

Grade Level Expectations for the Sunshine State Standards

Language Arts Eighth Grade



FLORIDA DEPARTMENT OF EDUCATION
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**Sunshine State Standards
Grade Level Expectations
Language Arts
Eighth Grade**

The eighth grade student:

Reading

- refines and applies previously learned prereading knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.
- extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting).
- extends the vocabulary-development expectations of the seventh grade using eighth grade or higher vocabulary.
- refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).
- refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).
- knows ways the author's perspective or point of view affects a text.
- knows the author's purpose and relates it to specific statements from text.
- identifies persuasive and propaganda techniques in text.
- delineates the strengths and weaknesses of an argument in persuasive text.
- distinguishes between logical and illogical, and ethical and unethical statements in text.
- develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.
- refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).
- gathers, evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.
- classifies, records and summarizes information using organization tools (for example, note cards, a data file, spreadsheets, graphic organizers such as timelines, circle diagrams).

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- compares and contrasts elements within or across texts.
- records bibliographic information using a format such as source cards.
- extends previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).

Writing

- knows and experiments with possible prewriting strategies for different writing tasks.
- uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
- focuses on a central ideas or topic (for example, excludes loosely related, extraneous, or repetitious information).
- uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.
- demonstrates a commitment to and an involvement with the subject that engages the reader.
- demonstrates a command of the language (including but not limited to precise word choice and appropriate figurative language).
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
- proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
- analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.
- uses resources such as dictionary and thesaurus to confirm spelling.
- uses conventions of punctuation (including but not limited to end punctuation, commas, colons, semicolon, quotation marks, apostrophes).
- uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).

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- uses various parts of speech correctly in written work (including but not limited to subject/verb agreement, common noun/pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
- uses a variety of sentence structures (including but not limited to parallel structure, compound and complex sentences).
- uses a variety of formatting (including but not limited to the use of electronic technology).
- uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).
- logically sequences information using alphabetical, chronological, and numerical systems.
- selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).
- uses electronic technology appropriate to writing tasks to create, revise, retrieve, and verify information (including but not limited to the Internet, databases and software).

Listening, Viewing, and Speaking

- follows verbal directions.
- formulates questions and conducts an interview.
- paraphrases information.
- expands and enhances personal interest through listening.
- listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.
- recognizes verbal and nonverbal cues and responds appropriately.
- demonstrates effective listening behaviors for a variety of purposes (for example, eye contact, note-making, appropriate posture).
- asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussions.
- summarizes main points and supporting details orally or in writing.
- uses information gained for a variety of purposes.
- summarizes the main concept and lists supporting details in a nonprint message.
- identifies biases and stereotypes in a nonprint message.

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- responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition).
- demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).
- evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
- uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.
- organizes and effectively delivers a speech using a beginning, middle, and end.
- participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).
- alternates between roles of contributor and leader in a group discussion.
- identifies the occasion, audience, and purpose for speaking.
- uses appropriate grammar, word choice, and pacing.
- uses language that is clear, audible, and suitable.
- delivers an effective informational, persuasive, or technical speech.

Language

- identifies and uses the patterns and rules of the English language (for example, grammar usage and word pronunciation).
- understands ways culture and time period influence a literary work.
- compares and contrasts literature from different time periods and cultures to understand concepts and themes.
- knows when to use informal and formal English based on audience and purpose.
- transfers information gathered and recorded informally into a formal presentation.
- explores the origin and historical development of words and usage patterns.
- identifies slang, both past and present.
- analyzes words and sentence patterns that have changed in meaning over the years.
- uses words and images that best express intended messages.
- uses language appropriate to purpose and audience.

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- uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).
- distinguishes between emotional and logical arguments in written, oral and visual communication.
- understands differences between propaganda and logical reasoning strategies.
- selects communication tools that will enhance understanding.
- knows ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.
- evaluates strengths and weaknesses of multimedia tools in presentations.
- understands ways mass media may enhance or manipulate information.
- understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

Literature

- identifies universal themes in various types of literature.
- compares and contrasts themes in classic and contemporary literature.
- compares and contrasts characters from various texts.
- compares and contrasts settings from various texts.
- compares and contrasts plot elements from various texts.
- differentiates between major and minor conflicts and their resolutions in a variety of texts.
- knows ways the author's word choice contributes to the meaning of a text.
- analyzes and describes the use of symbolism and figurative language in fiction or nonfiction.
- knows ways the role of point of view or persona in a literary or informational text.
- describes how foreshadowing and flashbacks contribute to plot development of the text.
- recognizes the types of irony used in texts.
- infers the mood in a literary work.
- analyzes and explains persuasion techniques in literary works.
- knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.

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- understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).
- understands ways line length, punctuation, and rhythm contribute to the overall effect of a poem.
- recognizes and summarizes possible themes in a variety of literary works, including classic literature.
- knows themes in literary works that are recurring and timeless and appear across cultures.
- knows the reasons for a character's actions.
- knows the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.
- knows ways the tone of a literary work is used to support its story line.
- analyzes and describes, from various characters' points of view, a situation related to the central conflict in a literary work.
- selects a key passage that reflects his/her personal convictions.
- explains or demonstrates how phrases, sentences, or passages relate to personal life.
- understands that a text may elicit a variety of valid responses.
- reads literature by authors from various cultural and historical backgrounds.
- knows different literary approaches that are used in the study of literature.
- supports a particular literary approach or interpretation of a text with information from other texts (for example, historical or personal).
- gains a better understanding of self through the reading of literature.
- explains the influence of a particular text on personal growth and development.
- reads literature for personal pleasure.
- reads and discusses literature with differing viewpoints to enhance perspective.



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