: Write Source 2000

Authors: Sebranek, Kemper and Meyer

Publisher: Houghton Mifflin Company, 1999

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.1 Acquire concepts about text		8.LA.1.2 Reading Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Analyze the organizational structure of printed material and electronic sources to access information.	Qtr. 3 Common Assignment	TMA, EOC
2	Analyze specific features of text, including the preface and appendix, to understand a selection.	Qtr. 3 Common Assignment	TMA, EOC
3	Interpret graphic features of text to clarify and extend meaning.	Year-long	TMA, EOC, ISAT
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.2 Acquire decoding skills using syllabication		8.LA.1.5 Reading Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Apply spelling and syllabication rules to decode unknown words.	Year-long	TMA, ISAT
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.3 Acquire decoding skills using context		8.LA.1.6 Reading Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Use context clues to aid in decoding new words.	Year-long	TMA, EOC, ISAT

<b>Instructional Objective</b> 0707.4 Vocabulary and concept development		<b>Standard Reference</b> 8.LA.1.8 Reading Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
3	Define words and concepts necessary for comprehending Grade 8 content area text.	Year-long	TMA, EOC, ISAT
4	Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.	Qtr. 1	TMA, EOC, ISAT

<b>Instructional Objective</b> 0707.5 Acquire strategies and skill for comprehending text		<b>Standard Reference</b> 8.LA.2.1 Comprehension/Interpretation	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Determine the relationships among facts, ideas, and events used in various texts to support a central purpose.	Qtr. 4	TMA, EOC
3	Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.	Qtr. 3	TMA, ISAT

<b>Instructional Objective</b> 0707.6 Acquire skills to comprehend expository text		<b>Standard Reference</b> 8.LA.2.2 Comprehension/Interpretation	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Evaluate expository text structure to extend comprehension.	Qtr. 2	TMA, ISAT
3	Apply central ideas (literal or inferential) and critical details to summarize information from expository text.	Year-long	TMA, EOC, ISAT
4	Identify the main purpose and anticipate outcomes of procedures specified in informational text.	Qtr. 3	TMA, Qtr. 3 Common Assignment

<b>Instructional Objective</b> 0707.7 Acquire skills for comprehending literary text		<b>Standard Reference</b> 8.LA.2.3 Comprehension/Interpretation	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Read and respond to literature from a variety of genres, including poetry.	Qtr. 3	TMA, EOC

2	Interpret how situations, actions, and other characters influence a character's personality and development.	Qtr. 4, Year-long Teacher Selections	TMA, EOC, Qtr. 4 Common Assignment
3	Analyze the importance of the setting to the mood and to the meaning of the story.	Qtr. 4	TMA, EOC, Qtr. 4 Common Assignment
4	Evaluate the structural elements of the plot and how conflicts are addressed and resolved.	Qtr. 1, Qtr. 4	TMA, EOC
5	Explain the author's point of view and interpret how it influences the story.	Qtr. 4	TMA, EOC
6	Analyze the themes across various genres.	Year-long	TMA, EOC

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.8 Acquire prewriting skills		8.LA.3.1 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Generate ideas using a variety of strategies.	Year-long	TMA, Common Assignments
2	Generate a main idea or thesis appropriate to a type of writing.	Year-long	TMA, Common Assignments
3	Apply organizational strategies to plan writing.	Year-long	TMA, Common Assignments
4	Match appropriate writing format to purpose and audience.	Year-long	TMA, Common Assignments
5	Produce a piece of writing within a set period of time.	Qtr. 2	Qtr. 2 Common Assignment
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.9 Acquire skills for writing a draft		8.LA.3.2 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information.	Qtr. 1, Qtr. 2	TMA, Qtr.1, Qtr. 2, Common Assignments
2	Write a draft with ideas sequenced in a logical, cohesive order.	Qtr. 1, Qtr. 2	TMA, Qtr.1, Qtr. 2 Common

