



**WJCC Student Standards and Objectives/VDOE English Standards of Learning  
Curriculum Instruction Map: Reading/Language Arts: Grade 8**

\* denotes assessment point

STRANDS (ORGANIZING CONCEPTS)	Specific Curriculum Objectives and Formative Assessment Points	Specific Curriculum Objectives and Formative Assessment Points	Specific Curriculum Objectives and Formative Assessment Points	Specific Curriculum Objectives and Formative Assessment Points
QUARTERS	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Oral Language</b>		<p><b>WJCC ORAL PRESENTATION EXPECTATION:</b> During the year, students will be given opportunities for preparing and delivering oral presentations; to be evaluated by students, teacher &amp;/or presenter using WJCC checklist</p> <p><b>8.2 – Develop and Deliver Oral Presentations</b> a, b, c, d, e, f</p> <ul style="list-style-type: none"> <li>a. choose topic and purpose appropriate to the audience</li> <li>b. choose appropriate vocabulary and tone</li> <li>c. use appropriate verbal and nonverbal presentation skills</li> <li>d. respond to audience questions and comments</li> <li>e. use grammatically correct language</li> <li>f. critique oral presentations</li> </ul>	<p><b>8.2 – Develop and Deliver Oral Presentations</b> a, b, c, d, e, f</p>	<p><b>8.1 – Use Interviewing Techniques a, b, c, d</b></p> <ul style="list-style-type: none"> <li>a. prepare and ask relevant questions</li> <li>b. make notes of responses</li> <li>c. compile and report responses</li> <li>e. evaluate effectiveness of the interview</li> </ul> <p><b>8.2 – Develop and Deliver Oral Presentations</b> a, b, c, d, e, f</p>

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		<p><b>8.3 (link to 8.6) – Analyze Mass Media Messages a, b, c</b>                      a. evaluate the persuasive technique being used                      b. describe the possible cause-effect relationships between mass media coverage and public opinion trends                      c. evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content</p>		
<p><b>Reading</b></p>	<p><b>Genre: Short Stories</b></p> <p><b>8.4 – Apply Knowledge of Word Structure To Extend Vocabulary Development *a, b</b>                      a. identify simile, metaphor, personification, hyperbole, and analogy                      b. use context, structure, and connotations to determine meaning of words and phrases</p> <p><b>8.5 – Read and Analyze a Variety of <u>Narrative</u> and Poetic Forms *a, *b, *c, e</b>                      a. explain the use of symbols and figurative language                      b. describe inferred main ideas or themes, using evidence from the text as support                      c. describe how authors use character, conflict, point of view and tone to create meaning                      e. compare and contrast authors’</p>	<p><b>Genre: Novels</b></p> <p><b>8.4 – Apply Knowledge of Word Structure To Extend Vocabulary Development *a, *b</b></p> <p><b>8.5 – Read and Analyze a Variety of <u>Narrative</u> and Poetic Forms *a, *b, *c, e</b></p>	<p><b>Genre: Poetic Forms, Essays, Speeches</b></p> <p><b>8.4 – Apply Knowledge of Word Structure To Extend Vocabulary Development *a, *b</b></p> <p><b>8.5 – Read and Analyze a Variety of <u>Narrative</u> and <u>Poetic Forms</u> *a, *b, *c, *d, *e (haiku, limerick, ballad, free verse, couplet, quatrain)</b></p> <p>d. compare and contrast the use of the poetic elements <b>of word choice, dialogue, form, rhyme, rhythm, meter, repetition, alliteration, assonance, consonance,</b></p>	<p><b>Genre: Biography</b></p> <p><b>8.4 – Apply Knowledge of Word Structure To Extend Vocabulary Development a, b</b></p> <p><b>8.5 – Read and Analyze a Variety of <u>Narrative</u> and Poetic Forms a, b, c, d, e</b></p> <p><b>SOL READING TEST</b></p>

