

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Phonemic Awareness, Word Recognition and Fluency</b> <b>Grade 8-10 Benchmarks: None</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>Increased rate of oral reading to near conversational pace</p> <p>Use of pauses, pitch, stress and intonation appropriate</p> <p>Gain a wider, complex sight vocabulary and control over longer syntactic structures</p>	(None)		<p><u>Silent reading</u> becomes the preferred, more efficient way to process everyday texts; however, students should practice oral reading.</p> <p>Examples – Student Reading</p> <ol style="list-style-type: none"> <li>1. Test directions</li> <li>2. Writing prompts</li> <li>3. Mini lessons</li> <li>4. Poetry</li> </ol> <p>If oral reading is part of a lesson plan, assign passages the day before so students may practice recitation.</p> <p>Objective: Assignments that require practice of learning strategies will develop better readers.</p> <p>Companion to Content Standard <u>Acquisition of Vocabulary</u>, Grade Level Indicator 6. By assigning short passages, students should be expected to use resources to pronounce words correctly and to define unfamiliar words.</p>	<p>As each student reads, a teacher checklist should be used to note specific reading weaknesses.</p> <p>Monthly, assign a journal entry that asks students to analyze their reading progress and successful strategies.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<p><b>Content Standard: Acquisition of Vocabulary</b>  <b>Grade 8-10 Benchmark: A. Use context clues and text structures to determine the meaning of new vocabulary.</b>  <b>Content Organizer: Contextual Understanding</b></p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	<p># 5 Subscale: Constructs Meaning                      Use context to determine the meaning of words.</p> <ul style="list-style-type: none"> <li>• Drawn from fiction or nonfiction</li> <li>• Unfamiliar words to most tenth grade students, but,</li> <li>• Contain sufficient context to allow meaning through inference</li> <li>• May be asked to locate words in text that help determine meaning of unfamiliar words</li> <li>• May ask students to determine meaning of complete sentence in passage</li> </ul>	<p><i>Write Source 2000</i> Great Source Education Group (p. 324)</p>	<p>Review "Types of Context Clues" in <i>Write Source 2000</i>.                      Three short stories include context clue activities. Select a story. Using the selected vocabulary, ask students to point out the context clues for each word. In addition, students should create their own sentences with context clues to aid them in remembering the word meanings.</p> <p>Some tests in the reading series require matching the word with a brief definition. Since students will have no context clues during testing, they will have to rely on recalling the definitions. If they have created an amusing sentence, they will be more likely to remember the meaning of the word.                      Example: Vera was such a <u>versatile</u> chef, she could cook one hundred versions of food dishes using venison, vinegar and one vegetable. The student will remember the sentence because of the alliteration and the large number of dishes. They will also enjoy reading their creative sentences in class, once they understand this process. Students could also write their sentences on the board and another student could underline the context clues and define the vocabulary word.</p> <p>Students could also relate the vocabulary word to their own environment. Example: The claw hammer is the most versatile tool I own because it can be used to take apart or put together hundreds of things. Review this skill frequently.</p>	<p>Given several sentences containing context clues, the student will be able to define the vocabulary word and write a new sentence including the word and at least two context clues. The vocabulary test need not include words discussed in class or included in a reading assignment since the object is to be able to define unknown words through context clues within the sentences.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 8-10 Benchmark: A. Apply reading comprehension strategies to understand grade- appropriate text.</b> <b>Content Organizer: Comprehension Strategies</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p><i>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.</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p> <p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p># 7 Subscale: Extends Meaning Draw inferences</p> <ul style="list-style-type: none"> <li>• Fiction or nonfiction passages</li> <li>• Identify or express in writing a logical inference from the text</li> <li>• Use information from text to support their inferences</li> </ul> <p># 8 Subscale: Extends Meaning Make predictions.</p> <ul style="list-style-type: none"> <li>• Fiction/non-fiction passages</li> <li>• Sufficient information for logical predictions/outcomes</li> <li>• Predict author’s probable viewpoint</li> <li>• May have to modify improbable predictions</li> </ul>	<p><b>I. Resource # 1</b> “Explicit Instruction in Reading Comprehension Strategies” Appendix (p. 1)</p> <p><b>II. Resource # 2</b> “Comprehension Strategies” Harvey and Goudvis, <i>Strategies That Work</i> Appendix (p. 2-3)</p>	<p><b>I.</b> Before beginning, explain to students that they will be learning a reading process that will improve their reading ability, regardless of their present skill level. Select a reading passage, appropriate for the class, to model reading comprehension strategies. Determine how many specific skills should be attacked the initial time. Follow the 4 steps. Review the process throughout the course until you believe students are independently using the technique. Suggestion: Share this method with other non-language arts teachers to assist students in reading in other content areas.</p> <p><b>II.</b> Students should be able to select a reading strategy appropriate to an assigned text. When readings are assigned, select one of six sections to use in strengthening comprehension. This process gives students a method to frame instruction. Students need practice in associating a reading strategy with their purpose in reading.</p>	<p><b>I.</b> Informal Assessment Whole class discussion of reading assignments and individual conferencing</p> <p><b>II.</b> Students write an informal one-paragraph response to text, explaining the process they used to strengthen their comprehension. Example: Making Connections (text-to-self)</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<p><b>Content Standard: Writing Processes</b>  <b>Grade 8-10 Benchmark: A. Formulate writing ideas and identify a topic appropriate to the purpose and audience. B. Determine audience and purpose for self-selected and assigned writing tasks.</b>  <b>Content Organizer: Prewriting</b></p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Conduct background reading, interviews or surveys when appropriate.</p> <p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p> <p>4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.</p> <p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p># 1 Subscale: Content Develop a clear, focused main idea or ideas related to the prompt.</p> <ul style="list-style-type: none"> <li>• Assesses ability to develop a clearly identifiable main idea or ideas in response to a prompt</li> <li>• Main idea should represent a specific response to the essential direction or question contained in the prompt</li> <li>• Main idea should unify paper and provide a consistent focus</li> <li>• Each part of paper should explain or support the main idea</li> </ul>	<p><b>I. Primary Resource</b>            “A Metaphorical Introduction to the Writing Process” Rosemary Faucette Ideas Plus Book Fifteen (NCTE, 1997) Appendix (pp. 4-7)</p> <p><b>II. Secondary Resources</b></p> <p><b>Write Source 2000</b>            “Prewriting: Choosing a Subject” and “Gathering Details”(pp. 45-60)</p> <p>“High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum: John Collins, Ed.D. and Gary B. Chadwell, “Developing a Thesis” Focus Sheet, (p.45) and About the Procedures (p. 54)</p> <p>Inspiration (Computer Program is on district server. If you have problems, ask for help by connecting to our web site and sending a help request.)</p> <p>Story Starters            Graphic Organizers            Brainstorming</p>	<p><b>I.</b> If necessary, repeat the Metaphorical Introduction scripted lesson taught in grade seven. You may want to change the pencil holder to another concrete item to make the lesson fresher. Suggestion: Constructing the world’s best sandwich using actual food. Set up one table of ingredients using students’ contributions such as condiments, veggies, meats, cheeses, etc. Students will work in groups of four (provide disposable gloves). This activity can also be done using laminated pictures of foods. Don’t allow the activity to overpower the writing process lesson.</p> <p><b>II.</b> Introduce the reference materials in your classroom, emphasizing that in the future, writing process skills will no longer be taught separately, but will be used to complete and improve specific writing assignments.</p>	<p><b>I.</b> Using the reflective letter from the grade seven portfolio, have students read their own letters as a starting point for a new reflective response to the writing process. Students should include skills mastered in the previous grade and indicate no more than two goals they will focus on in the current grade in order to improve their writing. Teachers will collect both writings to analyze individual student’s work and to assist in creating a framework for improving each student’s writing.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Writing Conventions**

