

Grade 8

Literacy

Reading Literature

Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 6 – 8 text complexity band independently and proficiently.

Reading Informational Text

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies, or allusions to other texts.

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6 – 8 text complexity band independently and proficiently.

Writing

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims and organize the reasons and relevant evidence.

Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; including formatting, and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or to explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Use precise words and phrases relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences and events.

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection and research.

Apply grade 8 Reading standards to literature.

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reason and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claim and evidence, and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbals, participles, etc. in general and their function in particular sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.

Demonstrate understanding of figurative language, word relationships, and nuances I word meaning.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrases important to comprehension or expression.

Numeracy

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion, for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram and estimate the value of expressions.

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically) in tables, or by vertical descriptions.

Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line, give examples of functions that are not linear.

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Verify experimentally the properties of rotations, reflections, and translations.

Understand that a two – dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations: given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

Explain a proof of the Pythagorean Theorem and its converse.

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Know and apply the properties of integer exponents to generate numerical expressions.

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ where p is a rational number.

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

Perform operations with numbers expressed in scientific notation, including problems with both decimal and scientific notation. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx + b$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve pairs of simultaneous linear equations.

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns of such as clustering, outliers, positive or negative association, linear association and nonlinear association.

Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

Use the linear equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from

the same subjects. Use relative frequencies calculated for rows of columns to describe possible association between the two variables.

The Arts Standards for Schools

National Core Arts Standards

The National Core Arts Standards are focused in a framework that delivers the educational nuance of standards in four artistic processes: Creating, Presenting, Responding and Connecting. These standards are designed to guide the delivery of art education in the classroom so that it is filled with new ways of thinking, learning, and creating. For more detailed information, you can go to

www.nationalartsstandards.org

CONNECTING. Relating artistic ideas and work with personal meaning and external context

CREATING. Conceiving and developing new ideas and work

PRESENTING. Interpreting and sharing artistic work

RESPONDING. Understanding and evaluating how the arts convey meaning

Photos of student work

Spanish

ACTFL American Council on Teaching of Foreign Languages

<https://portal.ct.gov/SDE/World-Languages/World-Languages>

Photos