



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 8
***Writer's Choice: Grammar and Composition Grade 8* © 2005**

OBJECTIVES	PAGE REFERENCES
Reading Goals and Indicators Eighth Grade Reading	
Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.	
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.	
8.R.1.1 Students are able to apply knowledge of word origins and derivations to extend vocabulary development. To meet this standard students may: <ul style="list-style-type: none"> • apply knowledge of foreign, Greek, and Latin word origins and derivations; 	SE: 664-666 <i>Wordworks</i> 667, 675 TWE: C 666 EE 666 EL 98 MIN 665 T 665, 667
<ul style="list-style-type: none"> • apply knowledge of prefixes, suffixes, and roots to extend vocabulary. 	SE: 671-674 TWE: CC 673 CL 674 EL 272 MIN 672 T 672
8.R.1.2 Students are able to use reading strategies to comprehend the meaning of words and text. To meet this standard students may: <ul style="list-style-type: none"> • monitor for meaning; 	SE: 697-698, 699-700, 703-705 TWE: AR 36, 254 T 94, 144, 190, 192, 251
<ul style="list-style-type: none"> • make connections to text; 	SE: <i>Linking Writing and Literature</i> 38, 95, 148, 194 TWE: AR 192 CT 193, 253 T 34, 191 TW 34
<ul style="list-style-type: none"> • ask questions to clarify meaning; 	SE: 703-705 TWE: AR 36, 254 CT 253 T 34, 36, 94, 146, 193 TW 91
<ul style="list-style-type: none"> • determine importance of ideas and details; 	SE: <i>Linking Writing and Literature</i> 38, 148 TWE: AR 36 CT 253 T 36, 143 TW 34, 94, 144, 190
<ul style="list-style-type: none"> • make inferences; 	SE: <i>Linking Writing and Literature</i> 95 TWE: CT 37 T 34, 143

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<ul style="list-style-type: none"> connect sensory images to meaning; 	SE: 25, 242-243 <i>Linking Writing and Literature</i> 38, 95 <i>Writing Activities</i> 27 TWE: EE 148 MIN 244 T 33 TW 34, 94
<ul style="list-style-type: none"> synthesize prior knowledge and new information to create new knowledge. 	SE: <i>Linking Writing and Literature</i> 38, 95, 148, 194 TWE: AR 34 CT 253 MA 32, 90 T 34, 191
Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.	
8.R.2.1 Students are able to analyze and explain the author’s use of literary elements. To meet this standard students may: <ul style="list-style-type: none"> analyze characters in a story using supporting evidence from the text (for example: character’s traits, motivations, conflicts, and point of view); 	SE: <i>Linking Writing and Literature</i> 38, 194 TWE: AR 36 CT 37 T 34, 35, 37, 93, 94, 190
<ul style="list-style-type: none"> describe how setting, character, conflict, and resolution support the overall theme. 	SE: <i>Linking Writing and Literature</i> 194 TWE: CC 91 CT 37 T 35, 36, 92, 189, 190, 192 TW 94
8.R.2.2 Students are able to describe the effect of the author’s use of literary devices. To meet this standard students may: <ul style="list-style-type: none"> describe the use of sensory imagery in texts (for example: rhyme scheme, accent patterns, alliteration, assonance, consonance); 	SE: 25 <i>Linking Writing and Literature</i> 38, 95 TWE: EE 148 MIN 244 T 33, 36, 243 TW 34, 94
<ul style="list-style-type: none"> describe the use of figurative language in texts (for example: simile, metaphor, idiom, and oxymoron). 	SE: 24-25, 678 <i>Linking Writing and Literature</i> 194 TWE: AR 192 T 36, 243, 678 TW 34
Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.	
8.R.3.1 Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts. To meet this standard students may: <ul style="list-style-type: none"> identify and compare recurring themes across literary works (for example: good vs. evil, loyalty vs. betrayal); 	SE: 210-212, 244 <i>Linking Writing and Literature</i> 95, 148, 194 TWE: AR 192 CAC 91 T 36, 193 TW 144