**Grade 8-10 Benchmark: A. Use correct spelling conventions. B. Use conventions of punctuation and capitalization in written work. C. Use grammatical structures to effectively communicate ideas in writing.**

**Content Organizer: Spelling, Punctuation and Capitalization, Grammar and Usage**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Use correct spelling conventions.</p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p> <p>3. Use semicolons, colons, hyphens, dashes and brackets correctly.</p> <p>4. Use correct capitalization.</p> <p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>6. Use dependent and independent clauses.</p> <p>7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p> <p>8. Conjugate regular and irregular verbs in all tenses correctly.</p>	<p>#8 Subscale: Writing Conventions</p> <ul style="list-style-type: none"> <li>• Exhibit standard conventions completely (mechanics, usage, grammar, and spelling).</li> <li>• Assesses student’s ability to employ mechanics, usage, grammar and spelling in a manner that doesn’t interfere with understanding.</li> <li>• Exhibits sufficient control of grammar (conventional language structures, including modification and agreement), usage (conventional forms of words and phrases), diction (word choice), and syntax (word order).</li> </ul>	<p><b>I. Primary Resource</b> <i>Daily Oral Language</i>, Grade 8 Great Source Education Group Acts as review and time management activity. 2 sentences per day for 36 weeks. Provides daily mini-lesson of writing conventions.</p> <p><b>II. Secondary Resources</b> <i>Writers Source 2000</i> Great Source Education Group</p> <p>Student compositions</p>	<p><b>I.</b> Homework activity – all students correct daily sentences before class. Beginning activity for each class (5 minutes). Divide class into pairs of students and number each pair. Students should keep track of the schedule and come to class prepared. Students should have sentences on board and corrected within two minutes of the tardy bell. Each day one pair writes sentences (2) on board in the original form and make corrections as needed. Students must be ready to cite reasons for changes or corrections. Teacher reviews with class any weak areas.</p> <p><b>II.</b> Class spreadsheet (graph) with skill and student number or name can be displayed in classroom. Student can review personal weak areas independently using either textbook reference guide or Writers Source 2000</p> <p>Individualize student review by noting specific error in composition and listing a resource on the paper. The term “Focus Correction Area” can be used to pinpoint key weakness for student.</p> <p>Use specific errors in various student compositions with whole group instruction when appropriate.</p>	<p>Weekly assessment – 85% daily notebook section. Collect at the end of the week for random grading.</p> <p>Grading period assessment at end of each 9 weeks. Given 5 sentences which include multiple errors of varying degrees of difficulty, the student should be able to correct 85% of the errors. These sentences could be drawn from student compositions or previously emphasized mini-lessons.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Research</b> <b>Grade 8-10 Benchmark: A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.	(None)	<b>I. <i>Write Source 2000</i></b> Great Source Educational Group (pp. 261-263)  <b>II. K-W-L Graphic Organizer</b>  <b>III. <i>When Kids Can't Read- What Teachers Can do</i></b> Kylene Beers (pp. 80-87)	<b>I. Pre-assessment</b> – Students should be able to understand the difference between primary and secondary sources. Review, if necessary. Review “Evaluating Sources of Information.”  <b>II. Students will select a research topic</b> according to the teachers’ directions. Since Grade 7 students have had experience in using the KWL chart, they may be able to complete the chart independently. Students needing additional assistance should first work in small groups and then, if necessary, ask for the teacher’s assistance. * This assignment may be part of the writing application informational indicator. Remind students that the purpose of this chart is to link the known to the unknown. They must constantly tie questions to the known information.  If students discard information on their charts, have them cross out, rather than erase, so you can analyze their thought processes.	Evaluate the chart on the basis of the skill in tying the “known” material to the questions. Students should demonstrate the ability to discard irrelevant information and narrow their topic. The chart should have at least four questions and four pieces of known information. The assessment should reflect the degree of revision and effort, as well as the final product.

