

# Grade 8 English Language Arts Curriculum Guide:

## Reading and Viewing (8)

<p><b><u>Content Standards</u></b> Students will understand: <b>A. PROCESS OF READING:</b> Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>	<p><b>B. LITERATURE AND CULTURE:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>	<p><b>D. INFORMATION TEXTS:</b> Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>
<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Formulate questions to be answered while reading.</li> <li>♦ <b>Reflect on what has been discovered and learned while reading, and formulate additional questions.</b></li> <li>♦ Identify specific devices an author uses to involve readers.</li> <li>♦ Use specific strategies (e.g., rereading, consultation)_ to clear up confusing parts of a text.</li> <li>♦ Understand stories and expository texts from the perspective of the social and cultural context in which they were created.</li> <li>♦ Identify accurately both the author’s purpose and the author’s point of view.</li> <li>♦ <b>Summarize whole texts be selecting and summarizing important and representative passages.</b></li> <li>♦ Read for a wide variety of purposes ( e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).</li> <li>♦ Explain orally and defend opinions formed while reading and viewing.</li> <li>♦ Adjust viewing and listening strategies in order to comprehend materials viewed and heard.</li> <li>♦ Generate and evaluate the notes they have taken from course –related reading, listening, and viewing.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Formulate questions to be answered while reading.</li> <li>♦ <b>Reflect on what has been discovered and learned while reading, and formulate additional questions.</b></li> <li>♦ Identify specific devices an author uses to involve readers.</li> <li>♦ Use specific strategies (e.g., rereading, consultation)_ to clear up confusing parts of a text.</li> <li>♦ Understand stories and expository texts from the perspective of the social and cultural context in which they were created.</li> <li>♦ Identify accurately both the author’s purpose and the author’s point of view.</li> <li>♦ <b>Summarize whole texts be selecting and summarizing important and representative passages.</b></li> <li>♦ Read for a wide variety of purposes ( e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).</li> <li>♦ Explain orally and defend opinions formed while reading and viewing.</li> <li>♦ Adjust viewing and listening strategies in order to comprehend materials viewed and heard.</li> <li>♦ Generate and evaluate the notes they have taken from course –related reading, listening, and viewing.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Seek appropriate assistance when attempting to comprehend challenging text.</li> <li>♦ Identify useful information organizing strategies.</li> <li>♦ <b>Identify both the author’s purpose and the author’s point of view when reading expository information.</b></li> <li>♦ Identify different ways in which informational texts are organized.</li> <li>♦ <b>Produce and support generalizations acquired from informational text.</b></li> <li>♦ Describe new knowledge presented in informational texts and how it can be used.</li> <li>♦ Identify common technical terms used in informational texts.</li> <li>♦ Use the various parts of a text (index, table of contents, glossary) to locate the specific information.</li> </ul>

<u><b>Knowledge/Skills</b></u> <ul style="list-style-type: none"> <li>♦ Main Idea</li> <li>♦ Inferences</li> <li>♦ Supporting Details</li> <li>♦ Reading Strategies</li> </ul>	<u><b>Knowledge/Skills</b></u> <ul style="list-style-type: none"> <li>♦ Point of View</li> <li>♦ Reading Skills</li> </ul>	<u><b>Knowledge/Skills</b></u> <ul style="list-style-type: none"> <li>♦ Point of View</li> <li>♦ Expository Writing</li> <li>♦ Parts of Text</li> <li>♦ Reading Fiction vs Nonfiction/Texts</li> </ul>
<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>♦ Reading Responses</li> <li>♦ Genre jig saws</li> <li>♦ Constructed responses</li> <li>♦ Compare/contrast</li> <li>♦ ARES</li> <li>♦ Self and peer evaluation</li> <li>♦ Independent Reading Record</li> </ul>	<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>♦ Reading Responses</li> <li>♦ ARES</li> <li>♦ SQ3R</li> <li>♦ Short Story / Novel Tests</li> </ul>	<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>♦ SQ3R Notes</li> <li>♦</li> </ul>
<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>♦ Aim Higher</li> <li>♦ day Books</li> <li>♦ Attached short story / book list</li> <li>♦ Various self selected trade paperbacks</li> <li>♦</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>♦ Aim Higher</li> <li>♦ Day book /Night</li> <li>♦ Attached Short Story/ Book list</li> <li>♦ Various self selected trade books</li> <li>♦ Social Studies/Science/Math texts</li> <li>♦</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>♦ Content Area Texts</li> <li>♦</li> </ul>
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>♦ Example</li> <li>♦ Student Work</li> <li>♦ Modeling</li> <li>♦ group Discussion</li> <li>♦ Reading Conferences</li> <li>♦ Focus lessons</li> </ul>	<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>♦ ARES</li> <li>♦ Modeling</li> <li>♦ Oral Reading</li> </ul>	<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>♦ Parts of Text Worksheet</li> <li>♦ Comparison/Contrast – Point of View</li> <li>♦ Reading Strategies for Texts Mini Lesson</li> <li>♦</li> <li>♦</li> </ul>

