

Language Arts 8 (1) - DRAFT

STRAND	SUBSTRAND	STANDARD	BENCHMARK	ESSENTIAL ELEMENTS	MATERIALS / RESOURCES	ASSESSMENTS
Reading and Literature	Word Recognition, Analysis, and Fluency	(Standards under this heading may be locally determined and based on the individual needs of the student.)				
	Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	<p>Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.</p> <p>Determine the meaning of unknown words by using a dictionary or context clues.</p> <p>Recognize and interpret words with multiple meanings. Describe the influences of other languages on the English language.</p> <p>Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.</p> <p>Determine word meanings by using definition, restatement, example, comparison or contrast.</p> <p>Identify and explain analogies, similes and metaphors.</p> <p>Apply correct word pronunciation and inflection.</p>	<p>Word parts: prefix, base/root, suffix. Greek/Latin word parts.</p> <p>8 figures of speech, including analogies.</p> <p>Various -nyms, including synonyms, antonyms, and homonyms.</p> <p>Literary and poetic elements and devices.</p> <p>History of the English language.</p>	<p>Handouts we have created based upon <i>Write Source 2000</i>.</p> <p>Manufactured handouts from <i>Warriner's Grammar and Comp</i> book.</p> <p>Dictionaries.</p> <p>Thesauruses.</p> <p><i>Sadler-Oxford Vocabulary Workshop</i> books.</p> <p>Comic strips and newspaper articles.</p> <p>Powerpoint worksheets.</p> <p><i>The Readers' Handbook</i>.</p>	<p>Manufactured vocabulary tests from <i>Sadler-Oxford</i>.</p> <p>Formal vocabulary quizzes using paper/pencil.</p> <p>Written works incorporating the essential elements.</p> <p>Oral recitation and discussions.</p>
	Comprehension	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative	<p>Summarize and paraphrase main idea and supporting details.</p> <p>Recall and use prior learning and preview text to prepare for reading.</p> <p>Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading.</p>	<p>Distinguish types and purposes of writing, such as narrative versus persuasive.</p> <p>Read poems, short stories, novels, and newspaper articles to determine tone,</p>	<p>Handouts we have created.</p> <p>Articles from the <i>Minneapolis Star</i> and <i>Rochester Post-Bulletin</i>.</p> <p>Various poems by American and</p>	<p>Manufactured tests over the novels.</p> <p>Oral discussions.</p> <p>Paper/pencil quizzes and tests.</p> <p>Written works of varying lengths.</p>

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		<p>comprehension.</p>	<p>Make inferences and draw conclusions based on explicit and implied information from texts.</p> <p>Trace the development of an author's argument, point of view or perspective.</p> <p>Evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text.</p> <p>Use knowledge of narrative and expository text structures in a variety of content areas to summarize information.</p> <p>Create outlines, logical notes, and summaries of text in various content areas.</p> <p>Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.</p> <p>Monitor comprehension and use strategies to clarify understanding of selections.</p> <p>Distinguish fact from opinion in two selections on the same topic and give evidence.</p> <p>Follow written directions in technical reading.</p> <p>Identify and utilize a variety of sources to compare and contrast information.</p> <p>Critically read and evaluate to determine the author's purpose, point of view, audience and message.</p>	<p>purpose, agenda, and historical influences.</p> <p>Propaganda techniques.</p> <p>Use writing process to create a variety of works for different purposes.</p>	<p>foreign authors.</p> <p>Various short stories by American and foreign authors.</p> <p>Various novels, including <i>Deathwatch</i>, <i>Johnny Tremain</i>, and <i>Hatchet</i>.</p> <p>MCA II test prep materials.</p> <p><i>Disaster Series</i> stories.</p>	
	<p>Literature</p>	<p>The student will actively engage in the reading process and read, understand, respond to,</p>	<p>Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.</p> <p>Analyze and evaluate the relationships among elements of fiction.</p>	<p>Read poems, short stories, novels, and newspaper articles to determine tone, purpose, agenda, and historical influences.</p>	<p>Various poems by American and foreign authors, such as Frost, Sandburg, W.C. Williams, Dickinson, and e.e. cummings.</p>	<p>Manufactured tests over the novels.</p> <p>Oral discussions.</p> <p>Paper/pencil quizzes and tests.</p>

