

## Archdiocese of New York Grade 8 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 8 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 8. Each standard has a specific code. For example, RL.8.1 stands for “Reading for Literature Grade 8 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are five main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

## READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade 8 Standard 1  (RL.8.1)	Students must be able to cite the strongest textual evidence to support their inferences and analysis of a text.	Ask your child...  “What do you think the author means by this line...? What is the best evidence from the text to support that idea?”  “What specific examples, points, etc from the text support that idea?”  “What do you think the author is trying to imply, or hint at, in this passage? What evidence supports that?”	<a href="https://learnzillion.com/lessons/2015-cite-textual-evidence-to-support-inferences-drawn-from-the-text">https://learnzillion.com/lessons/2015-cite-textual-evidence-to-support-inferences-drawn-from-the-text</a>  Read the short story with your child. Then watch the video to help him/her learn to draw evidence from the text to make inferences.

<p>Reading for Literature Grade 8 Standard 2  (RL.8.2)</p>	<p>Students must be able to identify the theme or central idea and analyze its development throughout a text, including its relationship to the characters, setting, and plot. They must also be able to summarize the text separate from personal opinions or judgments.</p>	<p>Ask your child...</p> <p>“What is theme of that story, fable, etc.? How did the author make that idea clear in the story?”</p> <p>“How do the [actions of the main character] contribute to that theme?”</p> <p>“What was this story, play, etc about? Can you summarize it from beginning to end?”</p>	<p><a href="https://learnzillion.com/lessons/4726-comprehension-skill-video-holding-up-a-train-day-3">https://learnzillion.com/lessons/4726-comprehension-skill-video-holding-up-a-train-day-3</a></p> <p>Read the text and watch the video with your child to help him/her review how to analyze the development of a central idea throughout a text.</p>
<p>Reading for Literature Grade 8 Standard 3  (RL.8.3)</p>	<p>Students must be able to analyze how particular lines of dialogue or incidents in the plot contribute to the action, reveal aspects of a character, or provoke a decision.</p>	<p>Ask your child...</p> <p>“How did the main character react to the main problem/ challenge in this story? What does that tell you about this character?”</p> <p>“How does this event affect the plot?”</p> <p>“What does this line/conversation reveal about the main character?”</p>	<p><a href="https://learnzillion.com/lessons/1492-analyze-the-impact-of-setting-on-characters">https://learnzillion.com/lessons/1492-analyze-the-impact-of-setting-on-characters</a></p> <p>Watch this video with your child to help him/her learn how to examine the relationships between characters and settings.</p>

	<p>Reading for Literature Grade 8 Standard 4  (RL.8.4)</p>	<p>Students must be able to figure out the meaning of unfamiliar words and phrases in a text, including figurative and connotative meanings - neutral, negative, or positive feelings/ ideas associated with a word. They should be able to analyze the effect of specific word choices (including analogies and allusions to other texts) on the meaning and tone of a text.</p>	<p>Ask your child . . .</p> <p>“What do you think that word might mean based on the rest of the sentence/passage?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What if the author had chosen the word [<i>whined</i>] instead of [<i>said</i>]? What kinds of connotations does each of those words have? How might that change the tone of the sentence?”</p> <p>“What if the author had not specifically said...? How would that change the meaning of this passage?”</p>	<p><a href="https://learnzillion.com/lessons/1996-determine-the-impact-of-words-on-tone">https://learnzillion.com/lessons/1996-determine-the-impact-of-words-on-tone</a></p> <p>Read the text and watch the video with your child to review the process of figuring out the effect of specific words on the tone of a passage.</p> <p><a href="https://learnzillion.com/lessons/1983-determine-the-meaning-of-a-symbol-in-a-text">https://learnzillion.com/lessons/1983-determine-the-meaning-of-a-symbol-in-a-text</a></p> <p>Use this video to help your child figure out the meaning of a symbol in a short story.</p>
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	<p>Reading for Literature Grade 8 Standard 5 (RL.8.5)</p>	<p>Students must be able to compare and contrast the structure of at least two texts. They should be able to analyze how the differing structures of the texts contribute to their separate meanings and styles.</p>	<p>Ask your child...</p> <p>“How is this text organized? How is [the other text] organized? What is different about how they are structured? And similar?”</p> <p>“How does this structure impact the meaning of this text? What if the author had ordered the events differently? How would that change the text?”</p>	<p><a href="https://learnzillion.com/lessons/3667-analyze-the-impact-the-structure-of-a-text-has-on-its-meaning">https://learnzillion.com/lessons/3667-analyze-the-impact-the-structure-of-a-text-has-on-its-meaning</a></p> <p>Print the note-taking sheet and read the poem with your child. Then watch the video with him/her to practice analyzing the structure of texts.</p>
	<p>Reading for Literature Grade 8 Standard 6 (RL.8.6)</p>	<p>Students must be able to describe how differing points of view of the characters and the audience or readers create effects such as suspense or humor.</p> <p>A. They should also be able to analyze full-length novels, short stories, poems, and other genres from a variety of cultural backgrounds.</p>	<p>Ask your child...</p> <p>“How does [this character’s] point of view of this event differ from your own? What impact does that difference have on the text?”</p> <p>“Did you read the author’s biography at the back of the book? What do you know about him/her? How do you think this impacted the events of the story?”</p>	<p><a href="https://learnzillion.com/lessons/4728-comprehension-skill-video-holding-up-a-train-day-5">https://learnzillion.com/lessons/4728-comprehension-skill-video-holding-up-a-train-day-5</a></p> <p>Read the text and watch the video lesson with your child to learn how to compare the points of view of the narrator of a text and an audience.</p>

