
Grade 8

Language Arts Objectives

Many of the reading skills in these objectives are refined by students throughout their elementary and middle school years. It is understood that students will apply these reading skills to literary and informational texts at an appropriate level of difficulty for students in this grade generally and for individual students, as necessary.

The Iñupiaq Oral Tradition

1. Enjoys learning Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* through the aural/oral method by listening to Elders or other community members (ILF N.C.e.3.4) (ILF N.H.uqu.4.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS D.1) (ACS D.3)
2. Compares and contrasts the purposes and the customary storytelling practices of the three genres of Iñupiaq storytelling: *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.1.1) (ILF N.C.s.3.1) (ILF N.C.s.4.1) (ILF N.H.uqu.4.2) (ILF N.H.uqu.1.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
3. Appreciates the importance of storytelling to the Iñupiaq culture (ILF N.C.s.3.2) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
4. Tells or retells Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to a variety of school and community audiences, using storytelling protocols (ILF N.C.s.1.2) (ILF N.H.uqu.4.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
5. Analyzes the characteristics of particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* for their effects on the audience (ILF N.C.s.4.1) (ILF N.C.s.4.4) (ACS A.3) (ACS A.5)
6. Analyzes the characters and their motivations in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to understand Iñupiaq behavior expectations (ILF N.H.uqu.3.4) (ACS A.3) (ACS A.5) (ACS A.6)
7. Infers a spiritual message and what is important spiritually to the characters in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.2.1) (ILF N.C.s.2.2) (ACS A.3) (ACS A.5) (ACS A.6)
8. Relates the experiences of characters and the message or moral as a lesson in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to his or her own life (ILF B.C.s.4.3) (ILF N.H.uqu.2.1) (ILF N.H.uqu.3.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS E.1)
9. Defines and uses words drawn from the Iñupiaq language in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF B.I.cb.1.1) (ACS A.5)
10. Uses particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* as models to determine his or her place in the world (ILF N.H.uqu.2.2) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
11. Creates something original (e.g., another story, a poem, a piece of art, a dance) that is inspired by particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.H.uqu.3.2) (ACS A.3) (ACS A.5) (ACS A.6)
12. Appreciates the relevance of Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* today (ILF N.H.uqu.3.3) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2) (ACS E.5)

Reading Literature

1. Enjoys reading a variety of literary texts from a variety of cultures (ACS B.1)
2. Chooses a fiction or poetry book to read at home each week to meet his or her personal reading goals
3. Recommends fiction and poetry books to his or her friends and states the reason for the recommendation
4. Analyzes significant elements of classic novels or novellas, citing textual evidence that most strongly supports his or her analysis what the text says explicitly as well as inferences drawn from the text [Classic works are those that have been well regarded across generations, have won literary awards or been recognized by prestigious groups, and/or are commonly alluded to by other writers and in contemporary culture.] (RL.8.1) (RL.8.10)
5. Analyzes significant elements of contemporary novels or novellas representing a variety of cultures, citing textual evidence that most strongly supports his or her analysis what the text says explicitly as well as inferences drawn from the text [Contemporary works are those that are well regarded for this generation of students, have won literary awards or been recognized by prestigious groups, and/or have memorable themes or characters.] (ACS B.1) (RL.8.1) (RL.8.10)
6. Analyzes significant elements of classic and contemporary short stories representing a variety of cultures, citing textual evidence that most strongly supports his or her analysis what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.8.1) (RL.8.10)
7. Analyzes significant elements of classic and contemporary poems from a variety of cultures, citing textual evidence that most strongly supports his or her analysis what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.8.1) (RL.8.10)
8. Analyzes significant elements of classic and contemporary plays from a variety of cultures, viewed as live, filmed, or recorded performances (ACS B.1) (RL.8.1)
9. Quotes accurately from a literary text and paraphrases, as appropriate, when using text details to support analysis of the text
10. Summarizes or restates the sequence of events in the plot of a particular novel, novella, short story, poem, or play (RL.8.2)
11. Analyzes the plot and *subplots* of a particular novel, novella, short story, poem, or play: conflict, rising action, climax, falling action, and resolution, including any use of foreshadowing and flashback
12. Analyzes the type(s) of conflict found in a particular novel, novella, short story, poem, or play: person vs. person, person vs. self, person vs. society, person vs. nature, person vs. the supernatural, and person vs. technology
13. Analyzes the personality traits, motives, feelings, actions, and changing and unchanging relationships of characters in a particular novel, novella, short story, poem, or play and how the author informs the reader about a character (e.g., through the character's physical description, the character's own words, the words of the author about the character, the reactions of other characters)
14. Analyzes the importance of the setting to a particular novel, novella, short story, poem, or play
15. Determines the theme or central idea of a particular novel, novella, short story, poem, or play and analyzes its development over the course of the text, including its relationship to the characters, setting, and plot (RL.8.2)