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<ul style="list-style-type: none"> describe ideas and outlooks within a specific period, looking at such features as ideas, customs, and outlooks of a people (for example: views of slavery depicted in pre-Civil War novels, attitudes of those involved in the westward expansion, Native American cultural influences). 	SE: 142-147, 188-193 <i>Linking Writing and Literature</i> 38, 194 TWE: CT 37 EE 148 T 35, 144, 146, 191
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	
8.R.4.1 Students are able to determine the appropriate strategy to gather and organize information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use both primary and secondary sources (for example: primary—interviews, diaries, letters, autobiographies; secondary—encyclopedias, biographies, textbooks). 	SE: 641-648, 649-652, 653-654, 655-656, 695-696, 706-708, 709-712, 760-763 TWE: EE 648 LS 763
8.R.4.2 Students are able to evaluate information about a topic gathered from a variety of sources. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> describe how the type of informational source influences the accuracy of information provided (for example: newspaper, magazine, book chapter). 	SE: 274-276, 756-759, 803-804, 841-842 TWE: CIL 575 CT 756 EE 284 T 275
8.R.4.3 Students are able to combine new information with existing knowledge to form interpretations. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> compare background knowledge about a current topic with information (for example: AIDS, STDs); 	SE: 226-228, 706-708, 760-763, 769 <i>Writing Activities</i> 205, 213, 221, 229
<ul style="list-style-type: none"> compare information found in a variety of sources to reach new understanding. 	SE: 641-648, 649-652, 653-654, 655-656, 695-696, 706-708, 709-712, 760-763 TWE: EE 648 LS 763
<p style="text-align: center;">Goals and Indicators Writing Standards Eighth Grade Writing</p> <p>Goal 1: Students will write effectively for different audiences and specific purposes.</p>	
Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.	
8.W.1.1 Students are able to create narrative, descriptive, expository, and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use details to clarify focus and enhance style; 	SE: 28-31, 86-89, 118-120, 130-132, 138-141, 176-178, 184-187, 210-212, 246-249, 298-301
<ul style="list-style-type: none"> use anecdotes, analogies, and metaphors in writing. 	SE: 20-22 <i>Writing Activities</i> 23, 245 TWE: MIN 244 T 243

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<p>8.W.1.2 Students are able to organize text to support a specific point of view, focus, and/or purpose. To meet this standard students may:</p> <ul style="list-style-type: none"> use organizational strategies to develop texts (for example: problem/solution, comparison/contrast, cause/effect). 	<p>SE: 60, 126-128, 160-162, 204, 210-212, 215-216, 218-220 TWE: MIN 162, 220 TW 190</p>
<ul style="list-style-type: none"> use argumentative structure to write a letter to the editor about a local issue. 	<p>SE: 231, 266-268, 270-272, 278-280, 282-284, 290-292 <i>Writing Activities</i> 269, 281, 293 TWE: MIN 292</p>
<p>8.W.1.3 Students are able to compose technical/business texts using a style appropriate to audience and purpose. To meet this standard students may:</p> <ul style="list-style-type: none"> write texts to authentic audiences (for example: business letters, applications, letters of inquiry, PowerPoint, story board, graphs, charts). 	<p>SE: 230-232, 290-292, 332-337, 338-340, 341-343, 344-347, 348-351 <i>Writing Activities</i> 233, 293 TWE: MIN 292</p>
Indicator 2: Students are able to use various strategies and techniques to improve writing quality.	
<p>8.W.2.1 Students are able to model authors' techniques and strategies to clearly convey meaning in all writing modes. To meet this standard students may:</p> <ul style="list-style-type: none"> model how authors bring ideas and characters to life (for example: specific details, dialogue, action, physical description); 	<p>SE: 114-116, 118-120, 130-132, 164-166, 168-170 <i>Write About Reading</i> 38, 95, 148, 258, 306</p>
<ul style="list-style-type: none"> consider the effects authors achieve through imagery and figurative language; 	<p>SE: 24-25, 242-244, 678 <i>Write About Reading</i> 38, 95, 148 <i>Writing Activities</i> 27 TWE: T 33, 36, 243 TW 34</p>
<ul style="list-style-type: none"> establish a clear focus in writing (for example: narrow the topic, use specific details for support); 	<p>SE: 46-47, 50-52, 58-60, 86-88, 138-139, 176-178, 184-186, 210-212, 234-236, 298-300</p>
<ul style="list-style-type: none"> monitor writing progress (for example: maintain a personal writing journal or portfolio). 	<p>SE: 8-10 <i>Journal Writing</i> 31, 89, 141, 187, 249, 301</p>
<p>8.W.2.2 Students are able to revise writing to improve sentence fluency and cohesiveness. To meet this standard students may:</p> <ul style="list-style-type: none"> improve ideas/content, organization, voice, and word choice (for example: listen for writer's voice); 	<p>SE: 30, 66-68, 88, 140, 186, 300 <i>Revising Tip</i> 268 <i>Vocabulary Revising Tip</i> 181 TWE: CL 68 T 248</p>
<ul style="list-style-type: none"> improve sentence fluency (for example: use subordinating conjunctions, appositives); 	<p>SE: 74-76, 79, 88, 391, 635, 833-834, 839 <i>Write About Reading</i> 95 <i>Writing Activities</i> 77 TWE: MIN 76</p>
<ul style="list-style-type: none"> use sensory details, sound devices, and concrete language (for example: alliteration, rhyme, metaphor, personification); 	<p>SE: 24-25, 118-120, 122-124, 130-132, 839 <i>Write About Reading</i> 38, 95 TWE: T 33, 243 TW 34</p>

