

## A SAMPLE OF WHAT YOUR CHILD WILL BE LEARNING

- Citing the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play
- Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view
- Learning how authors support their ideas through word choice, sentence and paragraph structure, and other methods
- Building writing around strong central ideas or points of view; supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures
- Planning and conducting research projects that include several steps and use many credible and documented print and digital sources
- Analyzing the purpose of information presented in diverse media (e.g., print, TV, web) and evaluating its social, political, or commercial motives
- Presenting findings and claims to others, emphasizing key points with relevant evidence and sound reasoning, adapting speech to the audience and the formality of the setting, and responding to questions and comments with relevant observations and ideas
- Using strong, active verbs to create a clear picture for the reader (e.g., *walk, skip, meander, lurch, limp*)
- Interpreting figures of speech (e.g., irony, puns) and developing a large vocabulary of general academic words and phrases

## TALK TO YOUR CHILD'S TEACHER

Keep conversations focused on concepts your child will be learning.

Ask to see a sample of your child's work and ask the teacher questions such as:

- Is this piece of work satisfactory?
- How could it be better?
- Is my child on track?
- How can I help my child excel in this area?
- If my child needs extra support or wants to learn more about a subject, are there resources to help his/her learning outside the classroom?

## ACTIVITIES FOR HOME TO SUPPORT LEARNING

- Make sure to keep books and magazines around the house that your child will enjoy reading and learning from. To find recommendations of books for your child to read, visit: <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf>.
- Make time in everyone's busy schedule for family discussions about things going on around the world. Weekends can be a chance for everyone to catch up.
- Visit the campus of a local college with your teen. Begin talking about college early. What does he or she expect from college? What high school courses will your child need to pass to prepare for college?

# 8th Grade

## Parent Resource English Language Arts

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## COMMON CORE STATE STANDARDS



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# Reading Literature

## 7th Grade Reading

- Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text.
- Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## 8th Grade Reading

- Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text.
- Students analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

## 9th Grade Reading

- Students determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Students provide an objective summary of the text.
- Students analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.

# Reading for Information

## 7th Grade Reading

- Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words).

## 8th Grade Reading

- Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea.

## 9th Grade Reading

- Students cite strong and thorough evidence from the text to support an analysis of what the text says explicitly as well as inferences drawn from the text.
- Students analyze various accounts of a subject told in different mediums (such as a person's life story recounted in print, video, and multimedia), determining which details are emphasized in each account.

# Writing

## 7th Grade Writing

- Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented.
- Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary to inform about or explain the topic.

## 8th Grade Writing

- Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented.
- Students organize ideas, concepts, and information into broader categories.
- Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary to inform about or explain the topic.

## 9th Grade Writing

- Students introduce a topic and develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic).
- Students organize complex ideas, concepts, and information to make important connections and distinctions.
- Students use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Students use precise language and subject-specific vocabulary appropriate for the complexity of the topic.