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Communication: Oral and Visual</b> <b>Grade 8-10 Benchmark: A. Use a variety of strategies to enhance listening comprehension.</b> <b>Content Organizer: Listening and Viewing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	(None)	<p><b>I. Primary Resource</b> Peer Response Process Appendix (p. 14) Peer Response Considerations Appendix (p. 15)</p> <p><b>II. Secondary Resources</b> <i>High School Writing Projects: Prompts for Thinking and Learning Across the Curriculum</i> by John Collins, Ed.D. and Gary B. Chadwell Focus Sheet “Interviewer’s Notebook” Writing a “Who am I?” Autobiographical Sketch About a Classmate (p. 31)</p> <p>Rubric “Interviewing to Gain Information” Appendix (p. 16)</p>	<p><b>I.</b> The Peer Response Process provides feedback in the writing process, but it also aids students in listening for a purpose. Both the reader and the writer have defined listening obligations. A comment sheet should be used during the process.</p> <p><b>II.</b> Students may pair off to interview each other using the Interviewer’s Notebook focus sheet. The interview process could also be tied to a reading assignment, a “hot topic” or just a method of obtaining personal insight about a peer. It could be used as a practice before a student goes out to conduct an actual interview.</p> <p>The day before the interviews, students are given a set of instructions needed to conduct a successful interview and the rubric used to evaluate their skills. The teacher may want to model the process by conducting a mock session using a student, colleague or building administrator. Ask students to complete the evaluation of the teacher’s interviewing skills using the rubric.</p>	<p><b>I.</b> When a student has participated in at least two peer response sessions, the teacher may evaluate the comment sheet on a 3-point scale: 3 – Listener was able to write a sentence articulating the main idea and included two positive and two Delta comments. 2 – Listener had insufficient information for main idea but included sufficient positive and Delta comments. 1 – Listener had no main idea and included only general positive remarks.</p> <p><b>II.</b> If the interview is key to a writing assignment, the assessment of the interview process could be part of the total rubric. If the purpose is to practice interviewing skills, the evaluation of the “Interviewer’s Notebook focus sheet could be the assessment.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 8-10 Benchmark: C. Recognize the importance and function of figurative language.</b> <b>Content Organizer: Conceptual Understanding</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Apply knowledge of connotation and denotation to determine the meaning of words.	<p># 9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification, hyperbole)</p> <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assesses only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author's reason for use</li> </ul> <p>Requires going beyond merely identification</p>		<p>Students must be aware that vocabulary usage is one criteria of judging good writing and they must demonstrate a command of vocabulary on the writing section of the OGT. Academic content standards mention connotations and denotations beginning in grade 3. In grades 5 through 8, the grade-level indicator is identical. Assume the following: Students should relate "denotation" as having the same first two letters as definition. A definition is straightforward and clear. A connotation is selected to convey or elicit a particular response. In essence, connotations act as filters when defining unknown words.</p> <p>After several discussions about the effectiveness of writings rich in connotations, tell students that you expect to see a change in their writing. Vague, bland vocabulary is no longer permissible. The comparison between vanilla ice cream and Ben and Jerry's Chunkey Monkey, created with banana flavored ice cream, hunks of dark chocolate and lots of English walnuts, is a good example. Precision in language is the mark of a good writer, not the number of words written.</p>	<p>Students will write a descriptive narrative (no more than 150 words) or a poem in two different ways. The first will include pleasant connotations and the second will include negative connotations. For example, the student may describe a dinner at a restaurant. The food would be described first, as a mouthwatering treat, then secondly, as a digestive nightmare. Have students read their compositions in class to see if the written words have the power to elicit a response from the audience.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Acquisition of Vocabulary</b>				
<b>Grade 8-10 Benchmark: B. Examine the relationships of analogical statements to infer word meanings.</b>				
<b>Content Organizer: Conceptual Understanding</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 8-10 Benchmark: C. Recognize the importance and function of figurative language.</b> <b>Content Organizer: Conceptual Understanding</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.	# 9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification, hyperbole) <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assesses only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>	“Elements of Poetry,” <i>Reader’s Handbook</i> , (pp. 446-459)  <i>Write Source 2000</i> , (pp. 139-140)	Be certain students understand the meaning of “infer.” This means students will be working at a higher level of understanding. They should already be able to recognize figurative language. Now they must understand why the authors use it and if they have been successful.  If necessary, review the elements of poetry in the <i>Reader’s Handbook</i> , concentrating on the four literary devices listed in the subscale of the OGT. A definition and an example is found in <i>Write Source 2000</i> , also.  Read and discuss examples of poetry emphasizing the four literary devices.	The student will write a poem using an extended metaphor. (pp. 444, Writing # 2.)

