

8th ENGLISH LANGUAGE ARTS	8th MATH	8th SCIENCE	8th SOCIAL STUDIES
<p><u>Reading Standards for Literature</u> <b>Key Ideas and Details</b> 1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it). 2. Determine the theme or central idea of a text and select details that relate to it. 3. Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).</p> <p><b>Craft and Structure</b> 4. Determine the meaning of words and phrases as they are used in a text, including simple analogies. 5. Compare and contrast the structure of a story to a drama or poem on the same topic. 6. Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings).</p> <p><b>Integration of Knowledge and Ideas</b> 7. Compare and contrast a filmed or live production of a story or drama with its text or script and determine how the acting influences meaning (e.g., the main character makes the role funny when the words alone are serious). 8. (Not applicable to literature) 9. Compare and contrast themes, patterns of events or characters across two or more stories or dramas.</p>	<p><u>Expressions and Equations</u> <b>Understand the connections between proportional relationships, lines, and linear equations.</b> 1. Make equivalent ratios given the unit rate. 2. Graph equivalent ratios in the first quadrant.</p> <p><b>Analyze and solve linear equations and pairs of simultaneous linear equations.</b> 3. Use equations to solve problems using all operations when a part is unknown.</p> <p><u>Geometry</u> <b>Understand congruence using physical models</b> 1. Describe the attributes of figures: number of faces or edges, equal sizes of sides and number angles. 2. Understand congruence in polygons with different orientations (proximity, position, directions and turns).</p> <p><b>Solve real-world and mathematical problems involving volume of right rectangular prisms.</b> 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit called a “unit cube” is said to have “one cubic unit” of volume, and can be used to measure volume. b. Understand volume is the number of cubes used to fill a solid figure without gaps and overlaps. 4. Measure volumes of right rectangular figures by counting unit cubes.</p>	<p><u>Forces and Motion</u> <b>Understand that energy has the ability to cause motion or create change</b> 1. Identify forms of energy, such as light, heat, electrical, and energy of motion. 2. Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction). 3. Identify that a hot object will make a cold object warm when they touch.</p> <p><u>Matter, Properties and Change</u> <b>Understand the interactions of matter and energy and the changes that occur</b> 1. Identify that a whole object weighs the same as all of its parts together.</p> <p><u>Earth Systems, Structures and Processes</u> <b>Understand the hydrosphere</b> 1. Identify water features on the earth’s surface (oceans, lakes, rivers, glaciers). 2. Compare Earth’s saltwater and freshwater features (oceans, lakes, rivers). 3. Understand that human health requires monitoring of the hydrosphere and stewardship (e.g. water conservation, pollution).</p> <p><u>Structures and Functions of Living Organisms</u> <b>Understand that germs can cause disease</b> 1. Recognize that germs can cause illness 2. Identify illnesses that may be caused by germs. 3. Demonstrate hygienic practices that reduce the presence of germs.</p>	<p><u>Geography and Environmental Literacy</u> <b>Understand North Carolina geographic locations.</b> 1. Describe activities specific to regions of the state. 2. Describe the 3 regional areas of North Carolina (mountains, piedmont and coastal) and their physical characteristics. 3. Use a map to get to an unfamiliar location within the school and/or community. 4. Use available technology tools (i.e., GPS and GIS software) to locate community markers which will meet specific purposes (i.e., restaurants, coffee, attractions).</p> <p><u>Economics and Financial Literacy</u> <b>Understand personal economic activities.</b> 1. Develop strategies for determining how to allocate resources. 2. Evaluate personal financial indicators of growth and stability (e.g. credit, savings, investing, borrowing and giving).</p> <p><u>Civics and Governance</u> <b>Understand the role of an individual can effect change.</b> 1. Apply self-advocacy skills to request new choices (e.g., verbal, pictorial, etc.) to negotiate change.</p>