16. Explains what a particular symbol means in a particular novel, novella, short story, poem, or play
17. Describes the mood(s) and how the author creates the mood(s) of a particular novel, novella, short story, poem, or play (e.g., by descriptive language, the characters' words or actions, the setting, the events in the plot)
18. Evaluates the effectiveness of the point of view of a particular novel, novella, or short story (first person, second person, third person limited, or third person omniscient) and analyzes how the author establishes that point of view, including by using a narrator (RL.8.6)
19. Defines *irony* and identifies the use of *verbal irony*, *dramatic irony*, and *situational irony* in a particular novel, novella, short story, or play (RL.8.6) (L.8.5a)
20. Analyzes how differences in points of view of the characters and of the audience/reader of a particular novel, novella, short story, or play create such effects as suspense or humor (e.g., the use of dramatic irony) (RL.8.6)
21. Analyzes how particular lines of dialogue or incidents in a plot of a particular novel, novella, short story, poem, or play propel the action, reveal aspects of a character, or provoke a decision (RL.8.3)
22. Analyzes the use of dialect in a particular novel, novella, short story, poem, or play and judges its effectiveness
23. Defines vocabulary words and phrases, including in dialect, in the context of a particular novel, novella, short story, poem, or play (RL.8.4)
24. Determines the meaning of imagery, figurative language (including alliteration, onomatopoeia, similes, metaphors, hyperbole, and personification), and connotative language in a particular novel, novella, short story, poem, or play (RL.8.4) (L.8.5a) (L.8.5c)
25. Defines *tone* as the author's attitude toward his or her subject (e.g., sympathetic, sarcastic, playful, solemn) (RL.8.4)
26. Identifies the predominant tone of a particular novel, novella, short story, poem, or play and analyzes how the author creates and signals the tone (RL.8.4)
27. Analyzes the impact of a specific word choice on the meaning and tone of a particular novel, novella, short story, poem, or play (RL.8.4)
28. Explains analogies or allusions to other texts in the context of a particular novel, novella, short story, poem, or play (RL.8.4)
29. Analyzes *My Name Is Not Easy* (by Debby Dahl Edwardson) as an example of historical fiction, pointing out what can be learned about life in the 1960s for Alaskan children taken out of their homes and sent to boarding schools as revealed through a study of the book's characters, setting, plot, and theme (ILF H.N.nsh.1.3) (ACS A5) (ACS E5)
30. Compares and contrasts the overall structure of two or more literary texts, analyzing how the structure contributes to the meaning and style of each text (RL.8.5)
31. Evaluates the effectiveness of the setting, character development, theme, point of view, and writing style in a particular novel, novella, short story, poem, or play and supports his or her opinions with references to the text (RL.8.1) (RL.8.2) (RL.8.4)
32. Evaluates the rhyme scheme and/or the rhythm (stressed and unstressed syllables) of a particular poem
33. Compares and contrasts the lyrics, rhythm, and rhyme scheme of two songs about a similar topic or theme
34. Evaluates the choice of costumes, sets, props, lighting, and music of a particular play

35. Analyzes the extent to which a filmed or live production of a novel, novella, short story, or play stays faithful to or departs from the original text and evaluates the decisions made by director or actors (e.g., the film version of the short story by Ambrose Bierce of “An Occurrence at Owl Creek Bridge”) (RL.8.7)
36. Compares and contrasts two coming-of-age stories, one from the Iñupiaq culture and one from another culture, and judges the effectiveness of their impact on the reader (ILF N.C.s.4.3) (ACS A.3) (ACS B.1)
37. Relates the experiences of characters, the conflict, or the theme in a particular novel, novella, short story, or play to his or her own experiences
38. Analyzes the impact of the historical period, culture, or personal experiences of various authors and poets from diverse cultures on their writing (ACS B.1)
39. Compares and contrasts critical reviews of a novel or novella that he or she has read or a play or film that he or she has seen
40. Names several authors and several poets from diverse cultures whose work he or she admires and tells why (ACS B.1)
41. Reads at least two appropriately challenging novels or novellas from the NSBSD Summer Reading List during the summer after eighth grade (RL.8.10)

Reading Informational Texts

1. Enjoys reading a variety of types of informational texts (e.g., interviews, biographies, newspaper articles, essays) from a variety of cultures (ACS B.1)
2. Chooses a nonfiction book to read at home each week to meet his or her personal reading goals
3. Recommends nonfiction books to his or her friends and states the reason for the recommendation
4. Reads on-level informational texts (including history/social studies, science, and technical texts; biographies and autobiographies; newspaper and magazine news stories and feature articles; and essays) appropriate for eighth graders (RIT.8.10)
5. Analyzes and appreciates biographies and autobiographies of Elders, community leaders, and other Native Alaskans and relates life lessons learned from them to his or her life (ILF N.C.e.2.2) (ACS D.4)
6. Analyzes significant elements of a variety of informational texts (including history/social studies, science, and technical texts; biographies and autobiographies; newspaper and magazine news stories and feature articles; and essays), citing textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RIT.8.1) (RIT.8.10)
7. Quotes accurately from informational texts and paraphrases, as appropriate, when using text details to support analysis of the text
8. Determines the stated or implied main idea (central idea) and subtopics in a particular informational text and analyzes their development over the course of the text, including their relationship to supporting ideas (RIT.8.2)
9. Summarizes or paraphrases the central idea, events, or procedures in a particular informational text, including in correct sequence when appropriate (RIT.8.2)
10. Analyzes how a particular informational text makes connections and distinctions between and among individuals, events, and ideas (e.g., through comparisons, analogies, categorizations) (RIT.8.3)