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<ul style="list-style-type: none"> use feedback to improve writing (for example: peer and self revision, writing groups, teacher conference). 	SE: 66-68, 70-72, 74-76, 88, 186, 248, 282-283, 300 TWE: CL 68 T 30
Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
8.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and clauses. To meet this standard students may: <ul style="list-style-type: none"> use subordinating conjunctions, coordinating conjunctions, and prepositions correctly; 	SE: 391, 481, 487, 505, 507, 509, 511, 513, 633, 635
<ul style="list-style-type: none"> use correct agreement of verb tense with indefinite pronouns; 	SE: 314-317, 389, 437, 541, 543, 545, 549, 551 TWE: EL 438 MIN 542
<ul style="list-style-type: none"> understand verb case as it affects agreement. 	SE: 541, 543 TWE: EL 438, 544, 550
8.W.3.2 Students are able to edit final copies for publication. To meet this standard students may: <ul style="list-style-type: none"> use correct capitalization of specific and general terms (for example: south vs. the South); 	SE: 80, 89, 141, 330-331, 381, 583, 585, 587, 589, 591
<ul style="list-style-type: none"> use punctuation correctly to avoid creating comma splices; 	SE: 89, 312-313, 599, 601, 603, 607, 609, 611, 613, 615
<ul style="list-style-type: none"> use available technology to edit (for example: spell check, grammar check, find/replace). 	SE: <i>Proofreading Tip</i> 89, 141 <i>Using Computers</i> 69, 77, 81
Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.	
8.W.4.1 Students are able to write to transfer and apply knowledge in a subject area. To meet this standard students may: <ul style="list-style-type: none"> apply information learned in one subject area to a class project (for example: compare historical novel about the Battle of Gettysburg with historical accounts, use astronomy knowledge to write a myth explaining some natural phenomenon). 	SE: 172-174, 206-208, 226-228 <i>Writing Across the Curriculum</i> 39, 96, 149, 195, 259, 307 TWE: T 181
8.W.4.2 Students are able to synthesize information from multiple sources to create texts. To meet this standard students may: <ul style="list-style-type: none"> use appropriate technical terms and notations in writing (for example: scientific notation, mathematical formulas, historical journals); 	SE: 202-204, 206-208, 210-212, 218-220, 226-228, 234-236, 238-240, 242-244, 246-248, 841-843
<ul style="list-style-type: none"> use both primary and secondary sources to enrich understanding of information; 	SE: 56, 157, 180, 185, 228, 641-643, 841 <i>Using Computers</i> 229 TWE: EE 812 T 185
<ul style="list-style-type: none"> support thesis or judgments with information from various sources (for example: Internet, newspapers, quotes from authorities). 	SE: 56, 185, 228, 641-643, 646-648, 649-652, 653-654, 655-656, 841 <i>Using Computers</i> 229