<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., <i>Read or listen to the story to select quotes that best reflect the theme. Read or listen to the story to determine why it is humorous</i>).</p> <p style="text-align: center;"><u>Reading Standards for Informational Text</u></p> <p><b>Key Ideas and Details</b></p> <p>1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).</p> <p>2. Determine the theme or central idea of a text and select details that relate to it.</p> <p>3. Compare and contrast key individuals, ideas or events in a text.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in text, including simple analogies.</p> <p>5. Determine the topic sentence in a paragraph.</p> <p>6. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.</p> <p>8. Determine whether claims in a text are fact or opinion and identify reasoning or evidence to support facts.</p> <p>9. Evaluate the key information provided</p>	<p style="text-align: center;"><u>Statistics and Probability</u></p> <p><b>Investigate patterns of association in bivariate data.</b></p> <p>1. Describe trends such as positive, negative or no association given a scatter plot.</p>	<p>4. Describe minor treatments to prevent infection and the spread of disease (Band-Aid on cut; Cover mouth for sneeze or cough; Use and disposal of tissues).</p> <p style="text-align: center;"><u>Ecosystem</u></p> <p><b>Explain the interdependence of living organisms in the environment</b></p> <p>1. Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers).</p> <p>2. Understand the relationship between living things and their environment.</p>	
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by authors of two different texts on the same topic and determine if they agree or disagree on each point.

**Range of Reading and Level of Text Complexity**

10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., *Read or listen to identify information that conflicts with the information we learned yesterday*).

Writing Standards

**Text Types and Purposes**

1. Write\* a claim.
  - a. Support claim with two or more reasons or other relevant evidence.
  - b. State one opposing or counterclaim.
2. Write\* an informative or explanatory text.
  - a. Write\* the topic.
  - b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
  - c. Develop the topic with two or more facts or concrete details.
  - d. Use domain specific vocabulary.
  - e. Provide a closing.
3. Write\* narratives about personal or imagined experiences or events.
  - a. Write\* about multiple events and use temporal words to signal event order.
  - b. Include one or more characters.
  - c. Use dialogue as appropriate.
  - d. Use words or phrases to describe the character(s).
  - e. Provide a closing.

**Production and Distribution of Writing**

4. Produce writing\* that addresses a particular task, purpose, or audience.
5. With guidance and support from

adults, develop and strengthen writing\* by planning, writing and revising.  
6. Use technology to produce and publish writing\*.

**Research to Build and Present Knowledge**

- 7. Write\* to answer and pose questions based on two or more sources of information.
- 8. Select quotes from two or more print or digital source that provide important information about a topic.
- 9. Write\* about information gathered from literary or informational texts.
  - a. Apply *grade 8 Extended Reading Standards* to literature (e.g., *Write\* key details that support the theme*).
  - b. Apply *grade 8 Extended Reading Standards* to literary nonfiction (e.g., *List in writing\* conflicting information presented across two texts*).

**Range of Writing**

10. Write\* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

*Speaking and Listening Standards*

**Comprehension and Collaboration**

- 1. Participate in communicative exchanges.
  - a. Come to discussions prepared to share information.
  - b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.
  - c. Remain on the topic of the discussion when asking or answering questions or

<p>making other contributions.</p> <p>d. Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted.</p> <p>2. Identify the purpose of information in graphical, oral, visual or multimodal formats (e.g., an advertisement is selling something; a newspaper headline is telling about something important; the announcement is telling about school events).</p> <p>3. Determine whether the claims made by a speaker are fact or opinion.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present findings including relevant descriptions, facts, or details.</p> <p>5. Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into presentations.</p> <p>6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p> <p style="text-align: center;"><u>Language Standards</u></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <p>a. Form and use regular and irregular verbs.</p> <p>b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.</p> <p>2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p> <p>a. Use ending punctuation.</p> <p>b. Spell words phonetically, drawing on</p>			
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<p>knowledge of letter-sound relationships and/or common spelling patterns.</p> <p><b>Knowledge of Language</b></p> <p>3. Use language to achieve desired meaning when writing or communication</p> <p>a. Use action verbs</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p> <p>b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>5. Demonstrate understanding of word relationships.</p> <p>a. Understand the use of multiple meaning words (e.g., draw the curtains).</p> <p>b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p>c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)</p> <p>6. Acquire and use general academic and domain-specific words and phrases.</p>			
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