

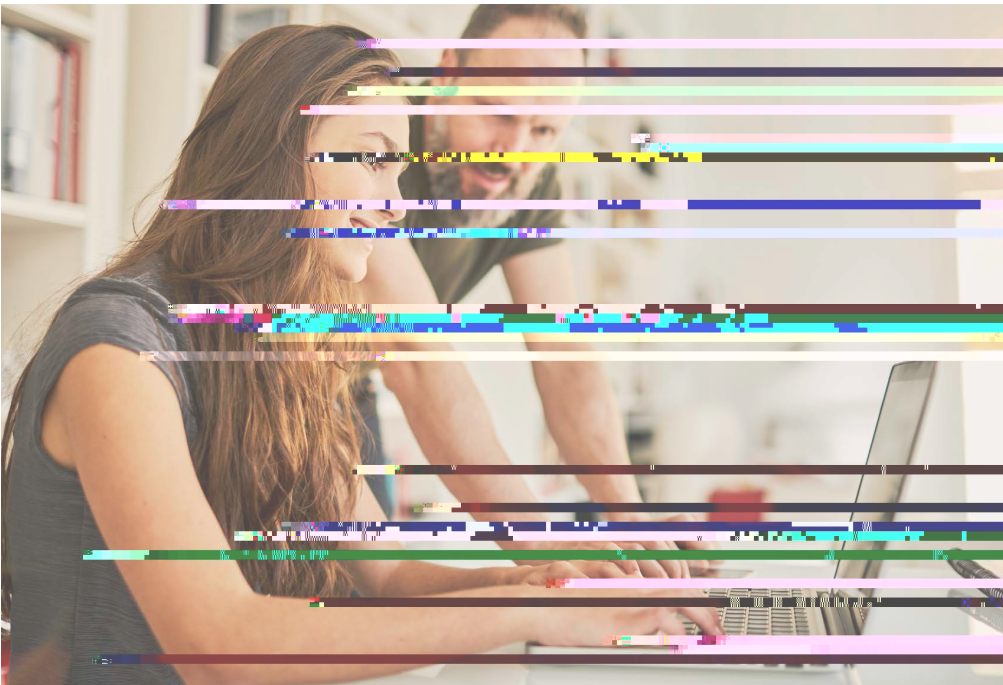
GRADE 8

1. The first part of the text describes the importance of the internet in our lives. It mentions that the internet has become an essential part of our daily lives, and that we use it for many different purposes, such as communication, education, and entertainment. It also mentions that the internet has made it easier for us to access information and to connect with people from all over the world.

2. The second part of the text discusses the challenges of the internet. It mentions that there are many risks associated with using the internet, such as cyberbullying, identity theft, and exposure to inappropriate content. It also mentions that the internet can be a source of distraction and that it can make it difficult for us to focus on our work or studies.

3. The third part of the text offers some advice on how to use the internet safely. It suggests that we should be careful about the information we share online and that we should avoid clicking on suspicious links. It also suggests that we should take breaks from the internet and that we should use it for positive purposes.

4. The fourth part of the text concludes by stating that the internet is a powerful tool that can be used for good or for ill. It emphasizes the importance of using the internet responsibly and of being aware of the risks associated with it.





LITERACY

WHAT 8TH GRADERS ARE LEARNING



Throughout the school year, 8th grade students will spend the most time working on the following topics. They should understand them well by the end of the year.