11. Analyzes in detail the structure of a specific paragraph in a particular informational text, including the role of particular sentences in developing and refining a key concept (RIT.8.5)
12. Determines the author's purpose in a particular informational text (e.g., to inform, persuade, entertain, critique) and assesses how effective the author is in achieving that purpose (RIT.8.6)
13. Analyzes the author's point of view in a particular informational text and how the author acknowledges and responds to conflicting evidence or viewpoints (RIT.8.6)
14. Identifies the predominant tone of a particular informational text and analyzes how the author creates and signals the tone
15. Determines the meaning of words and phrases as they are used in a particular informational text, including figurative, connotative, and technical meanings (RIT.8.4) (L.8.5a) (L.8.5c)
16. Analyzes the impact of a specific word choice on the meaning and tone of a particular informational text (RL.8.4)
17. Explains analogies or allusions to other texts in the context of a particular informational text (RL.8.4)
18. Judges the effectiveness of the writing style used by the author of a particular informational text (e.g., word choice, point of view, complexity of sentence structure and punctuation, voice)
19. Analyzes the effectiveness of the elements of a particular informational text (e.g., the overall organization, the clarity of the main idea, the use of supporting evidence, the writing style) and supports his or her opinions with references to the text
20. Evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea (RIT.8.7)
21. Distinguishes between facts and opinions in a variety of present and past informational texts on controversial issues (e.g., political speeches, descriptions of historical events)
22. Identifies *propaganda techniques* that are used in advertisements, speeches, editorials, and other informational texts: bandwagon, name calling, testimonial, repetition, faulty cause and effect, plain folks, flag waving, snob appeal, glittering generalities, transfer, and innuendo (RIT.8.8)
23. Delineates and evaluates the argument and the specific claims in a particular informational text, assessing whether the reasoning is sound, whether the evidence is relevant and sufficient to support the claims, and whether irrelevant information is introduced (e.g., identifies when propaganda techniques are used) (RIT.8.8)
24. Analyzes an opinion column or editorial in a newspaper to identify the writer's perspective and to judge the organization, clarity, and persuasiveness of the writing
25. Analyzes a news story in a newspaper to determine the most important points and to judge the organization and clarity of the writing
26. Discusses why newspaper and magazine articles, radio and television news stories, and social media posts are not always entirely accurate
27. Analyzes a case in which two or more informational texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation (RIT.8.9)
28. Relates the topic, issue, or author's purpose and opinions in a particular informational text to his or her own experiences
29. Analyzes the impact of the historical period, culture, or personal experiences of various nonfiction authors from diverse cultures on their writing (ACS B.1)

30. Reads at least two appropriately challenging nonfiction books from the NSBSD Summer Reading List during the summer after eighth grade (RIT.8.10)

Word Analysis

1. Uses his or her knowledge of phonics, syllable patterns, word origins, and word structure (e.g., roots, prefixes, suffixes, base words) to read and determine the meaning of unfamiliar multisyllabic words in and out of context (L.8.4a) (L.8.4b)
2. Determines the meaning of and spells English words with the prefixes *a*, *ambi/amphi*, *bene*, *circum*, *hetero*, *homo*, *hyper*, *hypo*, *mal*, and *para* (L.8.2c) (L.8.4a) (L.8.4b)
3. Determines the meaning of and spells English words with the suffixes *cy*, *ee*, *esque*, *some*, *tude*, and *ure* (L.8.2c) (L.8.4a) (L.8.4b)
4. Uses suffixes to change English words into different parts of speech to use in his or her writing and spells them correctly: adjectives (e.g., *ful*, *ish*, *ous*, *ic*), nouns (e.g., *ship*, *ment*, *tion*, *hood*), and verbs (e.g., *ize*, *fy*) (L.8.2c) (L.8.4a) (L.8.4b)
5. Uses common grade-appropriate Greek and Latin roots, prefixes, and suffixes as clues to the meaning of a word (e.g., *cede-* in *precede* and *recede*) (L.8.4a) (L.8.4b)
6. Uses prefixes and suffixes to “coin” words in his or her speaking and writing (e.g., makes a reasonable noun form for *big*) (L.8.4a) (L.8.4b)
7. Spells a wide range of grade-level words, including commonly misspelled and commonly confused words, in his or her writing (L.8.2c)
8. Spells academic and technical words related to content being learned in other subject fields (L.8.2c)