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Acquisition of Vocabulary**

**Grade 8-10 Benchmark: D. Explain how different events have influenced and changed the English language.**

**Content Organizer: Conceptual Understanding**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<p><b>Content Standard: Acquisition of Vocabulary</b>  <b>Grade 8-10 Benchmark: E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.</b>  <b>Content Organizer: Structural Understanding</b></p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>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).</p>	<p>Note: While this indicator is not specifically tested on the OGT, it is important in determining the meaning of unfamiliar vocabulary, and by extension, is connected to reading comprehension.</p> <p>(Intervention for students who have yet to pass the OGT)</p>	<p><b>I. Primary Resource</b>            Beginning with grade 7 and continuing through grade 12, students will learn and periodically review Latin and Greek bases, adding new material each year by using the resource: <b>“Everyday Words from Classic Origins”</b> (Perfection Learning Company)</p> <p>Latin Bases – Lessons 1-3 (pp. 8-15)</p> <p>Greek Bases – Lessons 16-18 (pp. 33-38)</p>	<p><b>I.</b> Begin with Latin pronunciation on page 7. Oral recitation until most students master the common sounds.</p> <p>“The Hook”-Skip to pages 88-89 and have students skim through list to locate phrases they have heard before, or phrases that they could insert in their casual conversations. Practice pronunciation and understanding by encouraging students to use words and phrases on pages 88-89 whenever possible, either talking in class or with friends outside of class. Tell them it is the “secret code” of language arts.</p> <p>Pass out reference worksheets. As students study each base, have them contribute words already in their vocabulary using the base. Student should add words to list periodically.</p> <p>Quick reviews: 1. Begin class with 2-3 minute vocabulary review. Take attendance by students responding with a base and a new word, or sentence using a phrase or word from pages 88-89. 2. Question students about any Latin or Greek bases when introducing specific vocabulary from assigned readings.</p> <p>Review Lessons 25-28 (pp. 72-81)</p>	<p>Written Tests            “Everyday Words”            Lessons 1-3 pp. 3-7            Lessons 16-18 pp. 33-38</p> <p>Continue assessing students’ recall by oral recitation.</p> <p>Periodically add 1-3 questions to a reading assessment, especially if the vocabulary lends itself to this.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Acquisition of Vocabulary</b> <b>Grade 8-10 Benchmark: F. Use multiple resources to enhance comprehension of vocabulary.</b> <b>Content Organizer: Tools and Resources</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p> <p>Acquisition of vocabulary is an on-going, cyclical activity.</p>	(None)		<p>Introduce vocabulary list for selected short story. Make certain students understand the pronunciation of each word. Discuss the use of text specific vocabulary and how words can have different meanings for different texts. Have students define vocabulary words in notebooks using context clues, glossary, footnotes and dictionaries as needed.</p> <p>Consider creating “Word Walls” familiar to elementary students.</p>	<p>Students’ notebook entries should reflect text appropriate definitions. Students should be able to use notebook entries to complete vocabulary section of story worksheet or to review for test.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 8-10 Benchmark: C. Use appropriate self-monitoring strategies for comprehension.</b> <b>Content Organizer: Self-Monitoring Strategies</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>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>	(None)	<p><b>I. Primary Resource</b> Appendix “Outline of the SQ3R Method” (p. 8) Student science or social studies textbook</p> <p><b>II. Secondary Resources</b> “Very Important Points (V.I.P.)” Appendix (p. 9) “Thinkmarks” Appendix (p. 10)</p>	<p><b>I.</b> Talk students through a review of SQ3R using a social studies or science textbook. Give students a copy of the SQ3R method to keep in their notebooks to use for non-fiction reading in other content areas. Ask students if they have other methods of strengthening their comprehension to share with others.</p> <p><b>II.</b> Explain the process for the “VIP” and model the process either using a paragraph or longer text, depending on the age and skill of the group. Next, assign a passage to the students to work independently. Remember to limit the post-its given to students. Have students “show and tell” by showing their marked pages to a peer group or to the class as a whole. Students should begin to use some or all of these strategies on all assignments. Pair an advanced student with a struggling student. One student will learn by articulating how he/she uses the strategy; the other student will have valuable assistance from a peer.</p> <p>“Thinkmarks” – Using card stock paper and the template (Appendix p. ), make a supply of Thinkmarks to have on hand for student use. The object is to reinforce the SQ3R method by pausing and reflecting and writing about the assigned text. Encourage students to personalize the reading process by writing notes that may only be helpful to them.</p>	<p><b>I.</b> Survey students occasionally to determine if they are using this method. If necessary, select an appropriate text and ask students to apply SQ3R as a pencil/paper assessment.</p> <p><b>II.</b> Individualize the processes. Monitor students’ silent reading to be certain they are using one of the reading process methods listed. If a student is having difficulty, work with him/her individually, or in small groups. A brief re-teaching session, followed by an assessment of the student’s ability to comprehend the text, will provide the teacher and student with quality feedback.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b> <b>Grade 8-10 Benchmark:</b> <b>Content Organizer: Independent Reading</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	(None)	Accelerated Reader Libraries	<p>After testing students for appropriate reading levels, teachers should monitor progress using the comprehension tests as the first level.</p> <p>The second level of monitoring should include structured student journal responses. “Real-world” questions, general inferential questions, and personal responses are appropriate. Journal responses should not be limited to paragraph structure, but can include Venn diagrams, webbing, listing, creating plot-subplot illustrations and charting the growth of a character or theme.</p> <p>Students need to understand that reading is not a passive activity. If time is built into the class schedule for independent reading, 25% of that time should include journal responses monitored by the teacher. Suggestion: Set aside 1-2 times per week as part of the journal time. Writing for five minutes each day is not as productive or thought-provoking. Journals should also include a log of time spent reading in class and independently.</p> <p>Students who concentrate on “what is happening,” or recapping what they have read, need explicit instruction in higher-level reading skills or questions tailored to elicit specific responses. Students can keep an Action-Reaction journal section. Divide journal vertically into two halves, first half for recapping what was read and the second half for student response to reading.</p>	<p>Collect journals periodically while students are reading and write brief comments to each student. Check amount of time spent reading outside of class time. Informally monitor by writing comments in journals. Superficial responses should be noted and guided-questions should be added.</p> <p>Journals should be evaluated on the basis of quality, not quantity. Additional Accelerated Reader points could be awarded based on the journal responses, but these points should be awarded sparingly.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Writing Processes**