	<p>Reading for Literature Grade 8 Standard 7  (RL.8.7)</p>	<p>Students must be able to compare a film or live production of a story compares to the written version. They should be able to analyze how closely the production follows the text or script and evaluate the choices made by the directors and/or actors.</p>	<p>When your child reads books that he/she enjoys, visit your local library to try to find audio, movie, etc versions of the story. Ask your child...</p> <p>“What was similar about this scene in the book and the movie? And different?”</p> <p>“How did the [lighting, sound, effects, etc] of the staged version affect your understanding of the story?”</p> <p>“Was [this character] portrayed in the movie as you had pictured him/her while reading the book? What was different? What examples in the book made you think that way?”</p>	<p><a href="http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf">http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf</a></p> <p>Print this graphic organizer for your child to use to record his/her notes when comparing two versions of the same story.</p>
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	<p>Reading for Literature Grade 8 Standard 9 (RL.8.9)</p>	<p>Students must be able to examine how a modern fictional text draws on themes, patterns of events, and/or character types from myths, traditional stories, or religious works such as the Bible. They should be able to explain how the material is made new.</p>	<p>When your child demonstrates interest in a particular topic, visit your local library or bookstore to search for traditional works focused on that interest. Ask your child...</p> <p>“What was the main idea/theme of [this text]? And the other one? How are they similar?”</p> <p>“What traditional elements from the myth did you recognize in the modern fictional story?”</p> <p>“How did the authors convey their messages in each text?”</p>	<p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html">http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html</a></p> <p>Help your child use this interactive tool to compare a modern fictional text with a traditional story, myth, or religious work as he/she reads.</p>
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	<p>Reading for Literature Grade 8 Standard 10 (RL.8.10)</p>	<p>By the end of the year, students should be able to proficiently read and understand grade-level literature - including stories, dramas, and poetry - when working independently.</p>	<p>When you help your child pick out books, make sure that the books and stories he/she is reading are on the 8<sup>th</sup> grade level. If you are not sure what reading level a particular work is, look in the front cover or ask a librarian or teacher to help you.</p> <p>Encourage your child to read independently frequently. Talk to him/her about what he/she is reading.</p> <p>Set aside a daily reading time in your household.</p> <p>Model independent reading by reading your own book while your child is reading.</p>	<p><a href="https://learnzillion.com/lessons/1488-preview-the-text-to-make-predictions">https://learnzillion.com/lessons/1488-preview-the-text-to-make-predictions</a></p> <p>Watch the video to help your child learn how to effectively make predictions through previewing as he/she prepares to read a new text.</p>
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<p>Reading for Literature Grade 8 Standard 11 (RL.8.11)</p>	<p>Students must be able to identify, interpret, and draw ethnic and artistic connections between the different types of literature they read and other texts, ideas, cultural perspectives, personal events, eras, and situations.</p> <p>A. Students should be able to choose texts for themselves to read based on personal preferences.</p> <p>B. Students must be able to establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of a piece.</p>	<p>Ask your child . . .</p> <p>“Can you connect this book to anything else you’ve read, learned about in another class, experienced in your own life, etc? What is the connection between those two things?”</p> <p>“Does . . . remind you of anything in your own life? How? Why?”</p> <p>Take your child to visit the local library and allow him/her to choose books for him-/herself. Check that he/she is choosing texts at an appropriate reading level.</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-teen-choose-book-30111.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-teen-choose-book-30111.html</a></p> <p>Use these tips to help your child choose appropriate books to read.</p>
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## READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	<p>Reading for Informational Text Grade 8 Standard 1</p> <p>(RI.8.1)</p>	<p>Students must be able to cite the strongest textual evidence to support their inferences and analysis of a text.</p>	<p>Ask your child...</p> <p>“What do you think the author means by this line...? What is the best evidence from the text to support that idea?”</p> <p>“What specific examples, points, etc from the text support that idea?”</p> <p>“What do you think the author is trying to imply, or hint at, in this passage? What evidence supports that?”</p>	<p><a href="https://learnzillion.com/lessons/1497-create-a-mental-model-of-the-subject">https://learnzillion.com/lessons/1497-create-a-mental-model-of-the-subject</a></p> <p>Read the text with your child. Then watch the video to help him/her learn how to understand the focus of a text when analyzing a nonfiction article.</p> <p><a href="https://learnzillion.com/lessons/1965-draw-inferences-about-the-author-s-thoughts-and-feelings-on-a-topic-using-text-evidence">https://learnzillion.com/lessons/1965-draw-inferences-about-the-author-s-thoughts-and-feelings-on-a-topic-using-text-evidence</a></p> <p>Read the article and watch this video with your child to practice making inferences based on textual evidence.</p>

<p>Reading for Informational Text Grade 8 Standard 2 (RI.8.2)</p>	<p>Students must be able to identify the theme or central idea and analyze its development throughout a text, including its relationship to the supporting ideas. They must also be able to summarize the text separate from personal opinions or judgments.</p>	<p>Ask your child...</p> <p>“What is central idea of this text? How did the author make that idea clear?”</p> <p>“How do the supporting ideas contribute to that central point?”</p> <p>“What is this article about? Can you summarize it from beginning to end?”</p>	<p><a href="https://learnzillion.com/lessons/2024-determine-the-central-idea-of-a-text-by-paying-attention-to-main-events">https://learnzillion.com/lessons/2024-determine-the-central-idea-of-a-text-by-paying-attention-to-main-events</a></p> <p>Read the article and watch the video with your child to review with him/her how to identify the central idea of a text.</p>
<p>Reading for Informational Text Grade 8 Standard 3 (RI.8.3)</p>	<p>Students must be able to analyze how a text makes connections and distinctions between individuals, events, and ideas (e.g. through comparisons, analogies, or categories).</p>	<p>Ask your child...</p> <p>“How is [this individual] connected to [this event, other individual, etc]? How does the author make that clear?”</p> <p>“How do you think [this event] was affected by the [people]? What examples from the text support that idea?”</p>	<p><a href="https://learnzillion.com/lessons/5043-comprehension-skill-video-slides-ain-t-i-a-woman-day-3">https://learnzillion.com/lessons/5043-comprehension-skill-video-slides-ain-t-i-a-woman-day-3</a></p> <p>Read the text with your child. Then watch the video lesson together to help him/her examine how a text connects and distinguishes between individuals.</p>

<p>Reading for Informational Text Grade 8 Standard 4 (RI.8.4)</p>	<p>Students must be able to figure out the meanings of unfamiliar words and phrases in a text - including figurative, connotative, and technical meanings - and to analyze the impact of specific word choices (including analogies and allusions to other texts) on the meaning and tone of a passage.</p>	<p>Ask your child...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What if the author had left out [this word or phrase]? How would that change the tone of this section?”</p>	<p><a href="https://learnzillion.com/lessons/4684-comprehension-skills-video-remarks-by-the-president-at-the-dedication-of-statue-honoring-rosa-parks-day-1">https://learnzillion.com/lessons/4684-comprehension-skills-video-remarks-by-the-president-at-the-dedication-of-statue-honoring-rosa-parks-day-1</a></p> <p>Read the text and watch the video lesson with your child to learn about how an allusion impacts the meaning and tone of a text.</p>
<p>Reading for Informational Text Grade 8 Standard 5 (RI.8.5)</p>	<p>Students must be able to analyze in detail the structure an author uses to organize a specific paragraph in a text. They should be able to explain how particular sentences contribute to the development and explanation of the key concept.</p>	<p>Ask your child...</p> <p>“How is this paragraph organized?”</p> <p>“What do you think the author wants the readers to understand?”</p> <p>“Why is this sentence important? How does it impact the rest of the section?”</p>	<p><a href="https://learnzillion.com/lessons/4461-analyze-impact-of-events-on-characters">https://learnzillion.com/lessons/4461-analyze-impact-of-events-on-characters</a></p> <p>Print the note-taking sheet and read the text with your child. Then watch the video with him/her to help your child learn how to examine the effects of situations on individuals.</p>

	<p>Reading for Informational Text Grade 8 Standard 6 (RI.8.6)</p>	<p>Students must be able to determine an author's point of view and/or purpose for writing a text. They should be able to analyze how the author acknowledges and responds to conflicting evidence and/or viewpoints.</p>	<p>Ask your child...</p> <p>“What is the author’s point of view of...? What are some examples from the text that show that?”</p> <p>“If the author’s purpose changed from [<i>informing</i>] to [<i>trying to persuade</i>], how would this passage be different?”</p> <p>“What evidence does the author present that conflicts with the central idea of the text? How does he/she explain that?”</p>	<p><a href="https://learnzillion.com/lessons/1948-determine-author-s-purpose-using-text-evidence">https://learnzillion.com/lessons/1948-determine-author-s-purpose-using-text-evidence</a></p> <p>Read the article with your child. Then watch the video to practice determining an author’s purpose using evidence from the text.</p> <p><a href="https://learnzillion.com/lessons/1926-determine-an-author-s-bias">https://learnzillion.com/lessons/1926-determine-an-author-s-bias</a></p> <p>Read the text and watch this video with your child to help him/her learn about determining an author’s bias.</p>
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	<p>Reading for Informational Text Grade 8 Standard 7 (RI.8.7)</p>	<p>Students must be able to explain the benefits and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a topic or idea.</p>	<p>When your child reads informational texts that he/she enjoys, visit your local library or search the internet to help your child find videos, podcasts, etc about the topics in which he/she is interested. Ask your child...</p> <p>“What was similar about the portrayal of this event in the text and the movie? And different? Which was clearer to you? Why?”</p> <p>“How did the [lighting, sound, effects, etc] of the film version affect your understanding of the information?”</p> <p>“If you were going to explain the same central idea, how would you present the information? Why?”</p>	<p><a href="http://education.nationalgeographic.com/topics/graphic-organizer/">http:// education.nationalgeographic.com/ topics/graphic-organizer/</a></p> <p>Print the graphic organizer for your child to use to record notes and help him/her examine the pros and cons of using different mediums to present information.</p>
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	<p>Reading for Informational Text Grade 8 Standard 8 (RI.8.8)</p>	<p>Students must be able to explain and evaluate the argument and specific claims in a text. They should be able to assess whether the reasoning is sound and whether there is enough evidence to support the author's claims. Students also must recognize when irrelevant evidence is presented.</p>	<p>Ask your child...</p> <p>“Why does the author argue/ think...?”</p> <p>“What reasons does the author give to support his/her thinking about...? Does his/her argument make sense?”</p> <p>“Which arguments that the author presents are most convincing? Why? Are there any weak claims that you do not think the author gives enough evidence to argue?”</p> <p>“What evidence, if any, does not contribute to supporting the argument?”</p>	<p><a href="https://learnzillion.com/lessons/1978-evaluate-an-argument-by-assessing-the-author-s-claims-and-evidence">https://learnzillion.com/lessons/1978-evaluate-an-argument-by-assessing-the-author-s-claims-and-evidence</a></p> <p>Read the article and watch this video with your child to help him/her learn about how to evaluate the evidence presented in an informational text.</p>
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	<p>Reading for Informational Text Grade 8 Standard 9 (RI.8.9)</p>	<p>Students must be able to analyze cases in which at least two texts present conflicting information on the same topic. They should be able to identify where the texts disagree on matters of fact or interpretation.</p> <p>A. They should also be able to use their own experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Ask your child...</p> <p>“What is similar about these texts and the points they raise? What is different?”</p> <p>“On which main points do these two authors disagree? Is one accurate and the other incorrect or do they have different interpretations of the subject? How do you know?”</p> <p>Assist your child in taking notes on a single topic from multiple texts to help him/her think analytically. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p> <p>“How can you categorize/group the different facts, details, and pieces of evidence you are gathering from these texts?”</p>	<p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html">http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html</a></p> <p>Help your child use this interactive tool to analyze conflicting information presented by more than one text.</p>
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	<p>Reading for Informational Text Grade 8 Standard 10</p> <p>(RI.8.10)</p>	<p>By the end of the year, students should be able to read and understand nonfiction texts at grade-level and above (with help as necessary).</p>	<p>Spend time reading nonfiction textbooks and articles with your child.</p> <p>Consider subscribing to a kids' magazine through <a href="#">Scholastic</a>, <a href="#">TIME for Kids</a>, <a href="#">National Geographic for Kids</a>, or another publishing company.</p> <p>Encourage your child to read independently frequently. Ask your child about what he/she is reading.</p> <p>Set aside a daily reading time in your household.</p> <p>Model reading informational texts independently by reading newspapers and other articles while your child reads his/her textbook or another informational text.</p>	<p><a href="https://learnzillion.com/lessons/1495-preview-a-nonfiction-article">https://learnzillion.com/lessons/1495-preview-a-nonfiction-article</a></p> <p>Read the text with your child. Then watch the video with him/her to help your child learn how to effectively prepare to read a nonfiction text.</p>
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## WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Writing Grade 8 Standard 1  (W.8.1)</p>	<p>Students must be able to express and back up their own claims with clear reasons and relevant evidence in writing. They must be able to:</p> <ul style="list-style-type: none"> <li>A. Introduce the claim(s), acknowledge alternate/ opposing claim(s) and distinguish them from their own argument(s), and organize reasons and evidence logically.</li> <li>B. Provide logical reasons expanded by relevant evidence to support their claims, using accurate, credible sources and showing an understanding of the text or topic.</li> <li>C. Use words, phrases, and clauses to create cohesion and clearly connect claim(s), reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. End with a conclusion that follows from and supports the argument presented.</li> </ul>	<p>Encourage your child to write argumentative pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her piece, help him/her organize his work by brainstorming and writing down some ideas first. Ask your child to identify and organize logically his/her claim(s), reasons, and evidence. If he/she did not include all of these elements, help him/her edit his/her writing to include all of the necessary components.</p>	<ul style="list-style-type: none"> <li>A. <a href="https://learnzillion.com/lessons/2096-craft-a-claim-using-close-reading-notes">https://learnzillion.com/lessons/2096-craft-a-claim-using-close-reading-notes</a>  Read the article. Then watch this video with your child to help him/her construct a strong claim.</li> <li>B. <a href="https://learnzillion.com/lessons/2099-choose-relevant-evidence-to-support-a-claim-by-rereading-close-reading-notes">https://learnzillion.com/lessons/2099-choose-relevant-evidence-to-support-a-claim-by-rereading-close-reading-notes</a>  Read the article. Watch this video with your child to review with him/her how to support a claim with relevant reasons and evidence.  <a href="https://learnzillion.com/lessons/2155-strengthen-body-paragraphs-by-connecting-evidence-to-the-claim">https://learnzillion.com/lessons/2155-strengthen-body-paragraphs-by-connecting-evidence-to-the-claim</a>  Read the article and watch this video lesson with your child to help him/her write the draft of a persuasive text.</li> <li>C. <a href="https://learnzillion.com/lessons/2204-clarify-relationships-between-ideas-by-adding-">https://learnzillion.com/lessons/2204-clarify-relationships-between-ideas-by-adding-</a></li> </ul>
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	<p>Writing Grade 8 Standard 2 (W.8.2)</p>	<p>Students must be able to write informative/explanatory pieces to examine a topic and clearly select, organize, and analyze ideas, concepts, and information. They must be able to:</p> <ul style="list-style-type: none"> <li>A. Use tools such as headings, graphics, and multimedia to introduce the topic clearly, preview what is to follow, and organize the information into broader categories.</li> <li>B. Develop the topic by including relevant, well-chosen facts, definitions, examples, concrete details, and quotations as necessary.</li> <li>C. Use appropriate transition words and phrases to create cohesion and make the relationships among ideas and concepts clear.</li> <li>D. Use precise language and vocabulary specific to the topic.</li> <li>E. Establish and maintain a formal style.</li> <li>F. End with a conclusion that follows from and supports the information or explanation presented.</li> </ul>	<p>Encourage your child to write informative pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these elements, help him/her edit his/her writing to include all of the necessary components.</p>	<ul style="list-style-type: none"> <li>A. <a href="https://learnzillion.com/lessons/4497-draft-an-introduction-using-notes">https://learnzillion.com/lessons/4497-draft-an-introduction-using-notes</a>  Read the text. Then watch this video with your child to help him/her practice writing a strong introduction using notes.</li> <li>B. <a href="https://learnzillion.com/lessons/4498-develop-a-paragraph">https://learnzillion.com/lessons/4498-develop-a-paragraph</a>  Read the text with your child. Then watch this video with your child to learn how to develop body paragraphs.</li> <li>C. <a href="https://learnzillion.com/lessons/4501-use-transitions-to-create-cohesion-and-relate-ideas">https://learnzillion.com/lessons/4501-use-transitions-to-create-cohesion-and-relate-ideas</a>  Read the text with your child. Then watch this video to help him/her review using transition words in his/her writing.</li> <li>D. <a href="https://learnzillion.com/lessons/4500-use-precise-language">https://learnzillion.com/lessons/4500-use-precise-language</a>  Read the text and watch the video with your child to help him/her</li> </ul>
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	<p>Writing Grade 8 Standard 3 (W.8.3)</p>	<p>Students must be able to write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and a well-structured sequence of events. They must be able to:</p> <ul style="list-style-type: none"> <li>A. Engage readers by introducing the narrative, narrator and/or characters, point of view, and context and organizing a natural sequence of events.</li> <li>B. Include dialogue, detailed descriptions, reflection, and pacing to develop experiences, characters, and events.</li> <li>C. Use a variety of transitional words, phrases, and clauses to move along the sequence of events in time or setting and show the relationships among experiences and events.</li> <li>D. Use specific and vivid words and phrases and sensory details to capture the action and describe experiences and events precisely.</li> <li>E. End with a conclusion that follows from and reflects on the narrative presented.</li> </ul>	<p>Encourage your child to write narrative pieces about books he/she reads or other events he/she experiences. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these elements, help him/her edit his/her writing to include all of the necessary components.</p>	<ul style="list-style-type: none"> <li>A. (Planning Sequence of Events) <a href="https://learnzillion.com/lessons/2120-organize-and-sequence-events-in-a-narrative">https://learnzillion.com/lessons/2120-organize-and-sequence-events-in-a-narrative</a>  (Point of View) <a href="https://learnzillion.com/lessons/2158-orient-the-reader-by-establishing-a-point-of-view">https://learnzillion.com/lessons/2158-orient-the-reader-by-establishing-a-point-of-view</a>  Read the text. Then use these videos to help your child review how to organize a narrative writing by plotting out the sequence of events and establishing point of view.</li> <li>B. <a href="https://learnzillion.com/lessons/2193-use-dialogue-to-develop-a-theme">https://learnzillion.com/lessons/2193-use-dialogue-to-develop-a-theme</a>  Read the text and watch this video with your child to help him/her learn how to use dialogue to develop a narrative theme.</li> <li>C. <a href="https://learnzillion.com/lessons/2207-use-transition-words-clauses-and-phrases-to-convey-sequence-in-a-story">https://learnzillion.com/lessons/2207-use-transition-words-clauses-and-phrases-to-convey-sequence-in-a-story</a>  Read the text. Then watch the</li> </ul>
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	<p>Writing Grade 8 Standard 4  (W.8.4)</p>	<p>Students must be able to write coherent, focused pieces in which the development, organizations, and style are appropriate to the purpose and audience as described above in standards 1-3 (e.g. opinion piece, informative text).</p> <p>A. They should also be able to create text (print or nonprint) that explores different cultures and perspectives.</p>	<p>Encourage your child to write different pieces about books he/she reads, ideas, or other events he/she experience and/or prompt him/her to produce text about other cultures and perspectives. Before your child writes his/her piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Either give your child a specific assignment or ask your child to identify his/her purpose for writing - to argue a point (opinion piece), to inform (explanatory piece), or to tell a story (narrative). Refer to the specific expectations for each type - explained above in standards 1-3 - to ensure your child includes all necessary elements. If he/she did not include all of these components, help him/her edit his/her writing to include all of the necessary components.</p>	<p><a href="https://learnzillion.com/lessons/1470-organize-information-for-an-argumentative-essay">https://learnzillion.com/lessons/1470-organize-information-for-an-argumentative-essay</a></p> <p>Watch this video lesson with your child in order for him/her to learn how to organize an argumentative text appropriate to the purpose and audience of an assignment.</p>
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	<p>Writing Grade 8 Standard 5  (W.8.5)</p>	<p>With some prompting and guidance from an adult and/or peers, students must be able to develop and strengthen their writing as needed by planning, revising, editing, rewriting, and/or trying a new approach. They should focus on how well they have addressed the purpose and audience of the specific writing assignment.</p>	<p>When your child writes, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail and/or clarity...</p> <p>“Can you tell me more about...?”</p> <p>“What do you want your readers to know, think, etc after reading this?”</p> <p>“If you were writing this for your [younger brother] instead of your [teacher], how would you explain this concept? What words or phrases would you use?”</p> <p>Encourage your child to reread his/her written pieces to check carefully for mistakes in grammar, spelling, and/or punctuation and places where he/she can change words or sentences to strengthen the writing.</p>	<p><a href="https://learnzillion.com/lessons/4495-generate-ideas-for-an-informative-essay">https://learnzillion.com/lessons/4495-generate-ideas-for-an-informative-essay</a></p> <p>Read the text and watch this video lesson with your child to help him/her better understand how to plan to write an informative essay.</p>
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	<p>Writing Grade 8 Standard 6  (W.8.6)</p>	<p>Students must be able to use technology - including the internet - to create and publish their own texts electronically, efficiently present the relationships between information and ideas, and interact/collaborate with others.</p>	<p>Help your child use a computer, iPad, etc to write and publish stories and texts digitally.</p> <p>Encourage your child to cite his/her sources and link to them. Ask him/her...</p> <p>“Where did you find this information?”</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html</a></p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/diamante-poems-a-30185.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/diamante-poems-a-30185.html</a></p> <p>Help your child use these interactive tools to write stories and poems digitally.</p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/safe-online-30119.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/safe-online-30119.html</a></p> <p>Use these tips and resources to help your child safely connect and interact with others on the internet.</p>
