Parents’ Guide to Student Success in

*English Language Arts*

*Eighth Grade*

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

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| **Here are Some Things Your Child Will Be Working on in Eighth Grade**   * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text * Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly * Compare and contrast the structure of two or more pieces of text and analyze how the differing structures of each text contributes to the meaning and style * Write narrative, informative, and argumentative writing pieces |

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| Keeping the Conversation Focused:  When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 8, these include:   * Grammar Usage. * Citing Textual Evidence. * Determining the meaning of words and phrases (vocabulary). |

**Help Your Child Learn**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

* Make sure to keep reading materials around the house and encourage your child to read.
* Ask questions about what your child is reading
* Ask your child to make a prediction and then ask them to find evidence to support the prediction.

Resource: <http://www.pta.org/parents/>

**Eighth Grade**

Nine Week Checkpoints for Parents and Students



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| <http://www.pta.org/parents/> <http://i-ready.com>  <http://www.revisionassistant.com> <https://my.hrw.com/> <http://www.readwritethink.org> <http://www.freereading.net/> | |
| **First Nine Weeks** | **Second Nine Weeks** |
| Students should know and be able to:   * 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 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 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 (e.g., through comparisons, analogies, or categories). * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Students should know and be able to:   * Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from 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. * Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. * 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. * Write arguments to support claims with clear reasons and relevant evidence. |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:   * Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. * 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. * 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. * Write arguments to support claims with clear reasons and relevant evidence. * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. * Write arguments to support claims with clear reasons and relevant evidence. | Students should know and be able to:   * Determine a theme and/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 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. * Write arguments to support claims with clear reasons and relevant evidence. * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |