

Key Information about the Language Arts Course of Study – Eighth Grade

Course of Study

The eighth grade language arts course of study is aligned with the Ohio academic content standards. Each standard includes 8-10 benchmarks for reading and 8-10 for writing, research, and communication, as well as grade level indicators. Information in the “Connections/Teaching Resource” column reference pages in Reader’s Handbook and Write Source 2000.

Also included:

- Model Year – Eighth Grade Language Arts
- Model Year – Eighth Grade Language Arts Extension
- Model Year Calendar for Eighth Grade Language Arts (sample for teachers new to the district)
- Model Year Calendar for Eighth Grade Language Arts Extension (sample for teachers new to the district)
- Eighth Grade Supplemental Resources (resources available by building)

Pilot Program

These texts were selected based on teacher recommendations and are being piloted at one or more of our middle schools:

Write Source 2000 (Great Source Education Group/Houghton Mifflin)*

Teacher’s Manuals: Program Guide, Teacher’s Guide, Skillsbook poetry

Reader’s Handbook (Great Source Education Group/Houghton Mifflin)*

Teacher’s Manuals: Lesson Plan Book, Student Application Book, Student Application Book/Teacher’s Edition, Teacher’s Guide, Reader’s Handbook Overheads

*These two are *reference* as well as instructional texts to be used in conjunction with teacher-chosen novels, texts, etc.

Literature and the Language Arts/Responding to Literature (EMC Paradigm)

Numerous teacher and student resources available.

This is a comprehensive anthology of reading, writing and grammar.

If the above books are not available, existing resources should be used for the 2002-03 school year.

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Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Grades Four – Eight

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

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Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use context clues and text structures to determine the meaning of new vocabulary. (OGT-5R)*	<p>By the end of Grade 8, the student will:</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect. 2. Apply knowledge of connotation and denotation to determine the meaning of words. 	<p>RH* 275, 281, 606-620, 627-630, 644-645</p> <p>RH 679 WS* 136</p>
B) Examine the relationships of analogical statements to infer word meanings.	<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships. 	<p>RH 616, 634, 637-639</p>
C) Recognize the importance and function of figurative language. (OGT-9R)*	<ol style="list-style-type: none"> 4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language including metaphors, similes and idioms. 	<p>RH 426-428, 446-460, 452, 455, 464,</p>
D) Explain how different events have influenced and changed the English language.	<ol style="list-style-type: none"> 5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language. 	

Key: RH = Readers Handbook WS = Write Source 2000

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E) Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	<i>Structural Understanding</i> 6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	RH 620-625
F) Use multiple resources to enhance comprehension of vocabulary.	<i>Tools and Resources</i> 7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	RH 155-169, 626-630

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*Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
<p>OGT-5R Use context to determine the meaning of words.</p> <p>OGT-9R Recognize the effect of common literacy devices (i.e., simile, metaphor, personification, and hyperbole).</p>	<p><u>Supplemental Resources:</u> Building English Skills Building Spelling Skills Words Their Way – HMS Frank Schaeffer – EMS Independent Vocabulary/Spelling Lists Content Area Vocabulary Lists</p>

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Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
A) Apply reading comprehension strategies to understand grade appropriate text.	<p>By the end of Grade 8, the student will: <i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 	RH 40-45, 53, 62, 113, 383-389, 653, 658-659 WS 261-264
B) Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (OGT-7R)* C) Use appropriate self-monitoring strategies for comprehension	<ol style="list-style-type: none"> 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. <p><i>Self-Monitoring Strategies</i></p> <ol style="list-style-type: none"> 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. <p><i>Independent Reading</i></p> <ol style="list-style-type: none"> 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others). 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). 	RH 45, 60-61, 374-375, 573-574 WS 80-83, 98-99, 114-116, 129-131, 486-489, 577-578, 646-649, 656-657 RH 396

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*Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
<p>OGT-7R Draw inferences.</p>	<p>Novels Short Stories Poetry Nonfiction Literature Circles Readers Workshop</p>