**Grade 8-10 Benchmark: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.**

**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on point or ideas in the writing.</p>	<p>#4 – Subscale: Organization Follow purposeful organization.</p> <ul style="list-style-type: none"> <li>• Organizes and structures a writing piece.</li> <li>• Maintains natural flow of ideas.</li> <li>• Demonstrates control over presentation and development of topics.</li> <li>• Writing starts and ends in clear, satisfying way.</li> </ul>	<p><b>I. Primary Resource</b> <i>Write Source 2000</i>, Great Source Education Group Houghton Mifflin Company, 1999 “Writing the First Draft” (pp. 61-66)</p>	<p><b>I.</b> The resource for this grade level indicator is the same for both grades 7-8. However, it bears repeating.</p> <p>When an initial formal writing composition is assigned, students should work through the complete writing process as a class. Assume at this point in the teaching process each student has completed the pre-writing process and has a workable thesis statement. Assume that all students need a review of writing process skills, even though the seventh grade curriculum guide emphasizes the process. Also remind students of the metaphorical writing process. At this point students are in the discovery process. The final composition may look nothing like the first draft.</p> <p>Tip – Writing each paragraph on a separate sheet of paper allows the writer to change the sequence of the paragraphs easily. The opening paragraph can be written using the same process.</p> <p>After completion of the first draft, students may wish to receive feedback; however, this should be accomplished in pairs and quickly. The most important feedback of the process follows the revision step.</p>	<p>Although the teacher may wish to determine the progress of the group or individual students, it is important that students at this level be responsible for their own writing process skills. When teachers read and critique writing at this level, the student becomes used to using the teacher as a crutch. However, peer assistance is appropriate.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Writing Processes**

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**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>7. Vary simple, compound and complex sentence structures.</p>	<p>(Implied) #7 – Subscale: Language Use a variety of sentence structures and/or phrases appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> <li>Contains fluent sentence structures (subordination and coordination, parallel structures, suitable modifiers, purposeful fragments) in effective ways to maintain lively, interesting prose.</li> </ul>	<p><b>I. Primary Resource</b> “High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum” John J. Collins, Ed.D. and Gary B. Chadwell Focus Sheet – “Sentence Variety Worksheet”(p. 36)</p>	<p><b>I.</b> As part of the revision process, students are given a graph worksheet to record sentence length in each paragraph. The first graph should be completed in class with a six-sentence paragraph written by the teacher. The paragraph should contain sentences with repetitive first words and some problems with sentence length. Take time to be certain the students are familiar with the definitions of compound and complex sentence structures.</p> <p>Students complete the graph orally or on the board and list the beginning of each first word of each sentence. After graphing the first paragraph, the students will discuss necessary changes for improving the paragraph.</p> <p>This exercise should be repeated automatically during every revision stage of the writing process. Students should not hand in any composition until this stage has been completed.</p> <p>Note – At the teacher’s discretion, the correct way to begin a sentence with “Because” or “Since” can be added.</p>	<p><b>I.</b> Students should select a recent multi-paragraph composition they have written and complete the Sentence Variety Worksheet. After graphing the sentence lengths, students should revise the paragraphs to improve the variety of the sentence beginnings and sentence lengths.</p> <p>Students may be graded for this activity alone, or it may be part of a comprehensive composition rubric that includes a section for evaluating sentence structure.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