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	<p>Writing Grade 8 Standard 7  (W.8.7)</p>	<p>Students must be able to complete short research projects to answer a question (including self-generated questions) by gathering information from several sources and generating additional related, focused questions that will allow for multiple answers of exploration.</p>	<p>Visit the local library or use a computer at home to assist your child in research about a topic in which he/she is interested. Help him/her to formulate a research question about the topic around which to focus his/her research. Encourage your child to write about what he/she learned.</p> <p>Ask your child...</p> <p>“What do you want to know about...?”</p> <p>“What does this source <i>not</i> tell you? What are you still wondering about?”</p> <p>“Now that you have researched..., what are you curious about?”</p>	<p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html">http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html</a></p> <p>Guide your child in using this interactive tool to plan his/her research, record his/her learning, and generate new questions.</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html">http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html</a></p> <p>Help your child use this online tool to create an outline of notes for the information he/she gathers from his/her research.</p>
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	<p>Writing Grade 8 Standard 8  (W.8.8)</p>	<p>Students must be able to gather relevant information from multiple print and digital sources. They should be able to effectively use search terms, determine whether a source is credible and accurate, paraphrase and/or quote the information without plagiarizing, and follow a standard format for citing sources.</p>	<p>When your child demonstrates curiosity about a topic, help him/her find books and online sources related to the topic that can answer his/her questions. Before beginning the research, work together to brainstorm a few categories of information into which your child can sort the information he/she finds. Encourage him/her to write about what he/she learned and list bibliographic information for all of the sources used. Ask your child...</p> <p>“What terms could you search to find the most relevant information?”</p> <p>“Does this source seem credible to you? Why?”</p> <p>“In your own words, can you explain what this source said about...?”</p>	<p><a href="https://learnzillion.com/lessons/1469-gather-evidence-and-cite-sources">https://learnzillion.com/lessons/1469-gather-evidence-and-cite-sources</a></p> <p>Watch this video with your child to teach him/her how to gather information to support his/her writing and cite the sources he/she uses.</p> <p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/hints-about-print-30025.html">http://www.readwritethink.org/classroom-resources/student-interactives/hints-about-print-30025.html</a></p> <p>Help your child use this interactive tool to determine the credibility of a source.</p>
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<p>Writing Grade 8 Standard 9  (W.8.9)</p>	<p>Students must be able draw evidence from grade level literary or informational texts to support their thoughts and research. Specifically, they should be able to...</p> <p>A. (Literary Texts) explicitly cite textual evidence; determine the theme of a text; provide an objective summary; analyze the impact of specific words and point of view; and/or compare and contrast different presentations of the same story and fictional and traditional portrayals of events.</p> <p>B. (Informational Texts) explicitly cite textual evidence; identify the central ideas of a text; provide an objective summary, analyze the impact of structure, specific words, point of view, and purpose; compare and contrast conflicting arguments; explain and evaluate argument and claims in a text; and/or assess whether an author’s reasoning is sound.</p> <p>(Refer to <i>Grade 8 Reading Standards</i> - listed above - for further detail about the expectations for literary and informational texts.)</p>	<p>As you assist your child in conducting researching and preparing to write, ask him/her...</p> <p>“What is the theme of that story, poem, etc.?”</p> <p>“What evidence from the text shows how the author makes that lesson clear in the story?”</p> <p>“What traditional elements from the myth did you recognize in the modern fictional story?”</p> <p>“What is similar about these two presentations of the story and the points they raise?”</p> <p>Assist your child in taking notes on a single topic from multiple texts. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p>	<p>A. <a href="http://www.readwritethink.org/classroom-resources/student-interactives/literary-elements-30011.html">http://www.readwritethink.org/classroom-resources/student-interactives/literary-elements-30011.html</a></p> <p>Guide your child in using this interactive tool to identify and map out the elements of a literary text in preparation for writing.</p> <p>B. <a href="http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=112771">http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=112771</a></p> <p>Print this graphic organizer for your child to use to organize his/her notes and thoughts in preparation for writing based on informational texts.</p>
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	<p>Writing Grade 8 Standard 10  (W.8.10)</p>	<p>Students must be able to regularly write for both extended (research, reflection, and revision) and shorter periods of time for a variety of tasks, purposes, and audiences.</p>	<p>Provide your child with ample opportunities to engage in writing projects that range across a wide variety of purposes and audiences. Write letters/notes to mail to friends and relatives, create longer and shorter narrative stories to share with younger siblings, and engage in longer-term research projects.</p> <p>Sit with your child and write your own letters, stories, etc to model focused behavior while you are working.</p> <p>Engage in research and writing projects with your child that extend over a period of multiple days and/or weeks. Help your child choose a topic together, conduct research in books and online, and write about what he/she learned.</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/trip-museum-from-picture-30302.html">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/trip-museum-from-picture-30302.html</a></p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/raining-cats-dogs-make-30619.html?main-tab=2#tabs">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/raining-cats-dogs-make-30619.html?main-tab=2#tabs</a></p> <p>Help your child engage in these creative writing projects to practice writing regularly.</p>
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	<p>Writing Grade 8 Standard 11  (W.8.11)</p>	<p>Students must be able to creatively respond to a literary work and identify connections and explain divergences from the original through presentation, artwork, text etc. They should be able to...</p> <ul style="list-style-type: none"> <li>A. Explicitly make well-supported personal, textual, thematic, and cultural connections across text genres.</li> <li>B. Create poetry, stories, plays, and other literary form (e.g. videos, artwork).</li> </ul>	<p>Talk with your child about what he/she is studying in school. Then help him/her gather pencils, a computer, markers, paint, etc to write and/or draw a response to the author or theme. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p> <p>Ask your child...</p> <p>“How does this text connect to [your life, this culture you learned about, etc]?”</p> <p>“How does this differ from the original literary text?”</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/make-mystery-puzzle-30146.html?main-tab=2#tabs">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/make-mystery-puzzle-30146.html?main-tab=2#tabs</a></p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/comics-graphic-novels-30296.html?main-tab=2#tabs">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/comics-graphic-novels-30296.html?main-tab=2#tabs</a></p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/poetic-memories-summer-30862.html?main-tab=2#tabs">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/poetic-memories-summer-30862.html?main-tab=2#tabs</a></p> <p>Help your child use this creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p>
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## SPEAKING AND LISTENING STANDARDS