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Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
A) Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (OGT-2R, 3R)*	<p>By the end of Grade 8, the student will:</p> <p>1. Compare and contrast text features including format and headers of various informational texts in terms of their structure and purpose.</p>	RH 385, 661
B) Identify examples of rhetorical devices and valid and invalid inferences and explain how authors use these devices to achieve their purposes and reach their intended audiences.	<p>2. Identify and use the organizational structure of a text such as chronological, compare-contrast, cause-effect, problem-solution and evaluate its effectiveness.</p> <p>3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.</p>	RH 112, 155-168, 286, 383-388, 646 RH 385-388
C) Analyze whether graphics supplement textual information and promote the author’s purpose.	4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	RH 157, 159, 163, 600-605

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<p>D) Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. (OGT-2R, 3R)*</p>	<p>5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition), and examples of bias and stereotyping.</p> <p>6. Identify the author's purpose and intended audience for the text.</p>	<p>RH 247-255, 263-264, 287-288 WS 121-122</p> <p>RH 274, 280-281, 391, 392, 652-655</p>
<p>E) Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope, organization).</p>	<p>7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.</p> <p>8. Recognize how writers cite facts, draw inferences and present opinions in informational text.</p> <p>9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).</p>	<p>RH 247-255, 263-264, 287-288</p> <p>WS 121-122, 229-232</p> <p>RH 262-272, 280 WS 237-259, 347-349</p>

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<p>*Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes:</p>
<p>OGT-2R Examine uses and purposes of propaganda. OGT-3R Recognize an author's purpose and attitude (bias/slant).</p>	<p>Research Paper Debates Advertising Teen Newsweek Nonfiction Anthology Biographies/Autobiographies</p>

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Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
A) Analyze interactions between characters in literacy text and how the interactions affect the plot. (OGT-11R)*	By the end of Grade 8, the student will: 1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	RH 340-350, 392-393, 508
	B) Explain and analyze how the context of setting and author’s choice of point of view impact a literacy text. (OGT-11R)*	2. Analyze the influence of setting in relation to other literary elements. 3. Explain how authors pace action and use subplots, parallel episodes, climax.

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<p>C) Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literacy text. (OGT-11R)*</p> <p>D) Identify similar recurring themes across different works. (OGT-11R)*</p> <p>E) Analyze the use of a genre to express a theme or topic.</p>	<p>4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.</p> <p>5. Identify and explain universal themes across different works by the same author and by different authors.</p> <p>6. Explain how an author’s choice of genre affects the expression of a theme or topic.</p> <p>7. Identify examples of foreshadowing and flashback in a literary text.</p>	<p>RH 398-399, 403, 405, 489</p> <p>RH 376-382, 489-494</p> <p>RH 396 WS 342</p> <p>RH 372 WS 138</p>
<p>F) Identify and analyze how an author uses figurative language, sound devices, and literary techniques to shape plot, set meaning and develop tone. (OGT-9R)*</p>	<p>8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.</p> <p>9. Examine symbols used in literary texts.</p>	<p>RH 354-355, 366, 416-417, 426-427, 450, 456, 458 WS 203</p> <p>RH 404, 467</p>
<p>G) Explain techniques used by authors to develop style.</p>		<p>RH 334, 403</p>

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<p>*Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes:</p>
<p>OGT-9R Recognize the effect of common literacy devices (i.e., simile, metaphor, personification, and hyperbole).</p>	<p>Short Stories Novels Poetry</p>
<p>OGT-11R Analyze the effect of literacy elements (i.e., setting, character, plot, and theme).</p>	

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Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>B) Determine the usefulness and apply appropriate pre-writing tasks.</p>	<p>By the end of Grade 8, the student will:</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Conduct background reading, interviews or surveys when appropriate. 3. Establish a thesis statement for informational writing or a plan for narrative writing. 4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. 5. Use organizational strategies (e.g., notes and outlines) to plan writing. 	<p>WS 10-11</p> <p>WS 55, 170-171, 263</p> <p>WS 99, 107-111, 143, 155-157</p> <p>RH 398-399 WS 143, 190, 298-99</p> <p>WS 118-120, 362-368</p>

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<p>C) Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice, and transitions between paragraphs, passages or ideas.</p> <p>D) Edit to improve sentence fluency, grammar and usage.</p>	<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing with an effective and engaging introduction and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>7. Vary simple, compound and complex sentence structures.</p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form and maintaining a consistent focus reinforced by parallel structures across paragraphs.</p> <p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p> <p>10. Use available technology to compose text.</p>	<p>WS 63, 66, 120</p> <p>WS 92-96, 131, 133</p> <p>WS 97-106</p> <p>WS 129-136</p> <p>WS 25-30, 483-492</p>
	<p>11. Reread and analyze clarity of writing and consistency of point of view.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>WS 7, 16-17, 79-83, 86-92</p> <p>WS 325-328</p> <p>WS 7, 16-17, 79-83, 86-92</p>
<p>E) Apply tools to judge the quality of their writing.</p>	<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>WS 74, 83, 92</p>