OBJECTIVES	PAGE REFERENCES
Listening and Viewing Standards Eighth Grade Listening and Viewing Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	
Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.	
8.L.1.1 Students are able to model specific strategies for listening and viewing in various settings. To meet this standard students may: <ul style="list-style-type: none"> • ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions; 	SE: 755-759, 760-762, 780-785, 786-789 <i>Listening and Speaking</i> 129 <i>Viewing and Representing</i> 57 TWE: CT 756 VA 92, 189, 303
<ul style="list-style-type: none"> • use listening skills in group settings to share responsibility for a team project (for example: set goals, choose solutions, monitor progress, meet goals). 	SE: <i>Listening and Speaking</i> 183, 209, 237, 293 <i>Talk About Reading</i> 38, 95, 148, 194, 258, 306
Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.	
8.L.2.1 Students are able to use various strategies to analyze and evaluate information. To meet this standard students may: <ul style="list-style-type: none"> • develop criteria to evaluate information; 	SE: 274-276, 288, 757-759, 780-781, 803-804, 841-842 TWE: CIL 757 CT 756 EE 782 LS 758
<ul style="list-style-type: none"> • compare information from various sources to verify accuracy; 	SE: 56, 185, 228, 641-643, 655 <i>Writing Activities</i> 277 TWE: T 276
<ul style="list-style-type: none"> • check reliability and validity of media sources. 	SE: 655, 757-759, 780, 786-789 TWE: C 789 CIL 757 LS 758 T 758, 788
8.L.2.2 Students are able to analyze and describe the way meaning is represented in various media. To meet this standard students may: <ul style="list-style-type: none"> • compare how different information sources present the same situation or event (for example: newspaper, journals, television); 	SE: 274-276, 286-288, 757-759, 780-781, 786-789 TWE: CIL 757 CT 756 EE 782 LS 758 T 782
<ul style="list-style-type: none"> • describe how graphic artists, illustrators, or news photographers make meaning; 	SE: 288, 780-785, 786-788 TWE: EE 782 T 783
<ul style="list-style-type: none"> • explore how electronic media uses stated and implied meanings to influence audience interpretation. 	SE: 757-759, 780-781, 783-785, 786-789 TWE: C 789 EE 782 LS 758 MIN 785 T 758

OBJECTIVES	PAGE REFERENCES
Speaking Standards Eighth Grade Speaking	
Goal 3: Students are able to speak effectively in a variety of formal and informal situations.	
Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.	
8.S.1.1 Students are able to choose a specific format based on audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> • design presentations that make clear and knowledgeable judgments; 	SE: 764-768, 769-771, 772-775, 776-778, 792-793 TWE: LS 771 MA 772 MIN 773 T 773, 777
<ul style="list-style-type: none"> • provide detailed evidence, examples, and reasoning in presentations; 	SE: 766-767, 769-770, 772-773 <i>Listening and Speaking</i> 277, 281, 285 TWE: C 771
<ul style="list-style-type: none"> • choose format appropriate to place (for example: class discussion, small group activities). 	SE: 766-767, 769-770, 772-774, 776-778 <i>Listening and Speaking</i> 69, 159, 245, 281 <i>Talk About Reading</i> 38, 148
8.S.1.2. Students are able to develop clear and organized presentations. To meet this standard students may: <ul style="list-style-type: none"> • prepare presentations consisting of an introduction, a logically developed body, transitions, and a conclusion. 	SE: 60, 204, 236, 767, 769, 772-775 <i>Listening and Speaking</i> 209, 221 TWE: LS 771 T 773
Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.	
8.S.2.1 Students are able to use context and topic to determine vocabulary and style. To meet this standard students may: <ul style="list-style-type: none"> • use appropriate grammar and sentence structure in various speaking situations; 	SE: 764-767, 769-771, 772-775, 776-778 <i>Listening and Speaking</i> 69, 209, 221 <i>Talk About Reading</i> 258, 306 TWE: LS 771
<ul style="list-style-type: none"> • use expressive language to enhance presentations. 	SE: 773, 776-778 <i>Listening and Speaking</i> 289
8.S.2.2 Students are able to design presentation strategies appropriate to audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> • use pacing, enunciation, and phrasing appropriate to formal and informal communication; 	SE: 764-767, 769-771, 772-775, 776-778 <i>Listening and Speaking</i> 159, 245, 273, 285 TWE: LS 775 MA 272
<ul style="list-style-type: none"> • create visual aids to emphasize key ideas; 	SE: 352-354, 770 <i>Viewing and Representing</i> 277 TWE: T 352, 353, 774
<ul style="list-style-type: none"> • organize and record information for various presentations (for example: charts, graphs, flip charts, maps); 	SE: 352-354, 770 <i>Viewing and Representing</i> 277 TWE: T 352, 353, 774
<ul style="list-style-type: none"> • use appropriate non-verbal communication skills (for example: eye contact, posture, gestures). 	SE: 765, 770, 773 <i>Listening and Speaking</i> 273 TWE: LS 775 MIN 777 T 767, 770, 773, 777

Codes Used for TWE Pages

AR	Active Reading Strategies
C	Close
CAC	Compare and Contrast
CC	Cultural Connections
CIL	Civic Literacy
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
T	Teach
TW	6+1 Trait Writing
VA	Viewing the Art