

## CURRICULUM MAP Language Arts Grade 8

**Power Standards/Indicators to be applied consistently throughout the year:**

*Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension.*

*Define words through context clues.*

*Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.*

*Identify and analyze literary elements.*

*Evaluate research sources for validity and accuracy.*

*Identify and analyze the persuasive techniques used in presentations and media messages.*

*Write a persuasive essay that demonstrates appropriate format and content.*

August/September	October	November	December
<p><b>Bold Headings =Power Standards/ Indicators</b></p> <p>Pre-assessment and review of basic skills:</p> <ul style="list-style-type: none"> <li>• <b>Comprehension strategies</b></li> <li>• Literal, <b>inferential</b>, evaluative and synthesizing techniques</li> </ul> <p>Writing Conventions</p> <ul style="list-style-type: none"> <li>• Daily Oral Language</li> <li>• English language rules               <ul style="list-style-type: none"> <li>• <b>Quotation marks</b></li> <li>• <b>Prepositions</b></li> <li>• <b>Appositives</b></li> <li>• <b>Parenthetical expressions</b></li> <li>• <b>Language appropriate for audience</b></li> </ul> </li> </ul> <p>Review of elements of short story</p> <ul style="list-style-type: none"> <li>• Plot, theme, setting, characterization</li> <li>• Mood and <i>point of view</i></li> </ul> <p>Genres</p> <p>Listening strategies</p> <p>Peer group interaction</p> <p>Formal/Informal descriptive presentations and journal writing</p> <p><b>Note* Vocabulary skills are embedded in all reading and writing assignments, using tools and resources such as dictionaries, thesauruses, etc.</b></p>	<p>Literary terms and figurative language</p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Symbolism</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Mood/tone</li> <li>• Irony</li> <li>• Simile/metaphor</li> <li>• Onomatopoeia</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• <b>Meanings of unknown words</b></li> <li>• Greek, Latin and Anglo-Saxon prefixes and suffixes</li> </ul>	<p>Novel <i>The Adventures of Tom Sawyer</i></p> <p>Reading Literary Text</p> <ul style="list-style-type: none"> <li>• Plots/subplots</li> <li>• Characterization</li> <li>• Setting</li> <li>• <b>Point of view</b></li> <li>• Universal themes</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Events impact on English language</li> <li>• Cultural/social impact</li> </ul> <p>Writing Applications</p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Insightful interpretation</li> <li>• Use specific references to support ideas</li> <li>• Use of prior knowledge</li> </ul>	<p>Continue with <i>The Adventures of Tom Sawyer</i></p>

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January	February	March	April	May
<p>Reading Applications</p> <ul style="list-style-type: none"> <li>• Compare/contrast text features</li> <li>• Organizational standards and ideas</li> <li>• <b>Analyze graphics</b></li> </ul> <p>Writing Applications</p> <p>Informational essays/reports</p> <ul style="list-style-type: none"> <li>• Relevancy to engage the reader</li> <li>• Clear perspective</li> <li>• Appropriate organizing structure</li> <li>• Main idea with supporting details</li> <li>• Documented sources</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>• Open-ended questions</li> <li>• <b>Appropriate sources and relevant information</b></li> <li>• Validity and accuracy</li> <li>• <b>Author's credibility</b></li> <li>• Evaluate and organize information</li> <li>• Use of quotations</li> <li>• Style guides</li> <li>• Multimedia techniques</li> <li>• Balance of research and original ideas</li> </ul> <p>Communications</p> <ul style="list-style-type: none"> <li>• Speaking applications</li> <li>• Informational presentations</li> </ul>	<p>Non-fiction</p> <p>Vocabulary Development</p> <ul style="list-style-type: none"> <li>• Synonyms/antonyms</li> <li>• Analogies</li> </ul> <p><b>Connotation and Denotation</b></p> <p>Vocabulary in Context</p> <ul style="list-style-type: none"> <li>• Flashback/foreshadowing</li> </ul> <p>Short writing responses</p>	<p><b>Writing business letters</b></p> <ul style="list-style-type: none"> <li>• Purposeful</li> <li>• Conventional style</li> <li>• Appropriate details</li> <li>• Effective closing</li> </ul> <p>Reading Applications</p> <ul style="list-style-type: none"> <li>• Adequacy/accuracy of author's details</li> <li>• <b>Identifying persuasive techniques</b></li> <li>• Propaganda</li> <li>• Identifying bias and stereotyping</li> </ul> <p><b>Vocabulary – Connotation and denotation</b></p>	<p>Oral/visual communication</p> <ul style="list-style-type: none"> <li>• Identifying persuasive techniques</li> <li>• Credibility of speaker</li> <li>• Choice of language and delivery styles</li> </ul> <p>Writing applications</p> <p><b>Persuasive compositions</b></p> <ul style="list-style-type: none"> <li>• Develop controlling idea</li> <li>• Support arguments with detailed evidence</li> <li>• Exclude irrelevant information</li> <li>• Cite sources of information</li> </ul> <p>Communication – formal/informal presentations</p> <ul style="list-style-type: none"> <li>• Descriptive details</li> </ul> <p>Relevant information</p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Imagery</li> <li>• Practice Tests for Achievement</li> </ul>	<p>Completion of portfolios</p> <p>Students complete all steps of the writing process for each portfolio selection (see portfolio requirements in appendix)</p> <p>Peer response evaluations in small groups</p> <p>Oral and visual communication</p> <ul style="list-style-type: none"> <li>• Active listening strategies</li> <li>• Clarity</li> <li>• Organized essential information</li> <li>• Note cues/changes in pace</li> </ul> <p>Meeting rubric standards</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> <li>• Pacing action</li> <li>• Engaging plot</li> <li>• Strategies/literary devices</li> <li>• Organization</li> <li>• Well-developed structure</li> </ul>

**CURRICULUM MAP**  
**Language Arts**  
**Grade 8**

**Embedded throughout the curriculum are the following:**

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

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
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.
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).

***Writing Process:***

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.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools to judge the quality of writing.
17. Prepare for publication.