Vocabulary

1. Uses with confidence grade-level academic and technical words and phrases related to grade-level content topics in his or her speaking and writing (L.8.6)
2. Uses his or her knowledge of language structure (e.g., word order, grammar, the word’s position or function in a sentence), context (i.e., the overall meaning of the sentence or paragraph), context clues, and prior knowledge to determine the meaning of unfamiliar words in context (L.8.4a)
3. Identifies and uses synonyms for grade-level words in his or her speaking and writing
4. Identifies and uses antonyms for grade-level words in his or her speaking and writing
5. Uses and spells grade-level homophones (words that sound the same and are spelled differently) in sentences (e.g., *gilt/guilt*, *cereal/serial*, *cite/sight/site*, *flew/flu/flue*) (L.8.2c)
6. Uses grade-level homographs (words that are spelled the same and that may or may not have different pronunciations) in sentences (e.g., *lead*, *compress*, *draft*, *cultivate*)
7. Distinguishes between commonly confused pairs of words: *lay/lie* (in all tenses) and *rise/raise* (in all tenses)
8. Defines *pun* and interprets the intent or meaning of a pun in a specific sentence (L.8.5a)

9. Defines *mixed metaphor* and interprets the intent or meaning of a mixed metaphor in a specific sentence (e.g., *as easy as falling off a piece of cake, burning the midnight oil from both ends*) (L.8.5a)
10. Defines *euphemism* and interprets the intent or meaning of a euphemism in a specific sentence (e.g., *passed away* or *departed* for *died*)
11. Distinguishes among the connotations of words that have a similar denotation (L.8.5c)
12. Completes analogies when words have the relationship of agent to activity (e.g., *orator* is to *speaking* as *scientist* is to *experimenting*)
13. Completes analogies when words have the relationship of symbol to what it represents (e.g., *heart* is to *love* as *flag* is to *patriotism*)
14. Completes analogies when words have the relationship of object to opposite effect/trait (e.g., *sun* is to *darkness* as *refrigerator* is to *heat*)
15. Uses the relationships between particular words to understand their meanings better (e.g., synonyms, antonyms) (L.8.5b)
16. Defines five new English vocabulary words each week and uses them in his or her speaking and writing
17. Defines one new Iñupiaq vocabulary word each week and uses it in his or her speaking (B.I.cb.1.1) (ACS A.5)
18. Demonstrates his or her knowledge of Iñupiaq vocabulary by regularly talking with Elders or other community members (ILF N.C.e.1.1) (ILF N.C.e.3.4) (ILF B.I.cb.1.1) (ACS A.5) (ACS D.1) (ACS D.3)

Writing Process

1. Determines the purpose of a particular piece of his or her writing and selects a form, point of view, tone, and style (formal vs. informal) that are appropriate for the purpose and audience
2. Develops and strengthens his or her writing by planning first and subsequent drafts, with adult and peer guidance and support (W.8.5)
3. Chooses prewriting techniques that work best for him or her and for the particular assignment (e.g., creating graphic organizers, listing key thoughts, brainstorming, outlining, keeping a journal of ideas) (W.8.5)
4. Uses figurative and connotative language, when effective, in his or her writing
5. Varies sentence patterns in his or her writing to produce clearer meaning, heightened reader interest, and a more effective style
6. Establishes and maintains a formal and consistent style when writing narrative, argumentative, informative, or explanatory texts (W.8.1d) (W.8.2e)
7. Selects and narrows a topic for a specific purpose
8. Selects and uses the most appropriate organizational pattern for a particular piece of writing (e.g., block style in a particular comparison/contrast piece)
9. Chooses the most effective sequencing of sentences in a particular paragraph and paragraphs in a particular piece of writing, using precise transitional words, phrases, and ideas
10. Remains on a topic in a short or long piece of writing and revises his or her writing to eliminate content that is not on topic
11. Incorporates his or her own voice in his or her writing

12. Evaluates and improves the opening sentence (e.g., using a quotation, a question, an anecdote) and concluding sentence (e.g., using a hook back to the introduction, a provocative thought) in a piece of writing
13. Clarifies meaning in his or her writing by eliminating unnecessary and repetitive words and phrases
14. Responds effectively to editing and revising suggestions from peers and adults about his or her first drafts, with adult and peer guidance and support (W.8.5)
15. Edits and revises his or her first and subsequent drafts for content, for word choice (e.g., vivid vocabulary), for sentence structure, and for logical organization of sentences within paragraphs and paragraphs within the document (e.g., chronological, spatial, cause–effect), including adding, deleting, and rearranging content, with adult and peer guidance and support (W.8.5)
16. Edits and revises his or her first and subsequent drafts by focusing on how well the purpose and the audience have been addressed, with adult and peer guidance and support (W.8.5)
17. Proofreads and edits his or her first and subsequent drafts for mechanics (punctuation, capitalization, grammar, and spelling), with adult and peer guidance and support (W.8.5)
18. Tries a new approach to a piece of writing when he or she sees that it would be more effective and efficient than continuing to rewrite it (W.8.5)
19. Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (W.8.4)
20. Evaluates each of his or her published pieces of writing (e.g., how well the writing achieves its purpose, how suitable the form is for the audience, how precise transitions between paragraphs are)
21. Evaluates the published pieces of writing of peers and offers constructive criticism, based on a rubric devised by the class and the teacher
22. Writes routinely to a range of discipline-specific tasks, purposes, and audiences over a short time frame of a single sitting or a day or two (W.8.10)
23. Writes routinely to a range of discipline-specific tasks, purposes, and audiences over an extended time frame of several weeks, including time for research, reflection, and revision (W.8.10)

