

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP

Power Standards
Language Arts – Eighth Grade

STRAND A: READING

Standard 1: The student uses the reading process effectively.

LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

1. Extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting).

LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

1. Extends the vocabulary-building expectations of the seventh grade using eighth grade or higher-level vocabulary.

LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

1. Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).

Standard 2: The student constructs meaning from a wide range of texts.

LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

1. Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

1. Refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

STRAND B: WRITING**Standard 1: The student uses writing processes effectively.**

LA.B.1.3.2: The student drafts and revises writing that

- *is focused, purposeful, and reflects insight into the writing situation;*
- *conveys a sense of completeness and wholeness with adherence to the main idea;*
- *has an organizational pattern that provides for a logical progression of ideas;*
- *has support that is substantial, specific, relevant, concrete, and/or illustrative;*
- *demonstrates a commitment to and an involvement with the subject;*
- *has clarity in presentation of ideas;*
- *uses creative writing strategies appropriate to the purpose of the paper;*
- *demonstrates a command of language (word choice) with freshness of expression;*
- *has varied sentence structure and sentences that are complete except when fragments are used purposefully; and*
- *has few, if any convention errors in mechanics, usage, punctuation.*

1. Focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
5. Demonstrates a command of the language including precise word choice and use of appropriate figurative language.
6. Uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
7. Proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
8. Analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.

LA.B.1.3.3: The student produces final documents that have been edited for

- *correct spelling;*
 - *correct punctuation, including commas, colons, and semicolons;*
 - *correct capitalization;*
 - *effective sentence structure*
 - *correct common usage, including subject/verb agreement, common noun/pronoun*
 - *agreement, common possessive forms, and with a variety of sentence structure,*
 - *including parallel structure; and correct formatting.*
4. Uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).

5. Uses a variety of sentence structures including parallel structure, compound and complex sentences.

Standard 2: The student writes to communicate ideas and information effectively.

LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

1. Writes notes, outlines, comments, and observations that reflect comprehension of eighth grade level or higher content from a variety of media.

STRAND C: LISTENING, VIEWING, AND SPEAKING**Standard 2: The student uses listening strategies effectively.**

LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasive techniques in a nonprint message.

1. Summarizes main concept and lists supporting details in a nonprint message.

Standard 3: The student uses speaking strategies effectively.

LA.C.3.3.1 The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

3. Organizes and effectively delivers a speech using a basic beginning, middle, and end.

LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

2. Uses appropriate grammar, word choice, and pacing.
3. Uses language that is clear, audible, and suitable.

STRAND D: LANGUAGE**Standard 1: The student understands the nature of language.**

LA.D.1.3.1: The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

1. Identifies and uses the patterns and rules found in the English language (for example, grammar usage, word pronunciation).

LA.D.1.3.3: The student demonstrates an awareness of the difference between the use of English in formal and informal settings.

1. Knows when to use formal and informal English based on audience and purpose.

LA.D.1.3.4: the student understands that languages change over time.

1. Explores the origin and historical development of words and usage patterns.

Standard 2: The student understands the power of language.

LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

1. Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, anecdotes, sensory language).

LA.D.2.3.5: The student incorporates audiovisual aids in presentations.

1. Uses multimedia tools to enhance presentations.

LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.

1. Understands ways mass media may enhance or manipulate information.

STRAND E: LITERATURE

Standard 1: The student understands the common features of a variety of literary forms.

LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.

1. Compares and contrasts characters from various texts.
3. Compares and contrasts plot elements from various texts.

LA.E.1.3.5: The student identifies common themes in literature.

3. Discusses recurring and timeless themes in literary works.

Standard 2: The student responds critically to fiction, nonfiction, poetry and drama.

LA.E.2.3.2: the student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

1. Selects a key passage that reflects his/her personal convictions.
2. Explains or demonstrates how phrases, sentences, or passages relate to personal life.

LA.E.2.3.5: The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.

1. Knows different literary approaches that are used in the study of literature.

LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature.

1. Gains a better understanding of self through a reading of literature.

LA.E.2.3.7: The student identifies specific interests and the literature that will satisfy those interests.

1. Reads literature for personal pleasure.

LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences.

1. Reads and discusses literature with differing viewpoints to enhance perspective.