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<p>F) Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (OGT-9W)*</p>	<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>WS 37-43</p>
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<p>*Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes:</p>
<p>OGT-9W Be legible.</p>	<p>Formula Writing Research Paper Debates Autobiography History Day Project Science Fair Poetry Coffee House Discrimination Unit</p>

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Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language. (OGT-1W, 2W, 3W, 6W)*</p>	<p>By the end of Grade 8, the student will:</p> <ol style="list-style-type: none"> 1. Write narratives that: <ol style="list-style-type: none"> a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use literary devices to enhance style and tone; and c. create complex characters in a definite, believable setting. 	<p>WS 123-127, 153-174, 188, 190-191</p>
<p>B) Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (OGT-4R, 1W, 2W, 3W)*</p>	<ol style="list-style-type: none"> 2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. 6. Produce informal writing (e.g., journals, notes, poems) for various purposes. 	<p>WS 175-181</p> <p>WS 145-152</p>

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<p>C) Produce letters (business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.</p>	<p>3. Write business letters, letter to the editor and job applications that:</p> <ol style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>WS 236-259</p>
<p>D) Use documented textual evidence to justify interpretations of literature or to support a research topic. (OGT-4R, 1W, 2W, 3W)*</p>	<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>WS 208-235</p>
<p>E) Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. (OGT-1W, 2W, 3W)*</p>	<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information. 	<p>WS 115-127</p>

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<p>*Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes</p>
<p>OGT-4R Support an interpretation by locating specific information.</p>	
<p>OGT-1W Develop a clear, focused main idea or ideas related to the prompt.</p>	<p>Formula Writing Advertising Journaling Resumes Career Day Letters</p>
<p>OGT-2W Demonstrate completeness.</p>	
<p>OGT-3W Include supporting details appropriate to the audience, purpose, and topic.</p>	
<p>OGT-6W Use a variety of words appropriate to the audience, purpose, and topic.</p>	

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Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

8-10 Benchmarks	Grade Level Indicators	Connections/ Teaching Resources
A) Use correct spelling conventions. (OGT-8W)*	<i>Spelling</i> 1. Use correct spelling conventions.	WS 411-433
B) Use correct punctuation and capitalization. (OGT-8W)*	<i>Punctuation and Capitalization</i> 2. Use correct punctuation and capitalization.	WS 387-403
C) Demonstrate understanding of the grammatical conventions of the English language. (OGT-8W)*	<i>Grammar and Usage</i> 3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). 4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). 5. Use parallel structure to present items in a series and items juxtaposed for emphasis. 6. Use proper placement of modifiers. 7. Maintain the use of appropriate verb tenses. 8. Conjugate regular and irregular verbs in all tenses correctly.	WS 439-457

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***Related Proficiency Outcomes/
Related Assessments**

OGT-8W Exhibit standard conventions competently
(mechanics, usage, grammar, and spelling).

Teacher Notes:

Schaefer Vocabulary
Personal Vocabulary Lists

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Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 8, the student will:	
A) Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.	1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation.	WS 220-221, 224
B) Evaluate the usefulness and credibility. (OGT-12R)*	3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) and define primary and secondary sources.	WS 229, 260-264
C) Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 4. Select an appropriate structure for organizing information in a systematic way (notes, outlines, charts, tables, graphic organizers). 5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	WS 221, 225 WS 220-221, 224-226 WS 229, 260-264

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<p>D) Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement.</p>	<p>6. Integrate quotations and citations into written text, maintaining a flow of ideas.</p> <p>7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p>	<p>WS 229-230</p> <p>WS 229-235</p>
<p>E) Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia.</p>	<p>8. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p>Research reports</p>

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<p>*Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes:</p>
<p>OGT-12R Evaluate the effectiveness of resource material for a specified audience/purpose.</p>	<p>Supplemental Resources LRC Internet Research Reports</p>

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Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

8-10 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use a variety of strategies to enhance listening comprehension.	<p>By the end of Grade 8, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace). 	WS 355-360, 369-372
B) Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of the speaker or media message.	<ol style="list-style-type: none"> 2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. 3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages. 	RH 263, 288
C) Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by the speaker.	<ol style="list-style-type: none"> 4. Identify the speaker’s choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning. 	WS 354

Key: RH = Readers Handbook WS = Write Source 2000

NOTE: These materials will be part of a “pilot” at each middle school for 2002-2003.

D) Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.	<p><i>Speaking Skills and Strategies</i></p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p> <p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p> <p>7. Vary language choices as appropriate to the context of speech.</p>	WS 348-354
E) Give informational presentations that present ideas in a logical sequence; include relevant facts and details from multiple sources; and use a consistent organizational structure.	<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <p>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p> <p>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p> <p>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p> <p>e. draw from multiple sources including both primary and secondary sources and identify sources used.</p>	WS 347-354
G) Give presentations using a variety of delivery methods, visual displays and technology.	<p><i>Speaking Applications</i></p> <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	WS 347-354
F) Provide persuasive presentations using varied speaking techniques and strategies, and include a clear controlling idea or thesis.	<p>10. Deliver persuasive presentations that:</p> <p>a. establish and develop a logical and controlled argument;</p> <p>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</p> <p>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).</p>	WS 347-354

Key: RH = Readers Handbook

WS = Write Source 2000

NOTE: These materials will be part of a “pilot” at each middle school for 2002-2003.

Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
	Read Alouds Advertising Debates Oral Presentations Speeches Plays

EIGHTH GRADE LANGUAGE ARTS CURRICULUM MAP

MONTH	UNITS/LENGTH	MONTH	UNITS/LENGTH
August-September	Newspaper Unit (4-5 wks.)	February	Propaganda Unit (4 wks.) Novels
October	Research Unit (4 wks)	March	Career Unit (4 wks.) Oral Presentations (1 wk.)
November	Continue Research Unit (2 wks.) Essay Writing (2 wks.)	April	Literature Unit (4 wks.)
December	Essay Writing (2-3 wks.)	May/June	Short Story Project (6 wks.) (Read and write short stories)
January	Propaganda Unit (4 wks.) Novels		

Eighth Grade Connections to English/Language Arts Content Standards

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Newspaper Unit	<ul style="list-style-type: none"> • Identify the 5w's and h of a newspaper article. (Redg. Proc. A1, B2, C3, Rdg. Appl. Info A1, B2-3, C4, D4-5, E7-8)* • Summarize a news article. (Writ. Conv. ALL, Writ. Proc. A1-2, B3-5)* • Distinguish elements of different sections of the paper. (Rdg. Appl. D4-6, E7-9)* • Write a letter to the editor of a newspaper. (Writ. Appl. C4, Writ. Proc. ALL, Writ. Conv. ALL)* 	<p><u>Write Source</u> 167-174. The Plain Dealer The Lakewood Sun WS 213-216</p> <p>WS 241-250</p>
Research	<ul style="list-style-type: none"> • Generate topics/questions for Research. (Res. A1, Writ. Proc. A1)* • Gather and evaluate appropriate sources. (Res. B2, C3)* • Select organizational method for note taking. (Writ. Proc. B3-5, Res. C4)* • Gather, analyze and integrate information. (Res. C5, D6)* • Write outline, draft, edit/revise, produce final copy. (Res. D7, Writ. Proc. <i>Drafting</i> 6-9, D10-14, E15, F16-17, Writ. Appl. D5, Writ. Conv. ALL)* • Present research information orally and visually. (Res. E8, Comm. D5-7, E8, G9)* 	<p><u>Write Source</u> 223-235. LRC Internet</p> <p>Suggestions: Autobiography Project Career Unit Science Fair</p>

