

SMMUSD 8th Grade Key English Language Arts Standards

Listed below are the standards the ELA Committee identified as the most important standards in each strand, followed by a brief description of the standard, and the chapters in the Holt materials where these standards are taught.

Ch. 3 = Holt Literature and Language Arts text (HLLA) (Reading)

WS 1 = Holt Literature and Language Arts text, Workshop section (Writing, Listening, and Speaking)

M-WS = Mini-Workshop

HDBK = Holt Handbook (Language Conventions)

Word Analysis, Fluency, Vocabulary	Reading Comprehension	Literary Response & Analysis	Writing Strategies	Writing Applications	Written/ Oral English Language Conventions	Listening/ Speaking Strategies	Speaking Applications
<p>1.1--Literal & figurative, idioms, analogies, metaphors, and similes <u>Ch. 1:</u> p. 60 mapping</p> <p><u>Ch. 2:</u> p. 99, 120-121 influence, history</p> <p><u>Ch. 3:</u> p. 176 word analogies</p> <p><u>Ch. 5:</u> p. 362, 347, 362 synonyms, figures of speech</p>	<p>2.1--Compare and contrast features and elements of consumer materials *proposition *support patterns</p> <p><u>Ch. 8:</u> p. 528, Documents For Life</p> <p>p. 540-549 "WarpSpeed Net..."</p> <p>p. 550-556 "How to Fly a 747"</p>	<p>3.1--Purposes and characteristics of different poetry forms</p> <p><u>Ch. 6:</u> p. 402-404 <i>Sound and Sense</i> p. 405-408 "Valentine for Ernest Mann" p. 409-415 narrative p. 416-426 ballad p. 427-433 epic p. 437-441 ode p. 458-459 Standards Review</p>	<p>1.1—Organization, coherence, and support</p> <p><u>WS 1:</u> Narrative p. 588-609</p> <p><u>WS 2:</u> Response to Literature p. 612-641</p> <p><u>WS 3:</u> Technical Document p. 643-665</p> <p><u>WS 4:</u> Research p. 668-704</p> <p><u>WS 5:</u> Persuasive p. 706-739</p> <p><u>WS 7:</u> Paragraphs p. 755-765</p>	<p>2.1—Write narratives</p> <p><u>WS 1:</u> p. 588</p>	<p>1.1--Sentence variety</p> <p><u>HDBK:</u></p> <p><u>Ch. 7</u></p>	<p>1.1, 1.2—Comprehension</p> <p><u>WS 1:</u> p. 604</p> <p><u>WS 2:</u> p. 632</p>	<p>2.1-2.4—</p> <p>Deliver a narrative p. 604</p> <p>Deliver a response to literature p. 632</p> <p>Deliver research p. 696</p> <p>Persuade p. 726</p> <p>Deliver presentations</p>

Word Analysis, Fluency, Vocabulary	Reading Comprehension	Literary Response & Analysis	Writing Strategies	Writing Applications	Written/ Oral English Language Conventions	Listening/ Speaking Strategies	Speaking Applications
<p>1.3--Using words in appropriate context-- define, restate, compare/contrast, example</p> <p><u>Ch. 4:</u> p. 317, 328 context clues, verify meanings</p> <p><u>Ch. 7:</u> p. 488, 501, 506, 512 context clues</p>	<p>2.2--Analyze proposition and support patterns</p> <p><u>Ch. 1:</u> p. 19-21 essay</p> <p>p. 76-77 informational materials</p>	<p>3.2--Evaluate structural elements of plot and common themes</p> <p><u>Ch. 1:</u> p. 4-16 essay</p> <p>p. 22-54 "Flowers for Algernon"</p> <p>p. 73-75 Literary Response & Analysis</p> <p><u>Ch. 4:</u> p. 210-211 theme</p> <p>p. 319-327 "Camp Harmony"</p> <p>p.342-343 Standards Review for Literary Response and Analysis</p>	<p>1.6—Revision</p> <p><u>WS 1:</u> p. 599-601</p> <p><u>WS 2:</u> p. 627</p> <p><u>WS 3:</u> p. 655-657</p> <p><u>WS 4:</u> p. 691-693</p> <p><u>WS 5:</u> p. 721</p> <p><u>WS 6:</u> p. 745</p> <p><u>WS 7:</u> p. 759-760</p>	<p>2.2m—Write responses to literature</p> <p><u>WS 2:</u> p. 612</p>	<p>1.4—Editing</p> <p><u>HDBK:</u></p> <p><u>Ch. 17:</u> p. 398</p>	<p>1.3, 1.7-- Delivery</p> <p><u>WS 5:</u> p. 726</p>	<p>2.5-- Recite Poetry</p> <p><u>WS 2:</u> p. 637</p>

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	<p>2.4 --Compare original text to summary</p> <p><i>Ch. 6:</i> <i>p. 434-436</i> <i>"Casey at the Bat"</i></p> <p><i>p. 455-457</i> <i>"Langston Hughes, A Biography"</i></p>	<p>3.3, 3.4—Compare and contrast characters' motivations/reactions to similar situations (eras).</p> <p>Setting, mood, tone</p> <p><i>Ch. 2:</i> <i>p. 84-85 characters</i> <i>p. 86-98 from</i> <i>"Harriet Tubman: Conductor on the Underground Railroad"</i> <i>p. 106-110 narrative poem</i> <i>p. 113-119 short story</i> <i>p. 129-135 autobiography</i> <i>p. 135 Literary response and analysis</i></p> <p><i>Ch. 3:</i> <i>p. 150-151 setting</i> <i>p. 167-175 "Soft Rains"</i> <i>p. 150-151</i> <i>Standards Review</i></p>		<p>2.3—Write persuasive pieces</p> <p><i>WS 5:</i> <i>p. 706</i></p>		<p>1.9, 1.8-- Analyze and evaluate oral and media presentations</p>	

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	<p>2.6, 2.7—Use and evaluate consumer/ informational materials</p> <p><u>Ch. 2:</u> p. 122-127 article p.142-143 Standards Review</p> <p><u>Ch.7:</u> p. 502-505 "Little Walter" p. 520-521 Standards Review</p>	<p>3.6--Literary Devices</p> <p><u>Ch. 5:</u> p. 350-352 "Elements of Style"</p> <p>p.353-361 "The Tell-Tale Heart"</p> <p>p.366-376 "Raymond's Run"</p>		<p>2.5-- Write career documents</p> <p><u>WS 6:</u> p. 741</p>			
		<p>3.7--Author's connection to text</p> <p><u>Ch. 7:</u> p.465-469 Literary criticism p.489-500 "Lemon Brown;" p.507-511 "Smart Cookie" p. 513-517 "Saying Yes;" p.518-519 Standards Review</p>		<p>2.6-- Write technical documents</p> <p><u>WS 3:</u> p.643</p>			

*Additional Reading Resource: p. 561-577--Kylene Beers' "Reading Matters" -- Reteaching Lessons (e.g., *Biographical Approach, Theme*)