

Oregon English/Language Arts Grade-level Standards Grade 8

READING

Decoding and Word Recognition

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text

CCG: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

#4D Sounds Around
#17A People of the Forest
#18 Tale of the Sun
#90 Native Ways
#94 By the Rivers of Babylon
#95B Did You Notice?



Skills to Support Standards:

- Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- Make connections to text, within text, and among texts across the subject areas.
- Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- Match reading to purpose—location of information, full comprehension, and personal enjoyment.
- Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.
- Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

*Suggested grade-level target for reading on own: Eighth Grade, 1,000,000 words annually.

Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.

Bold text defines instructional standards.

Oregon Department of Education
Oregon Standards – 2005-06 School Year

Oregon English/Language Arts Grade-level Standards Grade 8

READING

Vocabulary

CCG: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

#14A Renewable or Not?



Skills to Support Standards:

- **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

Determine meanings of words using contextual and structural clues.

Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

#39B&C Energy Sleuths
#49C Tropical Treehouse
#72B & C Air We Breathe
#75 Tipi Talk
#93 Paper Civilizations
#95B Did You Notice?

Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

Understand and explain the use of a complex mechanical device by following technical directions.

Oregon English/Language Arts Grade-level Standards Grade 8

READING

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas.

Predict probable future outcomes supported by the text, including foreshadowing clues.

Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

Determine the author's purpose and perspective and relate them to specific details in the text.

Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.

Compare and contrast information on the same topic after reading several passages or articles.

Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).

Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.

Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Oregon English/Language Arts Grade-level Standards Grade 8

LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity
#5A&B Poet-Tree
#18 Tale of the Sun
#89A&B Trees for Many Reasons



Skills to Support Standards:

- Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.
- Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

CCG: Demonstrate general understanding of grade-level literary text.

Literary Text: Demonstrate General Understanding

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

CCG: Develop an interpretation of grade-level literary text.

Literary Text: Develop an Interpretation

Predict probable future outcomes supported by the text.

Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.

Identify and analyze the development of themes in literary works based on evidence in the text.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Infer unstated reasons for actions based on evidence in the text.

Oregon English/Language Arts Grade-level Standards Grade 8

LITERATURE

Literary Text: Examine Content and Structure

CCG: Examine content and structure of grade-level literary text.

#18 Tale of the Sun

Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.

Evaluate how well literary elements contribute to the overall effectiveness of a selection.

*Analyze **and contrast** the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.*

Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.

Analyze how dialogue is used to develop characters and mood in a selection.

Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.

Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.



Skills to Support Standards:

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- Identify audience and purpose.
- Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.
- Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.
- Revise drafts for word choice, appropriate organization, consistent point of view—and transitions between paragraphs, passages, and ideas.
- Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Writing

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

#20 Environmental Exchange Box

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3 - CIM.

Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.

Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.

Establish coherence within and among paragraphs through effective transitions and parallel structures.

Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.

To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.

To enhance clarity and to support meaning, use parallelism in sentence construction—to present items in a series and items juxtaposed for emphasis.

To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Conventions

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Spelling

Use correct spelling conventions.

Grammar

Use consistent verb tenses.

Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).

Demonstrate appropriate English usage.

Punctuation

Use conventions of punctuation correctly, including commas, hyphens, dashes, and semicolons.

Capitalization

Use correct capitalization.

Handwriting

Write legibly.

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Writing Modes

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

#4D Sounds Around

#5A&B Poet-Tree

#21B Adopt a Tree

#31 Plant a Tree

#44A Water Wonders

#47 Are Vacant Lots Vacant?

#54 I'd Like to Visit a Place
Where

#60 Publicize It!

#71B&C Watch on Wetlands

#88C Life on the Edge

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative (Imaginative)

Expository

Persuasive

*Suggested word length: Eighth Grade, 500-1,000 words.

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Writing Applications

Narrative Writing

Write biographical or autobiographical narratives or short stories:

- Relate a clear, coherent incident, event, or situation by using well-chosen details.
- Reveal the significance of, or the writer's attitude about, the subject.
- Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Expository Writing: Response to Literary Text

Write responses to literature:

- Demonstrate careful reading and insight into interpretations.
- Connect the student's own responses to the writer's techniques and to specific textual references.
- Draw supported inferences about the effects of a literary work on its audience.
- Support interpretations through references to the text, other works, other authors, or to personal knowledge.

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Expository Writing: Research Reports/Multimedia Presentations

#12 Invasive Species
#17A People of the Forest
#22B Trees as Habitats
#23 The Fallen Log
#33 Forest Consequences
#38 Every Drop Counts
#39B&C Energy Sleuths
#49A Tropical Treehouse
#50 400 Acre Wood
#53 On the Move
#58 There Ought to be a Law
#59 Power of Print
#79 Tree Lifecycle
#88C Life on the Edge
#96 Improve Your Place

Write research reports:

- Specify a thesis.
- Use a variety of primary and secondary sources, and distinguish the nature and value of each.
- Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.
- Organize and display information on charts, tables, maps, and graphs.
- Document sources.

Persuasive Writing

Write persuasive compositions:

- Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.
- Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.
- Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.

#71B Air We Breathe

Oregon English/Language Arts Grade-level Standards Grade 8

WRITING

Writing Applications

Summaries, Business Letters, Job Applications and Resumes, Technical Writing

#71B Air We Breathe

Write documents related to career development, including simple business letters, job applications and resumes that:

- Present information purposefully and succinctly, meeting the needs of the intended audience.
- Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Write technical documents:

- Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
- Include all the factors and variables that need to be considered.
- Use formatting techniques, including headings, and changing the fonts to aid comprehension.

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

#11B Can It Be Real?
#17A&B People of the Forest
#22B Trees as Habitats
#23 The Fallen Log
#33 Forest Consequences
#38 Every Drop Counts
#39B&C Energy Sleuths
#49A Tropical Treehouse
#50 400 Acre Wood
#56 We Can Work It Out
#57 Democracy in Action
#58 There Ought to be a Law
#59 Power of Print
#71B&C Watch on Wetlands
#79 Tree Lifecycle
#82B Resource-Go-Round
#86 Our Changing World
#90 Native Ways
#92 A Look at Lifestyle

Research Report Writing

Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Plan and conduct multiple-step information searches by using computer networks.

Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.

Achieve an effective balance between documented researched information and original ideas.

Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries-MLA, Reference Entries-APA).

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SPEAKING AND LISTENING

Speaking

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*

#11B Can It Be Real?
#17A&B People of the Forest
#19 Viewpoints on the Line
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
#50 400 Acre Wood
#55B Planning the Ideal Community
#56 We Can Work It Out
#57 Democracy in Action
#59 Power of Print

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

Use credible and relevant information to convey message.

Use feedback, including both verbal and non-verbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.

Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

Use appropriate grammar.

Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.

*Suggested speech length: Eighth Grade, 3-6 minutes.

CCG: Listen critically and respond appropriately across the subject areas.

#11B Can It Be Real?
#17A&B People of the Forest
#19 Viewpoints on the Line
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
#50 400 Acre Wood
#56 We Can Work It Out
#57 Democracy in Action
#59 Power of Print

Listening

Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.

Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.

Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.

Bold text defines instructional standards.

Oregon Department of Education
Oregon Standards – 2005-06 School Year

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 8

SPEAKING AND LISTENING

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

#11B Can It Be Real?

#17A&B People of the Forest

#38 Every Drop Counts

#39B&C Energy Sleuths

#50 400 Acre Wood

#56 We Can Work it Out

#57 Democracy In Action

#59 Power of Print

Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.

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