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**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.</p>	<p>(Implied) #5 – Subscale: Organization Make connections among ideas, paragraphs, and sentences.</p> <ul style="list-style-type: none"> <li>• Connect ideas through logical sequencing and use of transitions.</li> <li>• Respond to prompt with cohesive and coherent progression of ideas.</li> <li>• Demonstrate effective use of transitions among sentences and paragraphs, leading from one idea to the next.</li> </ul>	<p><b>I. Primary Resource</b> <i>Write Source 2000</i>, Great Source Education Group, Houghton Mifflin Company, 1999 “Building Paragraphs” (pp. 97-106)</p>	<p>Because this is a review of material studied in Grade 7, briefly discuss the four types of paragraphs. <b>Suggestion:</b> As students enter the room, have them draw a number from a container. All students having the same number would report out on the elements of a particular paragraph, either orally or on chart paper. Students should be able to give several examples of their type of paragraph. Ask each group to write a sample topic sentence and a sample closing sentence.</p> <p>If students have difficulty understanding how to determine a type of paragraph, prepare a list of topic sentences or paragraphs and ask students to identify each type. Remind students that the only difference between a paragraph and a full composition is length.</p>	<p>Students write a one-paragraph paper according to the number they drew. The rubric for all paragraphs include the quality of the topic sentence, body and closing sentence, as well as specific characteristics of each type of paragraph.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<p><b>Content Standard: Writing Processes</b>  <b>Grade 8-10 Benchmark: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</b>  <b>Content Organizer: Drafting, Revising and Editing</b></p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p>	<p>(Implied)                      #6 – Subscale: Language                      Use a variety of words appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> <li>• Uses language in natural, fresh, and vivid ways.</li> <li>• Contains precise and varied words that lend clarity and interest and help establish an appropriate tone.</li> <li>• Demonstrates effective use of language giving paper an identifiable personal style and voice.</li> </ul>	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>                      Great Source Educational Group                      “Writing With Style” (pp. 129-136)                      “Writing Techniques and Terms” (pp. 137-140)</p>	<p><b>I.</b> Using the OGT writing rubric, ask students to determine writing skills that illustrate a personal style. They should see the connection between vocabulary and sentence structure and individual style. Tell students it takes time to personalize writing. A metaphor might be trying on clothes all the same size, but in different colors and styles. All writing has similar, broad characteristics, but style individualizes according to purpose. Tips on developing style on page 130 will start the process. One key is to write in active voice. Modeling a favorite author helps develop style.</p> <p>Each time the teacher assigns a specific type of writing, student groups might create “word walls” similar to those seen in elementary schools. The process on page 135 is an example of moving from general (generic) words to clear, colorful specific ones. Peer groups can use chart paper to list words suitable for the assignment. Remind students the objective is not to search for archaic words, but to locate the “aha” word; the word that says, “I belong here.” Leave charts on the walls and encourage students to add suggestions.</p> <p>Continuously ask students to examine reading passages for examples of strong, effective vocabulary. Peer writing should be examined for style and voice. Each student should read a journal response to the entire class at least once during the course. Advance scheduling allows the student to prepare. One student reads and one student critiques.</p>	<p>Students should be able to both recognize effective style and voice, as well as create their own personal style. Individual peer response can be assessed twice, once by the student assuming the role of writer and again by acting as the evaluator.</p>

**Language Arts: Grade Eight**

**Adams County/Ohio Valley  
Course of Study**

**Content Standard: Writing Processes**  
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**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Use available technology to compose text.	(None)	Microsoft Works Computers Power Point instructions/ teacher skills	Review the basic programs introduced in Grade 7 Fonts Alignment Printing Spell Check Retrieving information Standard margins	Students must type at least one portfolio assignment in Microsoft Works, save work on a floppy disc, or on the home drive and use the thesaurus and dictionary on the computer program.  Students will create a short power point presentation of no more than 5 minutes. It can be part of a previous written assignment that can be adapted to an oral and visual presentation.

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Writing Processes**

**Grade 8-10 Benchmark: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.**

**Content Organizer: Drafting, Revising and Editing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>(Implied) #5 – Subscale: Organization Make connections among ideas, paragraphs, and sentences.</p> <ul style="list-style-type: none"> <li>• Connect ideas through logical sequencing and use of transitions.</li> <li>• Respond to prompt with cohesive and coherent progression of ideas.</li> <li>• Demonstrate effective use of transitions among sentences and paragraphs, leading from one idea to the next.</li> </ul>	<p><b>I. Primary Resource</b> <i>Write Source 2000</i> Great Source Educational Group “Revising Your Writing” (pp. 67-74)</p>	<p><b>I.</b> Refer students to the checklist on page 74, after they have completed their first draft of a composition. For the initial instruction of the writing process, the teacher may want to assign just one paragraph as an in-class writing assignment. After students finish the first draft, the teacher should collect it and return it within two days. Students should realize that the teacher has not read their writings because it is a student’s responsibility to revise before the teacher grades the assignment. This is important for two reasons. Students must learn to independently improve their writing. In addition, teachers do not have the time to provide meaningful feedback at this stage in the writing process.</p> <p>Remind students that they used this resource book in the seventh grade. Students should independently revise their composition by using the purple-colored subtitles as guiding suggestions. All revisions should be made on the original paper, similar to the format on page 73.</p>	<p>The revising checklist on page 74 is a self-evaluation assessment. Formal evaluation of writing revision is included in the total rubric.</p> <p>A hard copy of the grading rubric should accompany all assignments. Suggestion – Students should become comfortable using the OGT rubric.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Processes</b> <b>Grade 8-10 Benchmark: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</b> <b>Content Organizer: Drafting, Revising and Editing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>14. Use resources and references materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	(None)	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>                      Great Source Education Group                      “Referring to a Thesaurus” (p. 325)                      “Checking a Dictionary” (pp. 326-28)                      “Using Prefixes, Suffixes, and Roots” (pp. 329-340)</p> <p><b>II. Secondary Resource</b>                      “Ohio Graduation Test Resource Manual” (pp. 10-12)                      Student Writing Samples (pp. 14-102)</p>	<p><b>I.</b> Students should be aware of these pages as a resource early in the school year. The common problem in student use of a thesaurus is in choosing an incorrect form of the word. This is a foundational tool so add practice exercises until most students are aware of the pitfalls. Mini-lessons can be added after individual student weaknesses become apparent.</p> <p><b>II.</b> The first week of class, give students a copy of the OGT Writing Rubric for their notebooks. Read through each score, carefully explaining the terminology. Remind them that their goal is to pass the writing test, even though it seems far in the future. Periodically, give students one of the sample student writings to critique and score. The object is to have students recognize good writing so they can emulate it.</p> <p>Using the OGT writing rubric, assign a separate vocabulary score to the individual student’s first writing assignment. Return the writing to the student for revision. Reassess those below a score of 5 because all students need to be challenged. Apply stringent standards. Recycle the same composition as you guide students through the writing process.</p>	<p>The final assessment of the grade level indicator will be incorporated into the finished writing assignment. If you use a checklist rubric, it should have a category for vocabulary. If you use the OGT rubric, note the vocabulary progress, and reteach and assess as necessary.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Processes</b> <b>Grade 8-10 Benchmark: D. Edit to improve sentence fluency, grammar and usage.</b> <b>Content Organizer: Drafting, Revising and Editing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	<p>(Note # 8 matches the “Writing Conventions” standard)                      #8 Subscale: Writing Conventions                      Exhibit standard conventions completely (mechanics, usage, grammar, and spelling).</p> <ul style="list-style-type: none"> <li>Assesses student’s ability to employ mechanics, usage, grammar and spelling in a manner that doesn’t interfere with understanding.</li> <li>Exhibits sufficient control of grammar (conventional language structures, including modification and agreement, usage (conventional forms of words and phrases), diction (word choice), and syntax (word order)</li> </ul>	<p><b>I. Primary Resource</b>  <i>Write Source 2000</i>                      Great Source Education Group (pp. 387-457)</p> <p><b>II. Secondary Resources</b>                      “High School Writing Projects: Prompts and Projects for Thinking and Learning Across the curriculum,”” John Collins, Ed.D, Collins Education Associates                      ‘Twenty Common Error Patterns,’ (p. 15)</p> <p>Grade-level Daily Oral Language Activities                      Houghton Mifflin/McDougal Little</p>	<p><b>I.</b> This resource can be used to individualize instruction. Specific pages can be listed on student compositions, either on the first or final draft. Mini-lessons can be developed for whole class instruction or for small groups.</p> <p><b>II.</b> Using the list of 20 common error patterns, have students log their individual writing errors. Students should review each previous composition while editing the current composition.</p> <p>Students should also review any section they had difficulty with during the DOL exercises.</p> <p>Additional tips for proofreading – 1. Have students partner with another student to read aloud each other’s composition. 2. Students read aloud their own writing, but backwards one sentence at a time. This will help students catch mistakes they otherwise might miss.</p>	<p>Formal assessment is part of the rubric for each composition.</p> <p>Periodic pencil and paper assessments on specific DOL activities</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Processes</b> <b>Grade 8-10 Benchmark: F. Prepare writing for publication that is legible follows an appropriate format and uses techniques such as electronic resources and graphics.</b> <b>Content Organizer: Publishing</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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.	#9 –Subscale: Writing Conventions Write or print legibly enough so other competencies can be evaluated.	<i>Write Source 2000</i> Great Source Education Group (pp. 37-43)  Microsoft Works	Remind students this is the final stage of writing and is the responsibility of the student, not the teacher. If students have been using the strategies during each phase of the writing, this activity will not take much time or energy. The role of the teacher at this point is to evaluate, not instruct. Previously the goal of the teacher was to monitor the writing in progress and to suggest appropriate strategies for each skill.	The student will create a piece of writing worthy to be included in the final portfolio. All 17 indicators of the writing process standard must be met.

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Research**  
**Grade 8-10 Benchmark: B. Evaluate the usefulness and credibility of data and sources.**  
**Content Organizer:**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.</p>	<p># 12 Subscale: Extends Meaning            Evaluate the effectiveness of resource material for a specific audience or purpose.</p> <ul style="list-style-type: none"> <li>• Assessment materials include textbook excerpts, library reference materials, technological resources (web pages)</li> <li>• Students must explain why one reference source is more appropriate</li> <li>• Analyze potential uses of resources</li> <li>• Explain or identify effectiveness of resources.</li> <li>• Explain or identify effectiveness of resources.</li> </ul>	<p><b>I. Write Source 2000</b>            Great Source Educational Group (pp. 261-281)</p>		