## Grade 8 English Language Arts Curriculum Guide: Writing and Speaking (8)

<u><b>Content Standards</b></u> Students will understand:  <b>E. PROCESSING OF WRITING AND SPEAKING:</b> Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:	<b>F. STANDARD ENGLISH CONVENTIONS:</b> Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:	<b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING:</b> Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to:
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<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.</li> <li>♦ Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</li> <li>♦ Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: 1) no significant errors in the use of nouns, pronouns, and adjectives 2) few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions and prepositional phrases 3) attention to the proper use of conjunctions 4) no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words 5)no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities) 6) no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks 7) attention to the correct use of commonly confused terms (e.g., <i>affect</i> and <i>effect</i>)</li> <li>♦ Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Write stories with an identifiable beginning, middle, and ending.</li> <li>♦ Write stories that include major events, develop settings, and deal with problems and solution.</li> <li>♦ Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.</li> <li>♦ Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.</li> <li>♦ Write for both public and private audiences.</li> <li>♦ Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).</li> <li>♦ Write pieces and make remarks that use descriptive language to clarify enhance and develop ideas.</li> <li>♦ Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.</li> <li>♦ Write pieces that use a variety of transitional devices (e.g. phrases, sentences, paragraphs).</li> <li>♦ Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).</li> </ul>
<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Writing modes – expository persuasive vs narrative</li> <li>♦ Editing/Revising</li> <li>♦ Awareness of audience, purpose</li> <li>♦ Peer Editing</li> <li>♦ Self Editing</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Grammar Review</li> <li>♦ Use of “you”</li> <li>♦ Parallel Structure</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Persuasive Writing</li> <li>♦ Audience &amp; Purpose</li> </ul>

<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>♦ Written pieces demonstrating the skills listed above</li> <li>♦ Take A Stand!</li> <li>♦ Constructed Responses</li> <li>♦ Peer/Self Revisions</li> </ul>	<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>♦ Self</li> <li>♦ Peer</li> <li>♦ All written pieces</li> </ul>	<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>♦ Take A Stand!</li> <li>♦ Constructed Responses</li> </ul>
<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>♦ Write Traits for Expository Pieces</li> <li>♦ Write Source 2000</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>♦ Write Source 2000</li> <li>♦ Dictionary</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>♦</li> </ul>
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>♦ Writing Process</li> <li>♦ Editing</li> </ul>	<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>♦ Personal spelling Demons Sheet</li> </ul>	<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>♦ Modeling</li> <li>♦ Reading Samples</li> <li>♦ Presentations</li> </ul>

## Grade 8 English Language Arts Curriculum Guide: Integrated Literacy (8)

<p><b>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate. Students will be able to:</b></p> <p><u><b>Performance Indicators</b></u> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.</li> <li>♦ Understand factors that commonly affect language change and use.</li> <li>♦ Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).</li> <li>♦ Use knowledge of the fundamental parts of speech when writing and speaking. Demonstrate an understanding of the concept of propaganda.</li> </ul>	<p><b>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas. students will be able to:</b></p> <p><u><b>Performance Indicators</b></u> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies.</li> <li>♦ Separate information collected for research topics into major components based on relevant criteria.</li> <li>♦ Create bibliographies.</li> <li>♦ Use available catalogs to locate materials for research reports.</li> <li>♦ Use indexes to periodical literature to locate information for research.</li> <li>♦ Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.</li> <li>♦ Use search engines and other Internet resources to collect information for research topics.</li> <li>♦ Make limited but effective use of primary sources when researching topics.</li> <li>♦ Explain the importance of primary sources in evaluating the validity and reliability of collected information.</li> <li>♦ Demonstrate initial understanding of proper attribution (e.g., footnotes).</li> </ul>
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<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Grammar</li> <li>♦ Propaganda</li> <li>♦ Slanguage</li> <li>♦ Connotation/Denotation</li> <li>♦ Usage</li> <li>♦ Figurative Language</li> <li>♦ Analogies</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Note taking – appropriate information</li> <li>♦ Bibliographies</li> <li>♦ Parenthetical</li> <li>♦ Formal Research Paper</li> <li>♦ Search Engines</li> <li>♦ Library Sources</li> <li>♦ Primary Sources – job shadow, interview</li> <li>♦ Research Skills</li> <li>♦ Formal/Informal Language</li> </ul>
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Propaganda</li> <li>♦ Read for and correct grammar in written pieces (through writing)</li> <li>♦ Vocabulary quizzes</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Job Search Paper</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Write Traits</li> <li>♦ Write Source</li> <li>♦ Style Book/Internet</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Library</li> <li>♦ Internet – Search Engines</li> <li>♦ Community</li> <li>♦ MLA Handbook</li> <li>♦ Citation Machine</li> </ul>
<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Drill - correct previous pieces</li> <li>♦ Direct Instruction</li> <li>♦ Mini Lessons/Application</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Models (Exemplars)</li> <li>♦ Mini Lessons</li> <li>♦ Break down of paper into manageable parts</li> </ul>