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Essays	<ul style="list-style-type: none"> • Write 5 paragraph narrative essay. (Writ. Conv. ALL, Writ. Appl. A1, Writ. Proc. ALL)* • Write 5 paragraph expository essay. (Writ. Conv. ALL, Writ. Appl. D5, Writ. Proc. ALL)* • Write 5 paragraph persuasive essay. (Writ. Conv. ALL, Writ. Appl. E6, Writ. Proc. ALL)* • Write book reviews. (Writ. Conv. ALL, Writ. Appl. B2-3, Writ. Proc. ALL)* • Letter writing. (Writ. Conv. ALL, Writ. Appl. C4, Writ. Proc. ALL)* • Journal writing. (Writ. Proc. A1, B5, Writ. Appl. B2-3)* 	<p><u>Write Source</u> 154-159</p> <p>WS 107-114</p> <p>WS 115-127</p> <p>WS 175-179</p> <p>WS 246-250, 181, 149-152</p> <p>WS 48, 145-148</p>
Propaganda (Bias/Discrimination)	<ul style="list-style-type: none"> • Analyze literary pieces in their historical context. (Rdg. Proc. A1, B2, C3, Rdg. Appl. Info. D5-6, E7-9, Rdg. Appl Lit. ALL)* • Take notes/Journal responses. (Rdg. Appl. C3, Rdg. Proc. B5, Rdg. Appl. B3, Res. C4)* • Acquire vocabulary related to prejudice. (Acqu. Voc. ALL)* • Present information orally. (Comm D5-7, E8, G9, F10)* 	<p>Novels (<u>Diary of Anne Frank</u>, <u>We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust</u>)</p> <p>WS 48, 145-148, 307-321</p> <p>Dictionaries, Thesaurus</p>

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Literature Unit	<ul style="list-style-type: none"> • Identify literary elements in different forms of literature. (Acqu. Voc. A1-2, C4, E6, F7, Rdg. Appl. Lit. ALL Rdg. Proc. ALL)* • Compare themes through different genre. (Rdg. Appl. Lit E6)* • Identify figurative language in different forms of literature. (Acqu. Voc. C4, Rdg. Appl. Lit F8)* • Write an original short story. (Writ. Proc. ALL, Writ. Conv. ALL)* • Evaluate quality of literature. (Rdg. Appl. Lit A1, B2, C/D/E 4-6, F7-9, G)* 	

EIGHTH GRADE LANGUAGE ARTS CURRICULUM MAP (EXTENSION)

MONTH	UNITS/LENGTH	MONTH	UNITS/LENGTH
August-September	Nonfiction/Informational (4-5 wks.)	February	Non-Fiction/Informational (4 wks.) Journals/Essays
October	Literature-Fiction/Short Stories(4 wks) Journals/Essays	March	Poetry (3 wks.) Journals Short Stories (2 wks.)
November	Literature-Fiction/Novel (4-5 wks) Journals/Essays	April	Literature-Novel (4-5 wks.) Journals/Essays
December	Literature-Drama (2-3 wks.) Essays	May/June	Non-Fiction/Newspapers (2 wks.) Essays Drama (3 wks.)
January	Literature-Fiction/Novel (4-5 wks.) Journals/Essays		

Eighth Grade

Connections to English/Language Arts Content Standards (Extension)

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Nonfiction / Informational Reading	<ul style="list-style-type: none"> • Identify the” 5w’s” and “h” in non-fiction. (Redg. Proc. A1, B2, C3, Rdg. Appl. Info A1, B2-3, C4, D4-5, E7-8)* • Summarize reading. (Writ. Conv. ALL, Writ. Proc. A1-2, B3-5)* • Evaluate features in informational text. (Rdg. Aplp of different sections of the paper. D4-6, E7-9)* 	<u>Write Source</u> 167-174. The Plain Dealer The Lakewood Sun WS 213-216
Journals/Essays	<ul style="list-style-type: none"> • Write essay responses to readings. (Writ. Conv. ALL, Writ. Appl. A1, Writ. Proc. ALL)* • Write book reviews. (Writ. Conv. ALL, Writ. Appl. B2-3, Writ. Proc. ALL)* • Letter writing. (Writ. Conv. ALL, Writ. Appl. C4, Writ. Proc. ALL)* • Journal writing. (Writ. Proc. A1, B5, Writ. Appl. B2-3)* 	<u>Write Source</u> 154-159 WS 107-114 WS 115-127 WS 175-179 WS 246-250, 181, 149-152 WS 48, 145-148