			Assignments
<b>Instructional Objective</b> 0707.10 Acquire skills for Revising a Draft		<b>Standard Reference</b> 8.LA.3.3 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Revise draft for meaning, clarity, and effective organization.	Qtr. 1, Qtr. 2	TMA, Qtr. 1 and Qtr. 2 Common Assignments
2	Add details and delete irrelevant or redundant information.	Year-long	TMA, Common Assignments
3	Arrange transition words and phrases in draft to clarify meaning and improve organization.	Qtr. 1, Qtr. 2	Qtr. 1 and Qtr. 2 Common Assignments
4	Apply a variety of sentence structures to improve sentence fluency and enhance writing style.	Year-long	TMA, Common Assignments
5	Apply literary models to refine writing style.	Year-long	TMA, Common Assignments
6	Conference with others to improve writing.	Year-long	TMA, Common Assignments
<b>Instructional Objective</b> 0707.11 Acquire skills for editing a draft		<b>Standard Reference</b> 8.LA.3.4 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Edit the draft using an editing checklist with common editing marks.	Qtr. 1, Qtr. 2	TMA, Qtr. 1 and Qtr. 2 Common Assignments
<b>Instructional Objective</b> 0707.12 Acquire skills to publish writing		<b>Standard Reference</b> 8.LA.3.5 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Publish writing in an appropriate format for the purpose and audience.	Year-long	TMA, Common Assignments
2	Use text features and graphics, if applicable, to further convey meaning.	Qtr. 3	TMA, 3 <sup>rd</sup> Qtr. Common

			Assignment
3	Use appropriate technology to create a final draft.	Year-long	TMA, Common Assignments
4	Share writing with intended audience.	Year-long	TMA, Common Assignments

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.13 Acquire expressive (narrative/creative) writing skills		8.LA.4.1 Writing Application	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Write narratives about specific events or situations using precisely chosen details.	To be determined by teacher	TMA, Qtr. 4 Common Assignment
2	Create original works that include descriptive strategies and figurative language.	Year-long	TMA, Common Assignments
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.14 Acquire expository (informational/research) writing skills		8.LA.4.2 Writing Application	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.	Qtr. 1, Qtr. 2	TMA, Qtr. 1 and Qtr. 2 Common Assignments
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.15 Acquire persuasive writing skills		8.LA.4.3 Writing Application	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Write persuasive compositions that state a position and support it with evidence and emotional appeals.	Qtr. 1, Qtr. 2	TMA, Qtr. 1 and Qtr. 2 Common Assignments
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0707.16 Acquire skills for literary response		8.LA.4.4 Writing Application	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Write responses to literature that demonstrate an awareness of an author's style.	Year-long	TMA, Common Assignments
2	Write responses to literature that analyze an	Year-long	TMA, EOC,

	author's style.		ISAT, Common Assignments
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<b>Instructional Objective</b> 0707.17 Acquire handwriting skills		<b>Standard Reference</b> 8.LA.5.1 Writing Components	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Write fluently and legibly in print or cursive.	Year-long	Qtr. 2 Common Assignment

<b>Instructional Objective</b> 0707.18 Acquire spelling skills		<b>Standard Reference</b> 8.LA.5.2 Writing Components	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Spell correctly Grade 8 high-frequency words and content area words.	Year-long	TMA, ISAT, Common Assignments
2	Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.	Year-long	TMA, ISAT, Common Assignments
3	Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.	Year-long	TMA, ISAT, Common Assignments

<b>Instructional Objective</b> 0707.19 Acquire skills for sentence structure		<b>Standard Reference</b> 8.LA.5.3 Writing Components	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).	Year-long	TMA, EOC, ISAT, Common Assignments
2	Use correctly: future verb tenses -adjectives -personal pronouns -conjunctions -adverbs	Year-long	TMA, EOC, ISAT, Common Assignments

<b>Instructional Objective</b> 0707.20 Acquire skills for using conventions		<b>Standard Reference</b> 8.LA.5.4 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Apply capitalization correctly in writing.	Year-long	TMA, EOC, ISAT, Common Assignments
2	Use commas, including in appositives; use parentheses, and semicolon.	Qtr. 1, Qtr. 2	TMA, EOC, ISAT, Common Assignments

<b>Instructional Objective</b> 0707.21 Acquire listening skills		<b>Standard Reference</b> 8.LA.6.1 Communications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Listen to acquire and summarize information from a variety of electronic or live sources.	Qtr. 3	TMA, Qtr. 3 Common Assignment
2	Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	Qtr. 3	TMA, Qtr. 3 Common Assignment

<b>Instructional Objective</b> 0707.22 Acquire speaking skills		<b>Standard Reference</b> 8.LA.6.2 Communications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	Qtr. 3	TMA, Qtr. 3 Common Assignment
2	Deliver oral summaries of articles that: -Include the main ideas and the most significant details. -State ideas in own words, except for when quoted directly from sources.	Qtr. 3	TMA, Qtr. 3 Common Assignment
3	Organize oral presentations to maintain a clear focus.	Qtr. 3	TMA, Qtr. 3 Common Assignment
4	Deliver persuasive presentations that: -Include a well-defined position on the topic. -Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.	Qtr. 3	TMA, Qtr. 3 Common Assignment

