

8th grade Essential Skills 2019-2020



Reading:

1. Choose a quote or quotes that best support what you think a text is saying (explicit) and meaning (implicit) in both literature and informational text
2. Explain how the theme of a story develops throughout the story; know how to summarize the story with fact instead of opinion
3. Explain how the main ideas in a text develop throughout the text; know how to summarize the text in an unbiased way in both literature and informational text
4. Notice how people, events or ideas influence each other; make comparisons or categorize
5. Learn new words including figurative language (comparative, descriptive language) and technical vocabulary (specific to a reading selection); notice how these words give new meaning or feeling to the text
6. Read texts about the same topic that gives different arguments or information; form ideas around which text gives better or worse information and why
7. Examine arguments/points made in a text and whether the reasons/evidence given support those arguments; notice when the author gives information that is not related or useful
8. Explain how the author's point of view is shown in a particular paragraph or section of a text and how particular sentences are helpful in developing key concepts

Language:

1. Recognize and use correct grammar and language
2. Recognize and use correct capitalization, punctuation, and spelling
3. Recognize and use a variety of methods to determine the meaning of unknown words
4. Recognize and interpret figures of speech

Writing:

1. Use reasons and evidence to write arguments that support your ideas and introduce your argument and state opposing arguments (counterarguments); organize your reasons for and against the topic, Give factual and detailed reasons using truthful sources for both your arguments and your counterarguments, Use linking words such as consequently, specifically, moreover, furthermore to help the reader understand the relationship between each idea, Use a formal style by avoiding slang and first person, Use a concluding statement or paragraph that effectively wraps up the argument
2. Write informative/explanation pieces, business letters and job applications that introduce your argument (your thesis statement) and organize information in paragraphs; define necessary terms and show cause/effect when needed, Include headings, illustrations and multimedia to help the reader understand ideas, Use facts, definitions, details and quotes to prove your point, Use linking words and phrases to connect or contrast information, Include grade-level and subject-specific vocabulary, Use a formal style by avoiding slang and first person, Use a concluding statement or paragraph that effectively wraps up the arguments
3. Write narrative pieces about real or imagined experiences that introduce a situation or narrator/characters in an interesting way, Organize events in the story so that it makes sense and is interesting for the reader, Develop characters by using dialogue, suspense, actions, thoughts, feelings and reactions to situations, Show the sequence of events using transitional words, Use sensory details (smell, taste, sound, sight, touch) to describe events vividly, End the story so that the reader feels a sense of closure in the story
4. Write in a way that is clear, understandable, organized and matches the purpose of that type of writing; keep in mind who you are writing for (audience) and what they expect to read
5. With guidance and support, brainstorm, revise and edit to improve organization, word choice, grammar and punctuation; try a new approach or writing style and use technology to collaborate, publish work, link information, and cite sources
6. Take notes, find quotes, paraphrase, organize information and record a list of sources for information gathered; know what plagiarism is and use a bibliography or works cited page to record sources without plagiarizing
7. Write research projects that use several sources to investigate different parts of a topic; be able to focus on new information or choose a new topic when necessary
8. Write about literature and informational texts by analyzing, reflecting and researching

Listening and Speaking:

1. Participate in discussions, both one-on-one and with a group
2. Identify when irrelevant evidence is used in a speaker's claim
3. Plan and present a narrative
4. Use eye contact, appropriate volume, and clear pronunciation when presenting

History/Social Studies:

1. Students frame questions that can be answered by historical study and research

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2. Students distinguish relevant from irrelevant information, fact from opinion, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories, including assessing the credibility of primary and secondary sources and draw sound conclusions from them
3. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives)
4. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place

5. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations and the emergence of new patterns
6. Students recognize that interpretations of history are subject to change as new information is uncovered and the role of chance, oversight, and error in history

Science:

1. Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models
2. Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems
3. Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions
4. Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis
5. Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments

6. Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories
7. Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s)
8. Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods