

**Poudre School District**  
**LANGUAGE ARTS**  
**ESSENTIAL STANDARDS FOR EIGHTH GRADE**

If no specific skills are listed under a benchmark, then skills are taught to mastery at another level

**STANDARD 1: READING**

Students read and understand a variety of materials

**1.1 BENCHMARK: COMPERHENSION SKILLS**

**Students will use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)**

- Summarize poetry, short stories, plays and novels for **plot** or main ideas
- Identify main idea and supporting details in a variety of **texts** and **genres**
- Infer and predict using information from a variety of **texts** and **genres**
- Monitor comprehension by breaking down **text** into smaller portions, searching for clues, reading headings and captions and using reference aids

**1.2 BENCHMARK: PRIOR KNOWLEDGE**

**Make connections between texts and prior knowledge and identify knowledge needed before reading about a topic**

- Apply knowledge from personal experience to aid in the understanding of **fiction** and **non-fiction** texts

**1.3 BENCHMARK: READING PURPOSE**

**Adjust reading strategies for different purposes**

- Apply knowledge of **text** structures (e.g., cause/effect, problem/solution, compare/contrast) to locate and recall information
- Sequence events and procedures in **fiction** and **non-fiction** with minimal support
- Establish and adjust **purposes** for reading (e.g., discovering, understanding, interpreting, enjoying and solving problems)

**1.4 BENCHMARK: WORD RECOGNITION STRATEGIES**

**Use a variety of word recognition skills and resource**

- Apply knowledge of letter-sound correspondence, language structures and context to recognize word

**1.5 BENCHMARK: VOCABULARY**

**Use information from reading to increase vocabulary and enhance language usage**

- Use technical vocabulary of content areas accurately (e.g., science, geography, technology, literature)
- Practice the use of context clues to confirm meaning of figurative, idiomatic and technical language
- Independently locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources

**STANDARD 2: WRITING AND SPEAKING**

Students write and speak for a variety of purposes and audiences

**2.1 BENCHMARK: GENRE**

**Students write and speak in a variety of genres**

- Transition from writing multi-paragraphed **texts** to **essay** format
- Practice writing and speaking in a variety of **genres**, including **expository**, **persuasive** and **descriptive essays**; letters; **narratives**; and reports

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- 2.2 BENCHMARK: AUDIENCE AND PURPOSE**  
**Write and speak for a variety of audiences and purposes**
- Create oral and written **texts** appropriate for a variety of audiences, **purposes** and content areas (e.g., science, history, music, art, technology and literature)
- 2.3 BENCHMARK: WRITING PROCESS**  
**Use the steps of the writing process (e.g., plan, draft, revise, edit, share)**
- Practice grade level-appropriate planning, drafting, revising, **editing** and **editing** strategies to create oral and written **texts**
  - Gather and incorporate information from a variety of sources (e.g., interviews, news articles, on-line resources, encyclopedias, into speaking and writing)
- 2.4 BENCHMARK: DEVICES AND WORD CHOICE**  
**Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning**
- Choose vocabulary and figures of speech that communicate clearly
  - Recognize the use of stylistic elements (e.g., voice, tone, style)
- 2.5 BENCHMARK: ORGANIZATION**  
**Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)**
- Organize writing to create an inviting introduction, a logical progression of ideas and a **purposeful** conclusion
  - Use transitions effectively within paragraphs and linking paragraphs
  - Use paragraphing correctly so that each paragraph is differentiated by indenting or blocking and includes one major, focused idea
- 2.6 BENCHMARK: PRODUCT PRESENTATION**  
**Use appropriate strategies to publish writing**
- Produce legible handwritten and/or computer generated multi-paragraphed **texts** that have been edited and proofread for content, spelling, mechanics and grammar

### **STANDARD 3: LANGUAGE STRUCTURE**

**Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling**

- 3.1 BENCHMARK: GRAMMAR AND USAGE**  
**Use conventions of grammar and usage in writing and speaking**
- Identify and apply knowledge of antecedents and relative, interrogative and demonstrative pronouns and explain how each contributes to the meaning of a **sentences**
  - Identify and apply knowledge of subject/verb agreement, regular and irregular verbs and modifiers
- 3.2 BENCHMARK: SENTENCE STRUCTURE**  
**Use correct sentence structure in writing**
- Identify compound-complex **sentences**
- 3.3 BENCHMARK: PUNCTUATION**  
**Use conventions of punctuation in writing**
- Use apostrophes correctly to form possessives in compound nouns (sister-in-law's) and with indefinite pronouns (everyone's)
  - Use commas correctly in a series, in dates, addresses, direct address, letters, introductory words/phrases, in dialogue and in compound and complex **sentences**

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- 3.4 BENCHMARK: CAPITALIZATION**  
**Use conventions of capitalization in writing**
- Use capitals correctly in words showing family relationships (Aunt Amy, my aunt)

- 3.5 BENCHMARK: SPELLING**  
**Use conventions of spelling in writing**
- Use resources (e.g., spell checkers, dictionaries) to monitor spelling

#### **STANDARD 4: THINKING AND VIEWING**

**Students apply thinking skills to their reading, writing, speaking, listening and viewing**

- 4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS**  
**Use thinking and analytical skills in writing, reading, speaking, listening and viewing**
- Analyze various **fictional texts** based on **plot** and character development, description of setting, realism of dialogue and use of vocabulary
  - Use relevant details to support analysis of main ideas in a variety of **texts**
- 4.2 BENCHMARK: PROBLEM SOLVING**  
**Use reading, writing, speaking, listening and viewing to define and solve problems**
- Identify and begin to use higher-level questioning skills as an approach to learning (see Bloom & Costa in glossary)
- 4.3 BENCHMARK: OPINIONS**  
**Recognize, express and support opinions orally and in writing**
- Identify opinions stated and implied in a variety of **texts**
  - Compare opinions stated in **texts** to personal opinions
  - Defend personal opinions in speaking and writing
- 4.4 BENCHMARK: AUTHOR'S POINT OF VIEW**  
**Know the purpose, perspective and historical and cultural influences of a speaker, author or director**
- Recognize an author's or speaker's perspective and **purpose**, separating fact from opinion
- 4.5 BENCHMARK: EVALUATION**  
**Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)**
- Compare details from more than one **text** to make predictions and formulate conclusions

#### **STANDARD 5: RESEARCH**

**Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources**

- 5.1 BENCHMARK: RESOURCES**  
**Understand the structure, organization and use of resources to gather information for research**
- Use organizational features of **texts** to locate relevant information (e.g., annotations, citations, bibliographic references)
  - Locate and select relevant information from reliable and accurate sources, including on-line sources
- 5.2 BENCHMARK: ORGANIZATION OF INFORMATION**  
**Use a variety of strategies to organize information**
- Summarize and organize information about a topic in a variety of ways (e.g., graphic organizers, Venn diagram, outline, timeline) from various references, technical sources and media

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**5.3 BENCHMARK: DOCUMENTATION**

**Document information sources**

- Continue to define and refrain from **plagiarism**
- Give credit for others' ideas, images or information by listing sources using **MLA style**

**5.4 BENCHMARK: RESEARCH PRODUCTS**

**Communicate the results of research**

- Summarize and organize information about a topic in a variety of ways, (e.g., graphic organizers, Venn diagram, outline, timeline) from references, technical sources and media

**STANDARD 6: LITERATURE AND CULTURE**

**Students read and recognize literature as a record of human experience**

**6.1 BENCHMARK: LITERARY TERMINOLOGY**

**Recognize and use literary terminology**

- Identify setting, character, conflict, **plot**, resolution, dialect, **point of view** and metaphor accurately and explain how each literary technique adds meaning to the **texts**
- Apply knowledge of literary terminology including foreshadowing, simile, personification, onomatopoeia, alliteration and flashback and explain how each literary technique adds meaning to **texts**

**6.2 BENCHMARK: READING GENRES**

**Read a variety of literary and informational texts**

- Read, discuss and analyze a variety of **fiction** and **non-fiction texts** from the menu offered on the **PSD Novels List** including required **texts** *The Diary of Anne Frank* or *Night*

**6.3 BENCHMARK: CULTURE**

**Read to learn about culture**

- Understand different expressions of the American experience reflected in a variety of American Literature

**6.4 BENCHMARK: LITERARY ANALYSIS**

**Use a variety of strategies to understand and analyze texts**

- Identify the theme in **texts**
- Understand how **figure of speech** supports meaning in a given context in a variety of **texts**

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