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		<p>analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	<p>Analyze a character's traits, emotions or motivation and give supporting evidence from the text.</p> <p>Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text.</p> <p>Contrast points of view (such as first and third person, limited and omniscient, subjective and objective) in narrative texts and explain how they affect the overall theme of the works.</p> <p>Relate a given literary work to historical events (place, time and custom).</p> <p>Respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry.</p> <p>Identify and understand recurring themes across literary works, citing evidence from texts.</p> <p>Identify and analyze structural elements particular to dramatic literature.</p> <p>Compare and evaluate recurring themes across literary works and historic eras.</p> <p>Identify and analyze structural elements particular to dramatic literature. (NOTE: This item is a duplicate of #9 and will be deleted during the first standards revision cycle. It must be kept in at this time to align with state assessment coding.)</p> <p>Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal</p>	<p>Literary elements and devices, such as setting, point-of-view, theme, flashback, and foreshadowing.</p> <p>Various types of figurative language as used in varying texts.</p>	<p>Various short stories by American and foreign authors, such as Poe, Saki, Shirley Jackson, and Alphonse Daudet.</p> <p>Various novels, including <i>Deathwatch</i>, <i>Johnny Tremain</i>, and <i>Hatchet</i>.</p> <p><i>Thinking, Reading, and Writing: Short Stories.</i></p> <p>Video: "The Lottery."</p> <p><i>Best Poems.</i></p>	<p>Written works of varying lengths.</p>
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Writing	Types of Writing	The student will create informative, expressive and persuasive writing.	<p>enjoyment.</p> <p>Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. <i>By the end of grade 8, student will have written in all forms listed.</i></p>	<p>Use writing process.</p> <p>Sentence/paragraph construction.</p> <p>Correct composition usage, such as capitalization, punctuation, and sentence sense.</p> <p>Letter writing.</p>	<p>Handouts/topics we have created.</p> <p>Short stories and poems from various authors.</p> <p>Manufactured handouts from <i>Warriner's Grammar and Comp.</i></p>	<p>Written assessments using writing process.</p> <p>Directed sentence construction incorporating writing, language usage, figures of speech, vocabulary, and parts of speech.</p>
	Elements of Composition	The student will engage in a writing process with attention to context, organization, focus, quality of ideas and a purpose.	<p>Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.</p> <p>Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information and editing for logical progression.</p> <p>Create reports that employ word processing and formatting, using diagrams or definitions of terms to inform audiences.</p> <p>Formulate a position or opinion and provide supporting arguments and evidence for that position.</p> <p>Use composing processes to develop writing, including:</p> <ol style="list-style-type: none"> <li>a. prewriting - planning strategies, ideas, focus</li> <li>b. drafting – including strategies for avoiding writer’s block</li> <li>c. revising – to improve quality of content, organization, sentence structure, voice, tone and word choice</li> <li>d. editing – to correct errors in writing</li> <li>e. publishing.</li> </ol>	<p>Use writing process.</p> <p>Sentence/paragraph construction.</p> <p>Correct composition usage, such as capitalization, punctuation, and sentence sense.</p> <p>Vocabulary development.</p> <p>Following directions.</p>	<p>Handouts/topics we have created.</p> <p>Short stories and poems from various authors.</p> <p>Manufactured handouts from <i>Warriner's Grammar and Comp.</i></p> <p>Dictionaries.</p> <p>Thesauruses.</p> <p><i>The Write Source 2000.</i></p>	<p>Written assessments using writing process with final draft word-processed.</p> <p>Directed sentence construction incorporating writing, language usage, figures of speech, vocabulary, and parts of speech.</p> <p>Write endings of stories which have no falling action and resolution, such as “The Tell-Tale Heart,” focusing on tone and style.</p>

