

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
LANGUAGE ARTS CHECKLIST
~GRADE 8~

Phonemic Awareness, Word Recognition and Fluency—Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

Acquisition of Vocabulary—Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

___ 1. Define unknown words through context clues and

the author's use of comparison, contrast and cause and effect.

- ___ 2. Apply knowledge of connotation and denotation to determine the meaning of words.
- ___ 3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.
- ___ 4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.
- ___ 5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.
- ___ 6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
- ___ 7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies—Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor

their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.

- ___ 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
- ___ 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- ___ 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
- ___ 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
- ___ 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text—Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles

and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

- ___ 1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
- ___ 2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
- ___ 3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
- ___ 4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
- ___ 5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
- ___ 6. Identify the author's purpose and intended audience for the text.
- ___ 7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.
- ___ 8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
- ___ 9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

Reading Applications: Literary Text—Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature,

including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- ___ 1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
- ___ 2. Analyze the influence of setting in relation to other literary elements.
- ___ 3. Explain how authors pace action and use subplots, parallel episodes and climax.
- ___ 4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
- ___ 5. Identify and explain universal themes across different works by the same author and by different authors.
- ___ 6. Explain how an author's choice of genre affects the expression of a theme or topic.
- ___ 7. Identify examples of foreshadowing and flashback in a literary text.
- ___ 8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
- ___ 9. Examine symbols used in literary texts.

Writing Processes—Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing

skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

- ___ 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- ___ 2. Conduct background reading, interviews or surveys when appropriate.
- ___ 3. Establish a thesis statement for informational writing or a plan for narrative writing.
- ___ 4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
- ___ 5. Use organizational strategies (e.g., notes and outlines) to plan writing.
- ___ 6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
- ___ 7. Vary simple, compound and complex sentence structures.
- ___ 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
- ___ 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
- ___ 10. Use available technology to compose text.
- ___ 11. Reread and analyze clarity of writing and consistency of point of view.
- ___ 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
- ___ 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
- ___ 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
- ___ 15. Proofread writing, edit to improve conventions

(e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

- ___16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- ___17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Writing Applications—Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

- ___1. Write narratives that:
 - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
 - b. use literary devices to enhance style and tone; and
 - c. create complex characters in a definite, believable setting.
- ___2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
- ___3. Write business letters, letters to the editor and job applications that:

- a. address audience needs, stated purpose and context in a clear and efficient manner;
- b. follow the conventional style appropriate to the text using proper technical terms;
- c. include appropriate facts and details;
- d. exclude extraneous details and inconsistencies; and
- e. provide a sense of closure to the writing.

- ___4. Write informational essays or reports, including research, that:
 - a. pose relevant and tightly drawn questions that engage the reader;
 - b. provide a clear and accurate perspective on the subject;
 - c. create an organizing structure appropriate to the purpose, audience and context;
 - d. support the main ideas with facts, details, examples and explanations from sources; and
 - e. document sources and include bibliographies.
- ___5. Write persuasive compositions that:
 - a. establish and develop a controlling idea;
 - b. support arguments with detailed evidence;
 - c. exclude irrelevant information; and
 - d. cite sources of information.
- ___6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Writing Conventions—Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words

correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

- ___1. Use correct spelling conventions.
- ___2. Use correct punctuation and capitalization.
- ___3. Use all eight parts of speech (e.g., noun, pronoun, verb, adjective, conjunction, preposition, interjection).
- ___4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
- ___5. Use parallel structure to present items in a series and items juxtaposed for emphasis.
- ___6. Use proper placement of modifiers.
- ___7. Maintain the use of appropriate verb tenses.
- ___8. Conjugate regular and irregular verbs in all tenses correctly.

Research—Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

- ___1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
- ___2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- ___3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
- ___4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
- ___5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
- ___6. Integrate quotations and citations into written text

to maintain a flow of ideas.

- ___7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
- ___8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Communication: Oral and Visual—Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

- ___1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
- ___2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
- ___3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
- ___4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.
- ___5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
- ___6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
- ___7. Vary language choices as appropriate to the context

of the speech.

- ___8. Deliver informational presentations (e.g., expository, research) that:
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
 - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
 - e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
- ___9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
- ___10. Deliver persuasive presentations that:
 - a. establish and develop a logical and controlled argument;
 - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
 - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).