<b>Parent Notes</b>	<b>Standard Code</b>	<b>What does this standard mean?</b>	<b>What can I do at home?</b>	<b>Resources</b>
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<p>Speaking and Listening Grade 8 Standard 1  (SL.8.1)</p>	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics, issues, and texts. Specifically, they should be able to...</p>	<p>A. be ready to discuss, share thoughts, reflect on, and/or ask questions about assigned materials with specific references to required reading and other information (e.g. conduct research on an assigned topic and be able to have a discussion with classmates about their opinions and questions with explicit mention of information and evidence from the text).</p> <p>B. follow appropriate norms for academic discussions and decision-making, track progress towards specific goals and deadlines, and define roles as needed - participant, leader, observer, etc.</p> <p>C. ask and respond to specific questions and share relevant observations to elaborate on others' remarks and/or connect the ideas of several</p>	<p>A. Choose books, articles, or other texts for you and your child to both read independently. Then engage in explicit conversations about what you have read. Encourage your child to refer explicitly to the texts and anything else he/she knows about that topic during your conversations (e.g. <i>"On page 14, he says...;" "I saw a TV episode about this that said..."</i>).</p> <p>B. Engage in a variety of conversations - one-on-one in the car, whole group over the dinner table, etc - with your child. Model how to listen respectfully - looking at the speaker and not interrupting - and how to stay focused on the topic of conversation. Encourage your child to do the same.</p> <p>C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Build off your child's remarks with specific comments to continue the conversation. Model the use of sentence starters such as... "I agree with...because..."  "I also think...is a good idea, because..."</p>	<p>A. <a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/motivating-teen-readers-30110.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/motivating-teen-readers-30110.html</a></p> <p>Use these tips to encourage your child to engage in thoughtful conversations - through a book club, etc - about what he/she reads.</p> <p>B. <a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/helping-teen-plan-conduct-30113.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/helping-teen-plan-conduct-30113.html</a></p> <p>Use these tips and strategies to help prepare your child for an academic conversation.</p> <p>C. <a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/explore-summars-past-present-30151.html">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/explore-summars-past-present-30151.html</a></p> <p>Try this activity with your child to prompt him/her to engage in detailed discussions with others.</p> <p>D. <a href="http://fileservnet-texts.com/asset.aspx?dl=no&amp;id=118192">http://fileservnet-texts.com/asset.aspx?dl=no&amp;id=118192</a></p> <p>Help your child use these tips and strategies to engage in discussions</p>
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<p>Speaking and Listening Grade 8 Standard 2  (SL.8.2)</p>	<p>Students must be able to analyze the main ideas and supporting details presented in multiple formats and media - including visually (e.g. poster or billboard), quantitatively (e.g. chart or table), and/or orally (e.g. read aloud or said over the radio) - and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p> <p>A. They must also be able to engage in problem solving - use personal experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>After watching a movie/TV show, listening to the radio, observing a billboard, etc, talk with your child about what information you learned. Ask questions to check for understanding...</p> <p>“What do you think the author, creator, etc wanted you to learn from that commercial, billboard, etc? How do you know?”</p> <p>“How did the [writers, speakers, artists, etc] make their message clear?”</p> <p>“Why do you think the speaker said...?” What is he/she trying to convince you to do/think...?”</p> <p>Encourage your child to engage in problem solving. As appropriate, talk through basic problems with your child without simply giving him/her a solution. Allow your child to draw conclusions, try to persuade you, and think creatively (e.g. He/she wants to watch a TV show that comes on past his/her bedtime. Engage in a conversation about how to solve that problem, advocate for each of your points, and form a compromise.)</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/want-what-exploring-30669.html">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/want-what-exploring-30669.html</a></p> <p>Engage in these activities with your child to help them practice reflecting on information presented in various formats and thinking critically.</p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</a></p> <p>Use this list of strategies to encourage higher order thinking and prompt your child to think of creative solutions to problems.</p>
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	<p>Speaking and Listening Grade 8 Standard 3  (SL.8.3)</p>	<p>Students must be able to describe a speaker’s argument and specific claims and to evaluate the soundness of the reasoning and relevance and sufficiency of the evidence. They should also identify when irrelevant evidence is presented.</p>	<p>After listening to the radio, hearing a speech/sermon, etc with your child, ask him/her...</p> <p>“What was the main idea/theme? How did the speaker support his/her claim?”</p> <p>“What reasons and evidence did the speaker provide to support that idea? Was there enough relevant evidence?”</p> <p>“Which arguments that the author presents are most convincing? Why?”</p> <p>“What evidence, if any, does not contribute to supporting the argument?”</p>	<p><a href="http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html">http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html</a></p> <p>Guide your child in using this interactive tool to map out a speaker’s argument, claims, and evidence to evaluate the soundness of the reasoning.</p>
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	<p>Speaking and Listening Grade 8 Standard 4  (SL.8.4)</p>	<p>Students must be able to present claims and findings coherently by using relevant evidence, sound reasoning, and well-chosen details. They must also speak loudly with clear pronunciation and appropriate eye contact.</p>	<p>Prompt your child to tell stories about his/her experiences and prompt him/her to add details, speak up, maintain eye contact, and/or alter the pace as necessary. Ask your child...</p> <p>“Will you please tell me a bit more about that?”</p> <p>“What evidence supports that idea...? How?”</p> <p>“Why do you think...?”</p> <p>As necessary, prompt your child to slow down, speak up, etc.</p> <p>Use the “Wh-“ question words to encourage him/her to add details where necessary.</p>	<p><a href="http://www.teachingthecore.com/pvlegs-public-speaking-acronym/">http://www.teachingthecore.com/pvlegs-public-speaking-acronym/</a></p> <p>Use the tips, strategies, and acronyms described in this article to help your child practice his/her speaking skills. Try implementing the simple strategies at home so that they become familiar to your child.</p>
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	<p>Speaking and Listening Grade 8 Standard 5  (SL.8.5)</p>	<p>Students must be able to clarify information, strengthen claims, and add interest to a presentation with multimedia components and/or visual displays (e.g. graphics, images, music, sound).</p>	<p>Use digital media tools (iPad, computer, etc) to record your child presenting a report. Listen to the recording together and talk about clarity, speed, expression, etc.</p> <p>Supply your child with art supplies so that he/she can add visual displays to the subject he/she is writing or talking about. Ask your child...</p> <p>“Will you please draw a diagram to show me how that works?”</p> <p>“What additional components could you include to make your presentation more interesting, clear, etc?”</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2#tabs">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2#tabs</a></p> <p>Use these tips and instructions to help your child prepare a clear and logical presentation and then record the information to make an informational video.</p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/activities-projects/amazing-biographies-writing-about-30776.html">http://www.readwritethink.org/parent-afterschool-resources/activities-projects/amazing-biographies-writing-about-30776.html</a></p> <p>Try this activity with your child to help him/her to practice organizing a clear presentation of information in which he/she outlines and supports claims about heroes.</p>
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	<p>Speaking and Listening Grade 8 Standard 6  (SL.8.6)</p>	<p>Students must be able to adapt their speaking to fit a variety of situations and tasks and use formal English proficiently when necessary and appropriate (See grade 8 Language standards 1 and 3 for specific expectations).</p>	<p>Help your child find opportunities to engage in a variety of speaking situations - speaking formally to his/her principal, priest, etc and talking more informally with small groups of friends, siblings, etc - to allow him/her to practice distinguishing and alternating between contexts.</p>	<p><a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/record-podcasts-30118.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/record-podcasts-30118.html</a></p> <p>Use this resource to help your child plan and organize his/her thoughts and then record a podcast. Listen to the recording with your child and talk about his/her speech and whether it is appropriate to the task and target audience.</p>
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## LANGUAGE STANDARDS