Writing Products

1. Writes cohesive and effective paragraphs, with precise transitional words and phrases between sentences and with effective opening and concluding sentences
2. Writes several cohesive and effective paragraphs, with precise transitional words and phrases between paragraphs and with effective opening and concluding sentences, on topics from a variety of subject fields
3. Writes arguments to support claims related to nonfiction topics: introduces claim(s), acknowledges and distinguishes the claims from alternate or opposing claims, and organizes the reasons and evidence logically; supports claim(s) with logical reasons and accurate, relevant evidence, using credible sources; uses words, phrases, and clauses to create cohesion and to clarify the relationships among claim(s), counterclaims, reasons, and evidence; and provides a concluding statement or section that follows from and supports the argument presented (W.8.1a) (W.8.1b) (W.8.1c) (W.8.1e)

4. Writes arguments to support claims related to literary texts read: introduces claim(s), acknowledges and distinguishes the claims from alternate or opposing claims, and organizes the reasons and evidence logically; supports claim(s) with logical reasons and accurate, relevant evidence, using credible sources; uses words, phrases, and clauses to create cohesion and to clarify the relationships among claim(s), counterclaims, reasons, and evidence; and provides a concluding statement or section that follows from and supports the argument presented (W.8.1a) (W.8.1b) (W.8.1c) (W.8.1e)
5. Writes informative or explanatory texts to examine a topic, to convey ideas and information, or to provide a research-based answer to a question: introduces a topic clearly, previewing what is to follow; organizes ideas and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia, when appropriate; develops the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples; uses appropriate and varied transitions to create cohesion and to clarify the relationships among ideas; uses precise language and domain-specific vocabulary to inform about or explain the topic; and provides a concluding statement or section that follows from and supports the information and explanation presented (W.8.2a) (W.8.2b) (W.8.2c) (W.8.2d) (W.8.2f)
6. Writes narrative texts that develop real or imagined experiences or events: engages and orients the reader by establishing a context and point of view and by introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and to show the relationships among experiences and events; uses precise words and phrases, relevant descriptive details, and sensory language to advance the action and to convey experiences and events; and provides a conclusion that follows from and reflects on the narrated experiences or events (W.8.3a) (W.8.3b) (W.8.3c) (W.8.3d) (W.8.3e)
7. Writes a character sketch to describe and analyze a major or minor character in a novel, novella, short story, or play
8. Writes a feature story for a school newspaper, with an engaging first paragraph that grabs the reader's attention
9. Writes a persuasive letter to the editor of a local or state newspaper, newsletter, or magazine, using proper business letter form (W.8.1)
10. Writes a persuasive letter to a state or local official, using proper business letter form (W.8.1)
11. Writes a book review, including critical analyses of the fictional elements of the book and supports those analyses with quotations and evidence from the text
12. Writes a play or movie review, including critical analyses of the fictional elements of the play or movie
13. Writes rhymed or unrhymed poems, using figurative language
14. Writes an essay that compares and contrasts one significant element of two literary works, using cited quotations from both works (e.g. the setting of two short stories, the theme of a poem and a novel, the main character of a short story and a novel)
15. Writes a research report (five to seven pages in length) on a language arts topic or on a topic for another class, using an accepted format (with headings in the body of the report, a table of contents, and a bibliography) and with graphs, charts, or tables, if appropriate

16. Writes a brief proposal for an original movie or television show about a world in which the Iñupiaq language is the world's dominant language (ILF N.H.mh.1.1) (ACS A.5)
17. Writes a short biography of an Elder or community member, after interviewing him or her (ILF N.C.e.2.2) (ACS D.1) (ACS D.3) (ACS D.4)
18. Researches and writes about the effects of the loss of the Iñupiaq language, based on relevant documents and on interviews with at least two Elders or other community members about their school experiences and the effects of Western education on their use of the Iñupiaq language (ILF H.N.nsh.1.3) (ACS A5) (ACS A6) (ACS D1) (ACS D3) (ACS E5)
19. Advocates for the revitalization of the Iñupiaq language, in writing and/or orally (ILF H.N.nsh.1.3) (ACS A5) (ACS A6) (ACS D1) (ACS D3) (ACS E5)

