

LANGUAGE ARTS

Grade 8

- I = Introduce** the material to the student.
P = Practice material that has been introduced.
M = Mastery of the material that is expected of the student.
R = Reinforce mastered skills by reviewing them.

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Participate productively in self-directed work teams to create observable products.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Objectives	Q1	Q2	Q3	Q4
1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	P	P	P	P
2. Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion. <i>Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as lasso, tortilla, and patio and investigate why these particular words were adopted from the Spanish.</i>	P	P	P	P
3. Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.				
a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>Rush hour traffic moves at a snail's pace</i> or <i>as plain as day</i> .	P	P	M	
b. Analogies: comparisons of the similar aspects of two different things.	P	P	M	
c. Metaphors: implies comparisons, such as, <i>The cup of hot tea was the best medicine for my cold.</i>	P	P	M	

<i>d. Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.</i>	P	P	M	
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Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.

Objectives	Q1	Q2	Q3	Q4
1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.	P	P	P	P
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).	P	P	P	P
3. Increase reading speed and comprehension through daily, independent reading.	P	P	P	P
4. Read silently for increased periods of time.	P	P	P	P
5. Use punctuation as a cue for pausing and characterization while reading.	P	P	P	P

Standard 3: Comprehension - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information

Objectives	Q1	Q2	Q3	Q4
1. Literal Understanding				
a. Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. <ul style="list-style-type: none"> • Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand. • Preview the text and use prior knowledge and experience to make connections to text. 	P	P	P	M
b. Show understanding by asking questions and supporting answers with literal information from text.	P	P	P	M

<p>2. Inferences and Interpreting</p> <p>a. Make inferences and draw conclusions supported by text evidence and student experiences.</p> <p>b. Connect, compare, and contrast ideas, themes, and issues across texts. <i>Example: Use graphic organizer to show comparisons.</i></p>	P	P	P	M
<p>3. Summary and Generalization</p> <p>a. Determine the main (or major) idea and how those ideas are supported with specific details.</p> <p>b. Paraphrase and summarize text to recall, inform, or organize ideas.</p>	P	P	P	M
<p>4. Analysis and Evaluation</p> <p>a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.</p> <p>b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).</p> <p>c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.</p> <p>d. Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.</p> <p>e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.</p> <p>f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.</p>		P	M	
<p>5. Monitoring and Correction Strategies</p> <p>a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.</p> <p>b. Make, confirm, and revise predictions when reading.</p> <p>c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.</p>	P	P	P	P

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Standard 4: Literature: The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate in self-directed work teams to create observable products.

Objectives	Q1	Q2	Q3	Q4
<p>1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.</p> <p>a. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.</p> <p>b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.</p>	P	P	P	P
<p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</p> <p>a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.</p> <p>b. Identify and explain various points of view and how they affect a story's interpretation.</p>	P	P	P	M
<p>3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.</p> <p>a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.</p> <p>b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.</p> <p>c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.</p>	P	P	P	M
<p>4. Literary Works - The student will read and respond to historically and culturally significant works of literature.</p>				

a. Analyze and evaluate works of literature and the historical context in which they were written.	P	P	P	
b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.	P	P	P	M
c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.	P	P	P	M

Standard 5: Research and Information: The student will conduct research and organize information.

Objectives	Q1	Q2	Q3	Q4
1. Accessing Information - Select the best source for a given purposes locate information relevant to research questioning.				
a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.	P	P	M	R
b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.	P	P	M	R
c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.	P	P	M	R
d. Note instances of persuasion, propoganda, and faulty reasoning in text.		I	P	M
2. Interpreting Information - Analyze and evaluate information from a variety of sources.				
a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).	I	P	P	P
b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.				P
c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).			I	P

<p>d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.</p>			P	P
<p>e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p>		P	P	P

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers progressing through the stages of the writing process. Work independently in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

Objectives	Q1	Q2	Q3	Q4
1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	I	P	P	M
2. Use details, examples, reasons, and evidence to develop an idea.	P	P	P	P
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	I	P	P	P
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	I	P	P	P
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	I	P	P	P
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	P	P	P	P

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Objectives	Q1	Q2	Q3	Q4
1. Write biographical or autobiographical narratives or short stories that:				
a. tell about an incident, event, or situation by using well-chosen details.	I	P		
b. reveal the significance of, or the writer's attitude about the subject.	I	P		
c. include narrative and descriptive strategies, such as, relevant dialogue, specific action, physical description, background description, and comparison or contrast characters. <i>Example: Write an autobiographical account of one of your</i>	I	P		

<p><i>most memorable first days of school. Describe the day and its importance clearly.</i></p>				
<p>2. Write research reports that:</p> <p>a. define a thesis (a statement of position on the topic).</p> <p>b. include important ideas, concepts, and direct quotations from significant information sources, including print reference material and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.</p> <p>c. identify a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. organize and display information on charts, tables, maps, and graphs.</p> <p>e. document sources with reference notes and a bibliography. <i>Example: Research the topic of the benefits and drawbacks of public transportation in Oklahoma. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation in Oklahoma, including charts and graphs to support your findings.</i></p>				<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p>3. Write persuasive/argumentative compositions that:</p> <p>a. include a well-defined thesis that makes a clear and knowledgeable appeal.</p> <p>b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.</p> <p>c. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. <i>Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.</i></p>		<p>I</p> <p>I</p> <p>I</p>	<p>P</p> <p>P</p> <p>P</p>	
<p>4. Write technical documents that:</p> <p>a. identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws or rules of an organization's constitution or guidelines.</p>		<p>I</p>	<p>P</p>	

<p>b.include all the factors and variables that need to be considered.</p> <p>c.include formatting techniques, such as, heading and changing the fonts (typeface) to aid comprehension.</p> <p><i>Example: Write a report of a science experiment that was conducted in class describing both the process and the scientific conclusion. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.</i></p>		<p>I</p> <p>P</p>	<p>P</p> <p>P</p>	<p></p> <p>P</p>
<p>5. Write reflective papers that may address one of the following purposes:</p> <p>a. express the individual’s insight into conditions or situations.</p> <p>b. compare a scene from a work of fiction with a lesson learned from experience.</p> <p>c. complete a self-evaluation on a class performance.</p> <p><i>Example: Write a reflective paper that discusses reasons for selections used in a portfolio of works that demonstrate skills in different subjects.</i></p>	<p>P</p> <p>P</p> <p>P</p>	<p>P</p> <p>P</p> <p>P</p>	<p>P</p> <p>P</p> <p>P</p>	<p>P</p> <p>P</p> <p>P</p>
<p>6. Use appropriate essay test-taking and time-writing strategies that:</p> <p>a.address and analyze the question (prompt).</p> <p>b.use organizational methods required by the prompt.</p>		<p>P</p> <p>P</p>	<p>M</p> <p>M</p>	<p>R</p> <p>R</p>
<p>7. Write responses to literature that:</p> <p>a.demonstrate careful reading and insight into interpretations.</p> <p>b.connect responses to the writer’s techniques and to specific textual references.</p> <p>c.make supported inferences about the effects of a literary work on its audience.</p> <p>d.support judgments through references to the text, other works, other authors, or to personal knowledge.</p> <p><i>Example: After reading a novel, write a final chapter to the book, describing what happens to the main character after the point where the book ends. Then, plan a class presentation</i></p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p>

<i>explaining the new ending, and how it is supported by the rest of the book.</i>				
8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. <i>Example: Write stories and reports, showing a variety of word choices, or review a favorite book or film.</i>	P	P	P	P
9. Write friendly letters and business letters and continue to produce other writing forms introduced in earlier grades.	P	P	P	P
10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	P	P	P	P

Standard 3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

Objectives	Q1	Q2	Q3	Q4
1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.				
a. Use the principal parts of verbs and progressive verb forms.	P	P	P	M
b. Make subjects and verbs agree.	P	P	P	M
c. Use nominative, objective, and possessive pronouns correctly.	P	P	P	M
d. Make pronouns agree with their antecedents.	P	P	P	M
e. Use correct pronoun reference.	P	P	P	M
f. Correctly form and use the comparative and superlative forms of adjectives.	P	P	P	M
g. Identify and use appositives and appositive phrases.	P	P	P	M
h. Use infinitives, gerunds, and participles to vary sentence structure in writing.	P	P	P	M
i. Correctly use conjunctions for coordination and subordination.	P	P	P	M
j. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	P	P	P	M
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.				

a. Apply the capitalization rules appropriately in writing.	P	P	P	M
b. Punctuate correctly in writing, including: i. Commas ii. Quotation marks iii. Apostrophes iv. Colons v. Conventions of letter writing	P	P	P	M
c. Distinguish correct spelling of commonly misspelled words and homonyms.	P	P	P	M
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.				
a. Correct sentence run-ons and fragments.	P	P	P	M
b. Correct dangling and misplaced modifiers.	P	P	P	M
c. Differentiate between dependent and independent clauses.	P	P	P	M
d. Write simple, compound, complex, and compound-complex sentences.	P	P	P	M

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.

Standard 1: Listening - The student will listen for information and for pleasure.

Objectives	Q1	Q2	Q3	Q4
1. Identify the major ideas and supporting evidence in informative and persuasive messages.				M
2. Listen in order to identify and discuss topic, purpose, and perspective.				M
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).				M
4. Evaluate the spoken message in terms of content, credibility, and delivery.				M

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

Objectives	Q1	Q2	Q3	Q4
1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.				M
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.				M
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).				M
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).				M
5. Adjust message wording and delivery according to particular audience and purpose.				M

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.

Objectives	Q1	Q2	Q3	Q4
1. Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).				
2. Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).				

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

Objectives	Q1	Q2	Q3	Q4
1. Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).				M
2. Establish criteria for selecting or avoiding specific programs.				M
3. Assess how language medium and presentation contribute to the message.				M

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

Objectives	Q1	Q2	Q3	Q4
1. Produce visual images, messages, and meanings that communicate with others.				M
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.				M