**Parent  
Notes**

**Standards  
Code**

**What does this  
standard mean?**

**What can I do at  
home?**

**Resources**

	<p>Language Skills Grade 8 Standard 1 (L.8.1)</p>	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> <li>A. explain the function of verbals - gerunds, participles, infinitives - (both in general and in specific sentences).</li> <li>B. form and use verbs in the active and passive voices.</li> <li>C. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>D. recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>	<p>Speak with your child in more sentences of varied structures with verbals and both active and passive verbs to model this behavior.</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy. Help guide your child to recognize errors on his/her own (e.g. <i>"I am going to read this sentence aloud. Listen carefully and tell me if you hear a verb you think should be changed."</i>).</p>	<ul style="list-style-type: none"> <li>A. <a href="https://learnzillion.com/lessons/4877-explain-infinitives-and-their-function-in-sentences">https://learnzillion.com/lessons/4877-explain-infinitives-and-their-function-in-sentences</a>  Print the worksheet. Encourage your child to complete the activities as you watch the video with him/her to review the use of infinitives.</li> <li>B. <a href="https://learnzillion.com/lessons/4988-maintain-an-active-voice-in-a-piece-of-writing">https://learnzillion.com/lessons/4988-maintain-an-active-voice-in-a-piece-of-writing</a>  Print the student practice sheet for your child to complete as he/she watches the video about maintain active voice in writing.</li> <li>C. (Subjunctive Mood) <a href="https://learnzillion.com/lessons/4998-use-verbs-in-the-subjunctive-mood">https://learnzillion.com/lessons/4998-use-verbs-in-the-subjunctive-mood</a>  (Various Moods)  <a href="https://learnzillion.com/lessons/4999-use-verbs-in-a-variety-of-moods-to-achieve-specific-effects-indicative-imperative-interrogative">https://learnzillion.com/lessons/4999-use-verbs-in-a-variety-of-moods-to-achieve-specific-effects-indicative-imperative-interrogative</a>  Print the worksheets for your child to complete as you watch the video lessons with him/her to learn more about using verbs in different moods.</li> </ul>
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	<p>Language Skills Grade 8 Standard 2 (L.8.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> <li>A. use commas, ellipses, and/or dashes to indicate pauses or breaks.</li> <li>B. use an ellipses to indicate an omission.</li> <li>C. spell correctly.</li> </ul>	<p>As necessary, offer your child immediate feedback on his/her usage of capitalization, punctuation, and spelling in his/her writing. Explain mistakes and offer concrete praise for accuracy (e.g. <i>“Take a careful look at this sentence. Read it out loud. Do you notice any breaks where you need to add punctuation?”</i>).</p> <p>When your child needs help spelling a word, do not simply tell him/her. Encourage him/her to try to spell it phonetically and then check a reference material to confirm.</p>	<ul style="list-style-type: none"> <li>A. (Comma) <a href="https://learnzillion.com/lessons/1564-use-a-comma-to-indicate-a-pause-or-break">https://learnzillion.com/lessons/1564-use-a-comma-to-indicate-a-pause-or-break</a></li>   <li>(Ellipses) <a href="https://learnzillion.com/lessons/1565-use-an-ellipsis-to-indicate-a-pause-or-break">https://learnzillion.com/lessons/1565-use-an-ellipsis-to-indicate-a-pause-or-break</a></li>   <li>(Dash) <a href="https://learnzillion.com/lessons/1566-use-a-dash-to-indicate-a-pause-or-a-break">https://learnzillion.com/lessons/1566-use-a-dash-to-indicate-a-pause-or-a-break</a></li>   <li>Watch these video lessons with your child to help him/her understand when and how to use punctuation to indicate pauses or breaks.</li>   <li>B. <a href="https://learnzillion.com/lessons/1567-use-an-ellipsis-to-indicate-an-omission">https://learnzillion.com/lessons/1567-use-an-ellipsis-to-indicate-an-omission</a></li>   <li>Watch this video with your child to teach him/her when and how to use an ellipses to indicate an omission.</li>   <li>C. <a href="http://content.scholastic.com/content/collateral_resources/pdf/36/0439504236_e009.pdf">http://content.scholastic.com/content/collateral_resources/pdf/36/0439504236_e009.pdf</a></li>   <li>Print this list of basic spelling rules for your child to use as a guide.</li> </ul>
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	<p>Language Skills Grade 8 Standard 3 (L.8.3)</p>	<p>Students must be able to use knowledge of language and its conventions when writing, speaking, reading, or listening. They should be able to...</p> <p>A. use verbs in the active and passive voices and in the conditional and subjunctive moods to communicate particular effects (e.g. emphasizing the actor or the action).</p>	<p>Read through your child's writing with him/her. Prompt him/her to choose more specific and precise language.</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy. Help guide your child to recognize errors on his/her own (e.g. <i>"I am going to read this sentence aloud. Listen carefully and tell me if you hear a verb you think should be changed."</i>).</p>	<p><a href="https://learnzillion.com/lessons/2196-use-verbs-in-the-conditional-mood-to-convey-tone">https://learnzillion.com/lessons/2196-use-verbs-in-the-conditional-mood-to-convey-tone</a></p> <p>Read the text and watch the video with your child to practice using verbs to convey tone.</p> <p><a href="https://learnzillion.com/lessons/4989-use-passive-voice-to-emphasize-the-action-rather-than-the-actor">https://learnzillion.com/lessons/4989-use-passive-voice-to-emphasize-the-action-rather-than-the-actor</a></p> <p>Print the worksheet for your child to complete as he/she watches the video lesson about using passive voice to emphasize an action.</p> <p><a href="https://learnzillion.com/lessons/4997-use-the-conditional-mood-to-indicate-uncertainty">https://learnzillion.com/lessons/4997-use-the-conditional-mood-to-indicate-uncertainty</a></p> <p>Print the practice sheet for your child to complete as he/she watches the video lesson about using the conditional mood to indicate uncertainty.</p>