Punctuation and Capitalization

1. Applies his or her knowledge from the elementary grades of the use of periods, question marks, and exclamation points as end punctuation for sentences in his or her own writing
2. Applies his or her knowledge from the elementary and middle school grades of the use of commas to his or her own writing: between the date and the year; between single words in a series; after the greeting and closing of a friendly letter; between a city and state; between a city and country; before a coordinating conjunction in a compound sentence; after an interjection, when appropriate; before and/or after a name in direct address; before a tag question; after an introductory word, phrase, or clause in a sentence; before and after appositives; after the closing in a business letter; and when separating adjectives modifying the same word in a sentence
3. Applies his or her knowledge from the elementary grades of the use of semicolons to his or her own writing: to join two complete sentences and to separate items in a series when there are already commas within items
4. Applies his or her knowledge from the elementary and middle school grades of the use of colons to his or her own writing: after a complete sentence to introduce a list of items; after the greeting of a business letter; when introducing a long quotation; between a volume and number or volume and page in a cited work; between a chapter and verse in biblical references; and between the title and subtitle of a work of fiction or nonfiction
5. Applies his or her knowledge from the elementary and middle school grades of the use of underlining, italics, and quotation marks to set off titles of literary, musical, artistic, and television/film works and the names of ships and airplanes to his or her own writing
6. Applies his or her knowledge from the elementary grades of punctuating and capitalizing dialogue, conversation, and direct quotations of people's words to his or her own writing
7. Applies his or her knowledge from the elementary and middle school grades of capitalization to his or her own writing: the first letter of the first word in a sentence; the personal pronoun *I*; proper names of people and pets; names of and abbreviations for the days of the week and the months of the year; names of streets, villages, towns, cities, states, countries, and continents; names of holidays; proper names of products; the first letter of the first word in each line of traditional poems; initials in people's names; abbreviations for titles and for streets; the greeting and

the first word of the closing of friendly and business letters; the first, last, and all other important words in the titles of literary, musical, and television/film works; names of special events, historical events, and organizations; proper names of geographical features; proper names of buildings, schools, and colleges; the first letter of the first word in a direct quotation; words for directions when naming a region; names of school subjects/courses, when appropriate; *Mother*, *Father*, *Grandmother*, and *Grandfather*, when appropriate; adjectives derived from proper nouns; titles of respect (including when abbreviated and followed by a period); religions, denominations, names for the deities, and the names of the books that guide the major religions; names of awards and medals; names of political parties and their members; abbreviations for names of organizations and countries; and sometimes personified nouns in prose and poetry

8. Uses parentheses in sentences and paragraphs in his or her own writing
9. Uses a comma, a dash, or an *ellipsis* to indicate a pause or break, depending on the degree of the pause or break, in his or her own writing (L.8.2a)
10. Uses a dash or pair of dashes to indicate a sudden change of thought
11. Uses an ellipsis to indicate an omission in his or her own writing (L.8.2b)
12. Makes only the last noun in a series possessive when all the nouns share the possession (e.g., Heidi and Brian's car)
13. Puts question marks and exclamation points inside closing quotation marks when they are part of the quotation and outside closing quotation marks when they are not part of the quotation
14. Compares and contrasts the placement of commas, semicolons, colons, periods, question marks, and exclamation points with regard to closing quotation marks
15. Uses a hyphen to form multiple-word adjectives when they are placed before the nouns they modify (e.g., She has a full-time job), but not when they are placed after nouns or verbs (e.g., He works full time.)
16. Uses hyphens when a series of hyphenated words have a common second word omitted on all but the final occasion (e.g., two-, three-, or four-person teams)
17. Recognizes that [*sic*] indicates a mistake made by the original speaker or writer in quoted material (e.g., in a newspaper story) and that it is placed right after the mistake
18. Capitalizes the names of historic documents and laws (e.g., Declaration of Independence, Alaska Native Claims Settlement Act)
19. Compares and contrasts the use of punctuation marks and capitalization in English and in Iñupiaq (ILF B.I.cb.1.1) (ACS A.5)

Grammar

1. Identifies all parts of speech in a sentence and uses all parts of speech correctly in his or her speaking and writing: nouns, pronouns, verbs, adjectives, adverbs, articles, prepositions, conjunctions, and interjections
2. Analyzes a sentence to identify the function of each word, phrase, and clause (e.g., *with the red shoes* as being a prepositional phrase modifying the subject of the sentence in *The girl with the red shoes was first in line.*)
3. Uses personal pronouns in the proper person, number, and case (e.g., when the pronoun is the subject, direct object, indirect object, object of a preposition) in his or her speaking and writing