- ☐ Reading grade level texts smoothly and with expression, at a fluency rate of around 175 words per minute by the end of the year.
- ☐ Asking and answering questions about stories and texts read independently. Summarizing what happened in what was read; analyzing how a text makes connections or distinctions between ideas, characters, or events; and citing specific evidence to show how they know. Questioning the author's or speaker's assumptions. Determining the accuracy of statements they have heard or read.
- ☐ Citing the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.
- ☐ Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view.
- ☐ Determining or clarifying the meaning of unknown words, and (irony, puns). Determining or clarifying the meaning of words with similar but not identical meaning (for example, "bullheaded," "willful," "firm," "persistent," "resolute") based on how they are used in context.
- ☐ Making and justifying a claim or argument in writing or discussion. Supporting claims with precise and relevant evidence from credible sources. Demonstrating a thorough understanding of the topic or text.
- ☐ Showing something new they have learned from a text or about a topic. This can be in any form – speaking and conversation, letters, journals, stories, diagrams, reports, or essays – and should include sufficient additional detail that fits the form they have chosen.
- ☐ Writing in response to text, including an introduction and ; examples that are linked, logically ordered, and grouped; a conclusion; and mostly accurate spelling, capitalization, and punctuation.

TALKING ABOUT LITERACY WITH YOUR 8TH GRADER

- Encourage your 8th grader to choose a book they want to read on their own each day. Reading lots of books over time is more important than the type of text. Let your 8th grader pick based on their interests and what makes them excited to read.
- Pick a topic to learn about together. Read books, look online, or do short research projects together. Ask what they learned in their reading. Have them present or share with you, with friends, or with family members.
- Encourage regular writing: keeping a journal, writing letters or emails, and/or taking notes on what they are learning. Encourage your 8th grader to write to you, and then write back to them.
- Listen to podcasts together, or encourage your 8th grader to listen to podcasts of their choice and tell you about what they cover. There is a wide range of podcasts available. Consider the following sampling for a range of topics and types: "[But Why: A Podcast for Curious Kids](#)," "[Code Switch](#)," and "[The Unexplainable Disappearance of Mars Patel](#)."



MATHEMATICS



EDUCATION WORDS

Sometimes, you'll hear educators use a word that has a specific meaning in schools. Understanding those terms will help you speak the same language!

Antonyms

Antonyms are words that mean the opposite. "Big" and "little" are antonyms.

Exponent

The exponent of a number indicates how many times to use that number in multiplication. It is written as a small number to the right and above the base number. In this example, $8^2 = 8 \times 8 = 64$, the exponent "2" says to use the 8 two times in multiplication.

Figures of speech

Square root

A square root of a number is a value that, when multiplied by itself, gives the number. The square root



TIPS FOR TALKING WITH TEACHERS (continued)

Math

- What topics are 8th graders learning about in math?
- Ask for specific updates on how your 8th grader is progressing in their understanding of the key content of the grade.
- What should my 8th grader be able to understand and talk about as a result of what they have

CONNECTING CLASSROOMS TO CAREERS

Helping middle schoolers see how what they are learning in school connects to their future is one of the best ways that families can support their kids. In addition to seeking out resources at school and in your community (community colleges are a great place to look), here are a few more ways to get started:

- Help your middle schooler think about what jobs they might like to have, and then learn more about the education and training they need for a career in that field.
<https://www.careerzone.ny.gov/views/careerzone/stem/index.jsf>
- Does your middle schooler like building and fixing things? Helping people? Learn more about how interests could lead to a career.
<https://www.bls.gov/k12/students/careers/career-exploration.htm>
- Have your middle schooler visit/“shadow” someone who works in a career in which they are interested. Here are some virtual site visits to get started.
<https://www.nebraskacareerclusters.com/>
- Has your middle schooler expressed interest in a career in the military? Explore military careers here.
<https://www.asvabprogram.com/>
<https://www.careersinthemilitary.com/home>
- Find a pathway to success: A guide to help students learn how to translate their interests into one of 16 career clusters.
<https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/career-cluster-guides/>
- Learn the importance of math for careers and jobs: What teens need to know and how parents can help.
<https://www.niu.edu/mathmatters/careers-jobs/index.shtml>
- Are there colleges your middle schooler has expressed interest in attending? Together, check out their admissions requirements, including their course-taking requirements. Make sure your student is prepared for (mostly in middle school) and taking (mostly in high school) the classes they need not just to graduate from high school but to be eligible for college admission.