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<p>Language Skills Grade 8 Standard 4 (L.8.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from eighth grade level content. Specifically, they should be able to...</p>	<p>A. use the context of a passage or sentence to figure out the meaning of an unfamiliar word or phrase.</p> <p>B. figure out the meaning of a word based on the use of common, grade-appropriate affixes and roots (e.g. <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>C. use available resources (e.g. dictionaries, glossaries, thesauruses - both print and online) to determine the pronunciation, part of speech, and/or precise meaning of unfamiliar words and/or phrases.</p> <p>D. make a preliminary guess about a word's meaning and confirm it by checking a reference material.</p>	<p>When your child needs help determining the meaning, part of speech, and/or pronunciation of an unfamiliar word, do not simply tell him/her. Ask him/her...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the paragraph?”</p> <p>“What other words do you know that have the same affix?”</p> <p>If necessary provide him/her with a children's dictionary and/or other resources to clarify or confirm the precise definition and/or pronunciation.</p>	<p>A. <a href="http://www.k12reader.com/worksheet/look-around-meaning-in-context/view/">http://www.k12reader.com/worksheet/look-around-meaning-in-context/view/</a></p> <p><a href="http://www.k12reader.com/worksheet/what-does-it-mean/view/">http://www.k12reader.com/worksheet/what-does-it-mean/view/</a></p> <p>Print these worksheets for your child to complete to practice using context to determine the meaning of a word or phrase.</p> <p>B. <a href="http://www.readwritethink.org/classroom-resources/student-interactives/flip-chip-30031.html">http://www.readwritethink.org/classroom-resources/student-interactives/flip-chip-30031.html</a></p> <p>Help your child engage in this interactive activity to explore common affixes and root words.</p> <p>C. / D. <a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a></p> <p>Help your child use this reference site to find the definitions, synonyms, parts of speech, and pronunciation of new words he/she encounters.</p>
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	<p>Language Skills Grade 8 Standard 5 (L.8.5)</p>	<p>Students must be able to recognize and understand figurative language, relationships between words and meanings, and nuances in meanings. Specifically, they should be able to...</p> <ul style="list-style-type: none"> <li>A. interpret figures of speech - including verbal irony and puns - in context.</li> <li>B. use the relationships between words to better understand each word.</li> <li>C. distinguish among the connotations of words with similar definitions (e.g. <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ul>	<p>Introduce new words and phrases in context when talking to your child. Incorporate nonliteral meanings of words and phrases and explain the alternate meanings to your child.</p> <p>When reading and/or speaking with your child, intentionally point out the use of language nuances. Ask your child...</p> <p>“What do you think the speaker means when he/she says...? Why?”</p> <p>“If the author had described this character as [<i>stubborn</i>] instead of [<i>persistent</i>], how would that change this passage and your understanding of the character?”</p>	<ul style="list-style-type: none"> <li>A. <a href="https://learnzillion.com/lessons/2177-craft-dialogue-with-multiple-meanings-by-using-verbal-irony">https://learnzillion.com/lessons/2177-craft-dialogue-with-multiple-meanings-by-using-verbal-irony</a></li> </ul> <p>Read the text and watch the video with your child to review the concept of verbal irony.</p> <p><a href="https://learnzillion.com/lessonsets/317-reading-and-understanding-idioms">https://learnzillion.com/lessonsets/317-reading-and-understanding-idioms</a></p> <p>Read the text. Then watch the video lessons with your child to help him/her learn the meanings of various figures of speech.</p> <ul style="list-style-type: none"> <li>B. <a href="http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=116074">http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=116074</a></li> <li><a href="http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=116107">http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=116107</a></li> </ul> <p>Print these sheets for your child to use to examine word relationships.</p> <ul style="list-style-type: none"> <li>C. <a href="https://learnzillion.com/lessons/4503-develop-a-topic-for-an-explanatory-essay">https://learnzillion.com/lessons/4503-develop-a-topic-for-an-explanatory-essay</a></li> </ul> <p>Read the text and watch this video lesson with your child to help him/</p>
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	<p>Language Skills Grade 8 Standard 6 (L.8.6)</p>	<p>Students must be able to learn (from reading, speaking with others, etc) and accurately use new vocabulary words and phrases - both general terms that appear across academic subjects and vocabulary specific to particular topics studied. They should be able to gather word knowledge when needing a word is important for comprehension or expression.</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“Do you remember another word that means...?”</p> <p>“How do you feel when...?”</p> <p>Encourage your child to use precise language when he/she speaks (e.g. “<i>The boy told his dad that he was bored</i>” versus “<i>The boy whined to his dad that he was bored</i>”).</p>	<p><a href="http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf">http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf</a></p> <p>Print copies of this graphic organizer for your child to fill in with new words he/she learns.</p>
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