4. Differentiates among the uses of the relative pronouns *who*, *which*, and *that* in restrictive and nonrestrictive clauses in sentences and punctuates nonrestrictive clauses with commas
5. Identifies and uses the *reciprocal pronouns* in his or her speaking and writing: *each other* and *one another*
6. Compares and contrasts the formation and uses of the types of pronouns: personal, possessive, demonstrative, interrogative, indefinite, relative, intensive, reflexive, and reciprocal
7. Uses comparative and superlative adjectives and adverbs precisely in his or her speaking and writing
8. Uses correlative conjunctions (*either...or*, *neither...nor*, *both...and*, *whether...or*, and *not only...but also*) precisely in his or her writing
9. Uses the present, past, future, perfect, and past perfect verb tenses (first, second, and third person singular and plural) in his or her speaking and writing
10. Identifies and uses the *future perfect tense* of verbs (first, second, and third person singular and plural) in his or her speaking and writing (e.g., Susan *will have finished* the project before Lisa ever arrives.)
11. Explains the functions of *infinitives*, *present* and *past participles*, and *gerunds* (L.8.1a)
12. Identifies and uses infinitives in his or her speaking and writing and explains the function of an infinitive in a specific sentence (L.8.1a)
13. Identifies and uses present and past participles in his or her speaking and writing and explains the function of a present or past participle in a specific sentence (L.8.1a)
14. Identifies and uses gerunds in his or her speaking and writing (using a possessive before a gerund, when required) and explains the function of a gerund in a specific sentence (L.8.1a)
15. Forms and uses verbs in sentences written in the *active voice* and the *passive voice* (L.8.1b)
16. Judges whether a sentence is more effective in the active voice or the passive voice (L.8.1b)
17. Identifies the forms and uses of the *conditional mood* of verbs (with *would* and *should*) (L.8.1c)
18. Identifies the forms and uses of the *subjunctive mood* of verbs (especially the use of *were* after *if* and to express a wish) (L.8.1c)
19. Forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods in his or her speaking and writing (L.8.1c)
20. Uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects in his or her speaking and writing (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) (L.8.3a)
21. Maintains subject–verb agreement (including when there is a phrase between the subject and the verb and including when the subject is a singular or plural indefinite pronoun), pronoun–antecedent agreement, and correct and consistent verb tense, voice, and mood in his or her speaking and writing (L.8.1d)
22. Corrects misplaced and dangling modifiers in his or her writing
23. Chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

Speaking and Listening

1. Participates effectively in collaborative discussions with diverse partners in pairs and in small groups about grade-level topics and texts, building on others' ideas and expressing his or her own clearly (SL.8.1)
2. Participates effectively in collaborative discussions in large groups of peers, with and without teacher leadership, about grade-level topics and texts, building on others' ideas and expressing his or her own clearly (SL.8.1)
3. Comes to discussions prepared, having read or researched required material, and explicitly draws on that preparation by referring to evidence about the topic, text, or issue to probe and reflect on ideas under discussion (SL.8.1a)
4. Follows agreed-upon rules for discussions (e.g., takes turns, respects diverse viewpoints) created by the teacher and the class for collegial discussions (SL.8.1b)
5. Follows agreed-upon rules for decision making as a group (e.g., coming to consensus, stating minority positions) created by the teacher and the class for collegial discussions (SL.8.1b)
6. Tracks progress toward specific goals and deadlines for collegial discussions and decision making and defines and carries out assigned roles (e.g., as in working on a group project) (SL.8.1b)
7. Poses questions that connect the ideas of several speakers and responds to others' questions and comments with relevant evidence, observations, and ideas (SL.8.1c)
8. Acknowledges new information expressed by others in a discussion and, when warranted, qualifies or justifies his or her own views in light of the evidence presented (SL.8.1d)
9. Analyzes information presented in various auditory and visual media and evaluates the purpose and motive (e.g., social, political, commercial) behind the presentation (SL.8.2)
10. Outlines a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and noting when irrelevant evidence is introduced (SL.8.3)
11. Presents a written research report orally, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details and responding appropriately to questions from peers (SL.8.4)
12. Gives a persuasive speech, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details (SL.8.4)
13. Judges both the content and the delivery of oral presentations by peers, using a rubric developed by the teacher and class
14. Uses appropriate eye contact, appropriate volume and rate, correct pronunciation, clear enunciation, appropriate gestures and facial expressions, and good posture when presenting orally (SL.8.4)
15. Recognizes the effects of the speaker's vocal pitch and tone in oral presentations
16. Integrates multimedia components (e.g., graphics, images, music, sound) and visual displays (e.g., posters) into oral presentations to clarify information, to strengthen claims and evidence, and to add interest (SL.8.5)
17. Adapts his or her speaking style and vocabulary to a variety of formal and informal tasks and audiences, including using formal English when appropriate (SL.8.6)
18. Reads aloud grade-level fiction and nonfiction texts from a variety of cultures, with fluency, accuracy, appropriate rate, and expression (ACS B.1)
19. Gives an extemporaneous talk on an appropriate grade-level topic or text