5	Use speaking techniques that include effective verbal and non-verbal communication.	Qtr. 3	TMA, Qtr. 3 Common Assignment
6	Deliver oral response to literature that: -Interpret a reading and provide insight. -Connect personal responses to the writer's techniques and to specific textual references.	Qtr. 3, Qtr. 4	TMA, Qtr. 3 and Qtr. 4 Common Assignments
<b>Instructional Objective</b> 0707.23 Acquire viewing skills		<b>Standard Reference</b> 8.LA.6.3 Communications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference in Scope / Sequence</b>	<b>Assessment Correlation</b>
1	View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.	Year-long	TMA, Common Assignments
2	Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.	Qtr. 4	TMA
3	Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues	Qtr. 4	TMA
4	Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues	Qtr. 3, Qtr. 4	TMA, Qtr. 3 Common Assignment
5	Apply technical skills and a variety of resources to produce visuals that deliver information.	Qtr. 3	TMA, Qtr. 3 Common Assignment

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 8  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.

**Goal 1.1: Acquire Concepts About Print**

No objectives at this grade level.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information.
- 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.
- 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.
- 8.LA.1.4.2 Read abbreviations appropriate to grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.

**Goal 1.6: Acquire Decoding Skills Using Context**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.6.1 Use context clues to aid in decoding new words.

### **Goal 1.7: Acquire Fluency**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).

### **Goal 1.8: Vocabulary and Concept Development**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
- 8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
- 8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.
- 8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.

### **Standard 2: Comprehension/Interpretation**

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose, and perspective in text.

### **Goal 2.1: Acquire Strategies and Skills for Comprehending Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose.
- 8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.
- 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.

### **Goal 2.2: Acquire Skills to Comprehend Expository Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.2.2.1 Evaluate expository text structure to extend comprehension.
- 8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.
- 8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.
- 8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development.
- 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story.
- 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved.
- 8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story.

8.LA.2.3.6 Analyze the themes across various genres.

### **Standard 3: Writing Process**

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.

#### **Goal 3.1: Acquire Prewriting Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.1.1 Generate ideas using a variety of strategies.
- 8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.
- 8.LA.3.1.3 Apply appropriate organizational strategies to plan writing.
- 8.LA.3.1.4 Match appropriate writing format to purpose and audience.
- 8.LA.3.1.5 Produce a written product within a set time period.

#### **Goal 3.2: Acquire Skills for Writing a Draft**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information.
- 8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.

#### **Goal 3.3: Acquire Skills for Revising a Draft**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 8.LA.3.3.2 Add details and delete irrelevant or redundant information.
- 8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.
- 8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.
- 8.LA.3.3.5 Apply literary models to refine writing style.
- 8.LA.3.3.6 Conference with others to improve writing.

#### **Goal 3.4: Acquire Skills for Editing a Draft**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.

#### **Goal 3.5: Acquire Skills to Publish Writing**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
- 8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.
- 8.LA.3.5.3 Use appropriate technology to create a final draft.
- 8.LA.3.5.4 Share writing with intended audience.

### **Standard 4: Writing Applications**

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

**Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details.
- 8.LA.4.1.2 Create original works that include descriptive strategies and figurative language.

**Goal 4.2: Acquire Expository (Informational/Research) Writing Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.
- 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.

**Goal 4.3: Acquire Persuasive Writing Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals.

#### **Goal 4.4: Acquire Skills for Literary Response**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style.
- 8.LA.4.4.2 Write responses to literature that analyze an author's style.

#### **Standard 5: Writing Components**

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

#### **Goal 5.1: Acquire Handwriting Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.1.1 Write fluently and legibly in print or cursive.

#### **Goal 5.2: Acquire Spelling Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words.
- 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.
- 8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.

#### **Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).
- 8.LA.5.3.2 Use correctly:
  - future verb tenses
  - adjectives
  - personal pronouns
  - conjunctions
  - adverbs

#### **Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.4.1 Apply capitalization correctly in writing.
- 8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon.