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Literature	<ul style="list-style-type: none"> • Identify literary elements in different forms of literature. (Acqu. Voc. A1-2, C4, E6, F7, Rdg. Appl. Lit. ALL Rdg. Proc. ALL)* • Compare themes through different genre. (Rdg. Appl. Lit E6)* • Identify figurative language in different forms of literature. (Acqu. Voc. C4, Rdg. Appl. Lit F8)* • Evaluate quality of literature. (Rdg. Appl. Lit A1, B2, C/D/E 4-6, F7-9, G)* 	<p style="text-align: center;">Enjoying Literature</p> <p><u>Banner</u></p> <p>Novels (see Supplemental Resource list) <u>Snowbound</u> (character study, conflict, cause and effect, predictions, foreshadowing)</p> <p><u>Outsiders</u> (character study, conflict, inferencing, cause and effect, flashback, setting)</p> <p><u>Driver's Ed</u> (cause and effect, characterization, foreshadowing, predictions)</p>

Eighth Grade – Supplemental Resources

What 8 th grade units do you teach?	Emerson	Harding	Horace Mann
Research Project	√	√	√
Holocaust	√	√	√
Propaganda	√		√
Play Writing	√		√
Poetry Coffeehouse	√	√	√
Tolerance in America	√	√	√
Independent Novel Study	√	√	√
Short Story	√	√	√
Autobiography / Career	√	√	
Newspaper	√	√	
Poetic Devices	√	√	
How to Win Friends and Influence People			√
Reading Buddies			√
8 th Grade – Speaking	Emerson	Harding	Horace Mann
Write Source 2000	√	√	√
Public Speaking (one minute speeches)			√
8 th Grade – Listening	Emerson	Harding	Horace Mann
Audio Books			√
Write Source 2000		√	√
8 th Grade – Grammar	Emerson	Harding	Horace Mann
Building English Skills		√	√
Write Source 2000	√		√
Daily Warm-ups	√		
Punctuation Light		√	

8th Grade – Literature	Emerson	Harding	Horace Mann
Adventures for Readers		√	√
Place at the Table	√		√
Us and Them	√		√
Introducing Literature (Green)	√	√	√
Journeys	√	√	√
Reader's Handbook	√		
Facing History and Ourselves	√		
Focus		√	
Enjoying Literature		√	
8th Grade – Vocabulary	Emerson	Harding	Horace Mann
Write Source 2000	√		√
Words on the Vine			√
Integrated Vocabulary			√
Building Spelling Skills		√	
Vocabulary in Action		√	
8th Grade – Writing	Emerson	Harding	Horace Mann
Write Source 2000	√	√	√
Building English Skills		√	√
Proficiency Materials	√	√	√
Formula Writing		√	
Writing for a Living			√

8th Grade – Supplemental Novels (Classroom sets available through the LRC)	Emerson	Harding	Horace Mann
8 th grade mix			√
8 th grade older mix	√		
Across Five Aprils	√	√	√
Adventures of Tom Sawyer	√	√	√
After the Rain		√	
Alas Babylon	√		
All Creatures Great and Small	√		
And Then There Were None		√	
Anne Frank: Diary of a Young Girl	√	√	√
Anthony Burns	√		
April Morning	√	√	√
Arm of the Starfish		√	
Around the World in 80 Days	√		
Boris Karloff			√
Call of the Wild			√
Children of the River	√		
Classics		√	
Contender (The)	√		
Dancing on the Edge			√
Dangerous Skies			√
Devil's Arithmetic			√
Downtown	√		√
Dr. Jekyll / Mr. Hyde	√	√	
Emily Post Talks with Teens		√	
Flaming Arrows		√	
Forged by Fire	√		
Freidrich	√		

8th Grade – Supplemental Novels (Classroom sets available through the LRC)	Emerson	Harding	Horace Mann
I Am the Cheese			√
In My Enemy's House	√		
Izzy Willy Nilly		√	
Johnny Tremain	√	√	√
Most Dangerous Game			√
Multicultural / Historical Mix			√
My Brother Sam is Dead	√	√	√
No Promises in the Wind			√
Other Victims (The)	√		
Outsiders (The)	√	√	√
Pigman (The)	√	√	√
Pigman's Legacy (The)	√		
Remember Me to Harold Square		√	
River (The)	√	√	√ (7 th)
Slake's Limbo	√		
Snowbound	√	√	√
Taming of the Shrew		√	
That was Then... This is Now	√		√
To Be a Slave		√	
Treasure Island	√		
Us & Them			√
Waiting for the Rain	√		
War of the Worlds (The)			√
We Are Witnesses: Five Diaries of Teenagers who Died in the Holocaust	√		
Where the Red Fern Grows		√	
Winter Hero (The)	√		√
Yang the Third and Her Impossible Family			√