20. Recites well-known multiple-stanza rhymed and unrhymed poems from memory, fluently, distinctly, and expressively, including with attention to imagery and figurative language
21. Presents an oral dramatic interpretation of a story or scene from a play from memory, fluently, distinctly, and expressively
22. Analyzes a guest or filmed speaker's use of language, presentation of content, and delivery and evaluates the credibility and effectiveness of the speaker
23. Listens critically to television and radio newscasts and editorials to separate fact from opinion and to judge their content, credibility, and delivery
24. Participates in an informal debate, with two opposing sides
25. Speaks and listens courteously to adults in the community during formal and informal situations (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.3)
26. Listens to *quliaqtuat* told by Elders or other community members and applies life lessons learned from them to his or her own life (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.1) (ACS D.3)
27. Interacts respectfully with Elders or other community members individually, in small groups, and in large groups (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.1) (ACS D.3)
28. Researches the value of speaking more than one language or being multilingual (ILF N.H.nsh.1.1) (ACS A.5)
29. Explores the use of *mitaagniq* (the telling of joking stories) by a variety of Elders and community leaders through audio archives (ILF N.E.mh.3.7) (ACS A.3) (ACS A.5)

Research and Study Skills

1. Conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (W.8.7)
2. Chooses the most efficient, credible print and digital source(s) for finding information on a topic (e.g., a dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, book, website)
3. Gathers relevant information on a topic from multiple print and digital sources (using search terms effectively) and from experts and assesses the credibility and accuracy of each source (ILF N.E.t.4.2) (ACS B.4) (W.8.8)
4. Draws evidence from literary texts to support his or her analysis, reflection, and research on a literary-related topic (W.8.9a)
5. Draws evidence from informational texts to support his or her analysis, reflection, and research on a nonfiction-related topic (W.8.9b)
6. Has the habit of taking useful and comprehensive notes from primary and secondary print and digital sources, during interviews, and in class (ILF N.E.t.4.2) (ACS B.4)
7. Quotes or paraphrases data and conclusions from primary and secondary print and digital sources while avoiding plagiarism (W.8.8)
8. Uses a standard format for citation within a report, choosing between in-text citations or footnotes (W.8.8)
9. Provides a simple bibliography for print and digital sources and experts used in researching a topic (W.8.8)

10. Believes it is important to cite the work of others when using it in his or her own writing
11. Prepares interview questions in advance of an interview (ILF N.C.e.3.4) (ACS D.4)
12. Interviews an Elder or community leader and records the results for later use (both by electronic means and in notes), after getting permission to record the interview (ILF N.C.e.3.4) (ACS D.4)
13. Writes a transcript of an interview and indexes the recording of it (ILF N.C.e.3.4) (ACS D.4)
14. States the location, typical purposes, and authorship of a *preface* and a *foreword* to a book
15. Consults print and digital English and Iñupiaq dictionaries, as needed, to find the pronunciation of a word, to check syllabication, to identify all possible spellings and parts of speech of a word, to find different forms of a word (e.g., the adjective form, the adverb form), or to find the origin of a word (ILF B.I.cb.1.1) (ACS A.5) (L.8.4c) (L.8.6)
16. Consults print and digital thesauruses, glossaries, and English and Iñupiaq dictionaries to clarify the precise meaning of words and phrases, to verify his or her preliminary determination of the meaning of a word or phrase, or to choose a more interesting or more precise word to use in his or her writing (ILF B.I.cb.1.1) (ACS A.5) (L.8.4c) (L.8.4d) (L.8.6)
17. Has the habit of looking up words in a print or digital English or Iñupiaq dictionary whenever he or she is unsure of the spelling, pronunciation, or accented syllable (ILF B.I.cb.1.1) (ACS A.5) (L.8.4c) (L.8.6)
18. Uses six-level outlines (i.e., I.—A.—1.—a.—(1)—(a)) in planning his or her research project write-ups and other written pieces
19. Varies his or her reading rate and method, according to the complexity of the material and the purpose for reading
20. Follows multi-step written directions, including directions for completing an assignment or project that includes a rubric, appropriate for eighth graders
21. Develops as a class an evaluation checklist to use in judging the work of peer group members on group projects, with adult support
22. Uses technology, including the Internet, to produce, edit, and publish his or her writing and to link to and cite sources (N.E.t.4.3) (ACS B.4) (W.8.6)
23. Uses technology, including the Internet (www.qargi.com), to collaborate with others and to locate information on a topic (N.E.t.4.2) (N.E.t.4.3) (ACS B.4) (W.8.6)
24. Uses his or her keyboarding skills to type his or her own written pieces from one to seven pages in length (N.E.t.4.3) (ACS B.4)
25. Uses software (e.g., PowerPoint, Keynote) to present the relationships among information and ideas efficiently and effectively (N.E.t.4.3) (ACS B.4) (W.8.6)
26. Locates information in the school and local community libraries, using the local Follett computerized catalogue