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			Consider the intended audience when composing text.			
	Spelling, Grammar, and Usage	The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i>	<p>Compose complete sentences when writing.</p> <p>Edit writing for correct spelling and sentence clarity.</p> <p>Apply grammar conventions correctly in writing, including:</p> <ol style="list-style-type: none"> <li>consistent verb tense</li> <li>adjectives and adverbs</li> <li>subject and verb agreement with simple and compound subjects</li> <li>nominative, reflexive, objective, and possessive pronouns</li> <li>pronoun/antecedent agreement</li> <li>subject and verb agreement when interrupted by a phrase</li> <li>active/passive voice</li> <li>subjunctive mood.</li> </ol> <p>Apply punctuation conventions correctly in writing, including:</p> <ol style="list-style-type: none"> <li>apostrophes</li> <li>semi-colon</li> <li>capitalizations of proper nouns</li> <li>commas (compound sentences, and after subordinating conjunctions, nouns of address, non-essential clauses)</li> <li>quotation marks.</li> </ol>	<p>Use writing process.</p> <p>Correct composition usage, such as capitalization, punctuation, and sentence sense.</p> <p>8 parts of speech and their various forms and types.</p> <p>Sentence types based upon construction and purpose, such as simple, complex, interrogative, and declarative.</p> <p>Word usage determines form and part of speech.</p> <p>Prefixes/suffixes.</p>	<p>Handouts we have created based upon <i>Write Source 2000</i>.</p> <p>Manufactured handouts from <i>Warriner's Grammar and Comp</i> book.</p> <p>Dictionaries.</p> <p>Thesauruses.</p> <p><i>Sadler-Oxford Vocabulary Workshop</i> books.</p> <p>Comic strips and newspaper articles.</p>	<p>Directed sentence construction incorporating writing, language usage, figures of speech, vocabulary, and parts of speech.</p> <p>Manufactured assessments from <i>Warriner's Grammar and Comp</i>.</p> <p>Shared writing in large group instruction.</p>
	Research	The student will locate and use information in reference materials.	<p>Formulate questions, collect, organize and synthesize relevant information from a variety of sources, including print and electronic media.</p> <p>Define plagiarism, its consequences and avoid its use.</p> <p>Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.</p>	<p>Expand general knowledge through research/writing.</p> <p>Define and identify plagiarism.</p> <p>Create citations in MLA format.</p>	<p>Handouts/topics we have created.</p> <p>Dictionaries.</p> <p>Media Center.</p>	<p>Formal written tests for citations.</p> <p>Find and record info about various topics using outside resources.</p> <p>Research paper.</p>
	Handwriting and Word Processing	The student will write legibly and demonstrate effective keyboarding skills.	<p>Write legibly using cursive.</p> <p>Format word-processed texts to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.</p>	<p>Write using cursive.</p> <p>Use word-processing to complete writing.</p>	<p>Handouts we have created.</p> <p>Media Center/computers.</p>	<p>Directed sentence construction incorporating writing, language usage, figures of speech,</p>

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				Use writing process.		vocabulary, and parts of speech.  Shared writing in large and small group instruction.  Research paper.
Speaking, Listening, and Viewing	Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	<p>Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.</p> <p>Actively listen and comprehend messages.</p> <p>Apply self-assessment criteria to prepare and give oral presentations.</p> <p>Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.</p> <p>Follow a speaker's presentation and represent it in notes.</p> <p>Orally communicate information, opinions and ideas effectively to different audiences, adjusting delivery and language for intended audience and purpose.</p> <p>Participate effectively in group meetings.</p>	<p>Participate in classroom discussions and readings.</p> <p>Work as partners in small and large group settings.</p>	<p>Everyday classroom activities, such as following directions, discussing short stories/poems, analyzing writing and articles.</p> <p>Watch/discuss <i>Channel One</i> news program.</p>	<p>Oral recitation.</p> <p>Oral presentations.</p>
	Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	<p>Evaluate the accuracy and credibility of information found on Internet sites.</p> <p>Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</p> <p>Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites and documentaries.</p> <p>Analyze, evaluate and evaluate the strategies employed in news broadcasts, documentaries and web sites related to</p>	<p>Define and identify plagiarism.</p> <p>Propaganda techniques.</p> <p>Verifying information through research.</p> <p>Increasing general knowledge through research.</p>	<p>Articles/editorial cartoons from newspapers and magazines.</p> <p>Independent readings preparing for MCA II.</p> <p>Watch/discuss <i>Channel One</i> news program.</p>	<p>Oral discussion and readings.</p> <p>Written evaluations of information presented as fact.</p> <p>Research paper.</p>

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			<p>clarity, accuracy, effectiveness, bias and relevance of facts.</p> <p>Evaluate the content and effect of persuasive techniques used in print and broadcast media.</p>			
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