## **Standard 6: Communication**

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

### **Goal 6.1: Acquire Listening Skills**

#### **Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.
- 8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.

### **Goal 6.2: Acquire Speaking Skills**

#### **Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 8.LA.6.2.2 Deliver oral summaries of articles that:
  - Include the main ideas and the most significant details.
  - State ideas in own words, except for when quoted directly from sources.
- 8.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 8.LA.6.2.4 Deliver persuasive presentations that:
  - Include a well-defined position on the topic.
  - Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
- 8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.
- 8.LA.6.2.6 Deliver oral response to literature that:
  - Interpret a reading and provide insight.
  - Connect personal responses to the writer's techniques and to specific textual references.

### **Goal 6.3: Acquire Viewing Skills**

#### **Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.
- 8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.
- 8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.
- 8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 8  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.

**Goal 1.1: Acquire Concepts About Print**

No objectives at this grade level.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information.
- 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.
- 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.
- 8.LA.1.4.2 Read abbreviations appropriate to grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.

**Goal 1.6: Acquire Decoding Skills Using Context**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.6.1 Use context clues to aid in decoding new words.

### **Goal 1.7: Acquire Fluency**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).

### **Goal 1.8: Vocabulary and Concept Development**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
- 8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
- 8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.
- 8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.

### **Standard 2: Comprehension/Interpretation**

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose, and perspective in text.

### **Goal 2.1: Acquire Strategies and Skills for Comprehending Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose.
- 8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.
- 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.

### **Goal 2.2: Acquire Skills to Comprehend Expository Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.2.2.1 Evaluate expository text structure to extend comprehension.
- 8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.
- 8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.
- 8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development.
- 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story.
- 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved.
- 8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story.

8.LA.2.3.6 Analyze the themes across various genres.

### **Standard 3: Writing Process**

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.

#### **Goal 3.1: Acquire Prewriting Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.1.1 Generate ideas using a variety of strategies.
- 8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.
- 8.LA.3.1.3 Apply appropriate organizational strategies to plan writing.
- 8.LA.3.1.4 Match appropriate writing format to purpose and audience.
- 8.LA.3.1.5 Produce a written product within a set time period.

#### **Goal 3.2: Acquire Skills for Writing a Draft**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information.
- 8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.

#### **Goal 3.3: Acquire Skills for Revising a Draft**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 8.LA.3.3.2 Add details and delete irrelevant or redundant information.
- 8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.
- 8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.
- 8.LA.3.3.5 Apply literary models to refine writing style.
- 8.LA.3.3.6 Conference with others to improve writing.

#### **Goal 3.4: Acquire Skills for Editing a Draft**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.

#### **Goal 3.5: Acquire Skills to Publish Writing**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
- 8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.
- 8.LA.3.5.3 Use appropriate technology to create a final draft.
- 8.LA.3.5.4 Share writing with intended audience.

### **Standard 4: Writing Applications**

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

**Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details.
- 8.LA.4.1.2 Create original works that include descriptive strategies and figurative language.

**Goal 4.2: Acquire Expository (Informational/Research) Writing Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.
- 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.

**Goal 4.3: Acquire Persuasive Writing Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals.

#### **Goal 4.4: Acquire Skills for Literary Response**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style.
- 8.LA.4.4.2 Write responses to literature that analyze an author's style.

#### **Standard 5: Writing Components**

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

#### **Goal 5.1: Acquire Handwriting Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.1.1 Write fluently and legibly in print or cursive.

#### **Goal 5.2: Acquire Spelling Skills**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words.
- 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.
- 8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.

#### **Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).
- 8.LA.5.3.2 Use correctly:
  - future verb tenses
  - adjectives
  - personal pronouns
  - conjunctions
  - adverbs

#### **Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.5.4.1 Apply capitalization correctly in writing.
- 8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon.

## **Standard 6: Communication**

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

### **Goal 6.1: Acquire Listening Skills**

#### **Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.
- 8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.

### **Goal 6.2: Acquire Speaking Skills**

#### **Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 8.LA.6.2.2 Deliver oral summaries of articles that:
  - Include the main ideas and the most significant details.
  - State ideas in own words, except for when quoted directly from sources.
- 8.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 8.LA.6.2.4 Deliver persuasive presentations that:
  - Include a well-defined position on the topic.
  - Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
- 8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.
- 8.LA.6.2.6 Deliver oral response to literature that:
  - Interpret a reading and provide insight.
  - Connect personal responses to the writer's techniques and to specific textual references.

### **Goal 6.3: Acquire Viewing Skills**

#### **Objective(s): By the end of Grade 8, the student will be able to:**

- 8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.
- 8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.
- 8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.
- 8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information.