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<p><b>Reading (cont.)</b></p>	<p>styles</p>	<p><b>8.6 (link to 8.3) - Read, Comprehend, and Analyze Informational Sources a, b, *c, *d, *f, *g, *h, *i</b></p> <p><b>Suggested Informational Sources:</b> radio, newspapers, magazines, journals, online sources, television, movies, billboards, advertisements, search engines, blogs</p> <p>a. draw on background knowledge and knowledge of text structure to understand selections                      b. analyze the author’s credentials, viewpoint, and impact                      c. analyze the author’s use of text structure and word choice                      d. analyze details for relevance and accuracy                      f. summarize and critique text                      g. evaluate and synthesize information to apply in written and oral presentations                      h. draw conclusions based on explicit and implied information                      i. make inferences based on explicit and implied information</p>	<p><b>onomatopoeia, and voice</b></p> <p><b>8.6 - Read, Comprehend, and Analyze Informational Sources *a, *b, *c, *d, *e, *f, *g, *h, *i</b></p> <p><b>Informational Sources:</b> pamphlets, manuals, recipes</p> <p>e. read and follow instructions to complete an assigned task</p>	<p><b>8.6 - Read, Comprehend, and Analyze Informational Sources a, b, c, d, e, f, g, h, i</b></p> <p><b>SOL Reading Test</b></p>

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<p><b>Writing</b></p>	<p><b>HANDWRITING EXPECTATION:</b> Require that assignments be written in cursive.</p> <p><b>Narrative Writing</b></p> <p><b>8.7 – Write in Narrative Form</b> *a, b, c, *d, e a. use prewriting strategies to generate and organize ideas b. organize details to elaborate the central idea c. select specific vocabulary and information d. revise writing for word choice, sentence variety, and transition among paragraphs e. use available technology</p>	<p><b>HANDWRITING EXPECTATION:</b> Require that assignments be written in cursive.</p> <p><b>Persuasive Writing</b></p> <p><b>8.7 – Write in Persuasive Form</b> *a, *b, *c, *d, e</p>	<p><b>HANDWRITING EXPECTATION:</b> Require that assignments be written in cursive.</p> <p><b>Expository/Informational Writing</b> <b><u>SOL WRITING TEST</u></b> <b><u>(early March)</u></b></p> <p><b>8.7 – Write in Expository/Informational Form</b> a, b, c, d, e</p>	<p><b>HANDWRITING EXPECTATION:</b> Require that assignments be written in cursive.</p> <p><b>Narrative, Persuasive, Expository/Informational Writing</b></p> <p><b>8.7 - Write in Narrative, Persuasive, or Expository/Informational Form</b> a, b, c, d, e</p>

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	<p><b>8.8 - Edit Writing - *a, *b, *c, *d, *e</b></p> <p>a. use a variety of graphic organizers, including sentence diagrams, <u>to analyze and improve sentence formation and paragraph structure</u></p> <p>b. use and punctuate correctly varied sentence structures to <b>include conjunctions and transition words</b>  <b>Conjunctions</b> – subordinate  <b>Noun, Adverb, and Adjective Clauses</b></p> <p>c. choose the correct case and number for pronouns in prepositional phrases with compound objects, e.g., <i>Grandma gave cookies to Peter and me.</i></p> <p>d. maintain <b>consistent verb tense</b> across paragraphs  <b>Verb</b> – progressive and perfect tenses</p> <p>e. use comparative and superlative degrees in adverbs and adjectives</p> <p><b>8.2/8.3/8.6:</b> Utilize varied informational sources for research purposes and organize information for a presentation or research paper.</p>	<p><b>8.8 - Edit Writing – *a, *b, *c, *d,* e</b></p> <p>a. use a variety of graphic organizers, including sentence diagrams, <u>to analyze and improve sentence formation and paragraph structure</u></p>	<p><b>8.8 - Edit Writing – *a, *b, *c, *d, *e</b></p> <p>a. use a variety of graphic organizers, including sentence diagrams, <u>to analyze and improve sentence formation and paragraph structure</u></p> <p><b>Research Product 3<sup>rd</sup> or 4<sup>th</sup> quarter)</b></p> <p><b>SOL WRITING PROMPT – early March</b></p>	<p><b>8.8 - Edit Writing – a, b, c, d, e</b></p>