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Research</b> <b>Grade 8-10 Benchmark: B. Evaluate the usefulness and credibility of data and sources.</b> <b>Content Organizer:</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources.)</p> <p>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.</p>	<p># 12 Subscale: Extends Meaning Evaluate the effectiveness of resource material for a specific audience or purpose.</p> <ul style="list-style-type: none"> <li>• Assessment materials include textbook excerpts, library reference materials, technological resources (web pages)</li> <li>• Students must explain why one reference source is more appropriate</li> <li>• Analyze potential uses of resources</li> <li>• Explain or identify effectiveness of resources.</li> </ul>	<p><b>I. Write Source 2000</b> Great Source Educational Group (pp. 261-281)</p> <p><b>II. Research (Source Evaluation)</b> Appendix (p. 11-12) This can be used as an alternative method.</p> <p><b>III. Grammar of the Internet</b></p> <p><a href="http://www.anovember.com/infolit/adress..html">http://www.anovember.com/infolit/adress..html</a></p>	<p><b>I. Pre-Assessment</b> – Grade 7 students should have completed the exercises below last year. The teacher will want to determine the degree to which the assignment should be repeated. Even if students have a grasp of the indicator, the assessment should be repeated. Students need constant practice in evaluating source material. The type of source will increase in sophistication each year.</p> <p>Write or display the two grade-level indicators on the board. Consider color-coding different sections of each indicator and use same color when listing relevant information.</p> <p>Determine the order you wish to use in presenting each segment. Prior questioning will give the teacher an indication of the class skill level for these indicators. Research is critical in today’s society. Help students understand how valuable this skill can be. Inform them the assessment will be thorough because of this importance to life in general.</p> <p>*Because students need practice in oral reading and these segments are short, it is a good opportunity to have students read and then paraphrase the information. Since much of the information is straightforward, it is also a good opportunity for students to take notes.</p> <p>This can be tied to the district novel research or to any non-fiction assignment. Remind students that the easiest method of completing the assessment is to take a question and turn it into a statement.</p> <p><b>II. Students</b> should follow the directions for the Research (Source Evaluation) form. The goal is to create student awareness of appropriate sources for a strong research paper.</p> <p><b>III. At least one class period</b> should be set aside to review the validity of internet resources. Understanding the URL illustrates how to read the URL and includes the important “tilde” symbol that indicates a personal opinion, not a fact.</p>	<p>Six questions are in bold letters on page 264. Students will select one source for their research topic and answer each of the six questions in 1-2 paragraphs. The writing does not have to be lengthy, but it must answer the specific questions.</p> <p>Example – This is a secondary source because it is a quote taken from a magazine article. This is a primary source because I interviewed the source.</p> <p>Create a rubric with the following check list:</p> <ol style="list-style-type: none"> <li>1. Source</li> <li>2. Expert</li> <li>3. Accurate information</li> <li>4. Complete information</li> <li>5. Current information</li> <li>6. Biased/Unbiased</li> </ol> <p>IEP Modification – Students may complete a checklist and report orally, rather than write in paragraph form. The ability to evaluate is the primary outcome.</p> <p><b>II. Students</b> weigh the value of each source using a multi-point checklist. The completed checklist with justifications for using each source must be satisfactory before the student moves to the next phase of the project.</p> <p><b>III. All research papers</b> must contain the complete URL on the source page.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Research**

**Grade 8-10 Benchmark: C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.**

**Content Organizer:**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).</p> <p>5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.</p>	(None)	<p><b>I.</b> <i>Write Source 2000</i> Great Source Education Group “Writing Research Papers” Pre-writing – Organizing Your Information (p. 226)</p> <p><b>II.</b> Review of writing process (pp. 224-6)</p>	<p><b>I.</b> Beginning in Grade 4, rough outlines are mentioned in the content standards. At Grade 5, outlines are mentioned in the research section. By Grade 8, students should be able to create a rough outline in the final organizational stage. Page 226 includes a sample outline. Regardless of the type of research, the students should be able to accomplish this skill. The key to this indicator is “organization.” The skill becomes important in improving reading comprehension as well.</p> <p><b>II.</b> The use of note cards will help students organize information. Students should put only one source on each note card. The rough outline can be used to create subtopics. These subtopics can be the questions the student formulated at the pre-writing stage. Once all research is completed, students can divide note cards into piles by the subtopics. This keeps students from just rambling as they write.</p>	<p><b>I.</b> The completed outline should reflect the following understanding:</p> <ol style="list-style-type: none"> <li>1. Correct Roman Numerals</li> <li>2. Proper placement of subheadings (capital letters)</li> <li>3. Correct punctuation</li> <li>4. Title</li> <li>5. If the outline includes complete sentences use periods; otherwise, no periods are necessary.</li> <li>6. Necessary balance of Roman numerals and letters of the alphabet</li> </ol> <p><b>II.</b> Use suggested format on page 225 in grading note cards.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Research**  
**Grade 8-10 Benchmark: D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.**  
**Content Organizer:**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Integrate quotations and citations into written text to maintain 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>(None)</p>	<p><b>I. Write Source 2000</b>            Great Source Education Group            "Marking Punctuation"            (# 399.1-400.3)</p> <p>"Writing Research Papers"            (pp. 229-235)</p>	<p><b>I.</b> Give students several examples of common knowledge information that would not have to be documented (p. 229).            Example: Number of planets in our solar system.</p> <p>Assume students know how to complete a book, magazine or newspaper article entry. This skill is taught as early as the 5<sup>th</sup> grade. (See Standards Book) Suggestion: Discuss the Sample Works-Cited Entries as students collect sources. Reading through the two pages of examples is inefficient. Instead, when a student locates a source, have him/her examine the possibilities and tell the teacher which citation is appropriate. Then ask the student to explain the proper entry form to the class. The teacher should give students the specific criteria for the number and types of sources.</p> <p>Students should paraphrase all pertinent source information on 3x5 lined note cards, one source per card. The student may use the author's own words only if the author is directly quoted in the paper. The teacher will examine the information on the card to determine the validity of the reference and to check for plagiarism.</p> <p>Students will also create a set of bibliography or works cited cards. Remind students to use reverse indentation and organize the cards alphabetically by the <u>first word</u> in the source. Students should then place a number in the top right-hand corner of the card, indicating the order of the sources on the works cited page. The biggest mistake students will make is not taking the time to copy all the necessary information, then not being able to locate the source when needed. Once note cards are assessed and corrected, the student has one part of the paper completed.</p>	<p>Note cards may be evaluated twice, once as a draft and once after the student corrects errors. The grades may be averaged, or this part of the research paper may only be part of the rubric for the final research paper grade.</p>

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Research**

**Grade 8-10 Benchmark: F. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.**

**Content Organizer:**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>(None)</p>	<p><b>I.</b> Technology capabilities (varies from building to building) Minimum – overhead projector, transparencies and TV/VCR In-services for teachers on the use of power-point technology are available during the summer months.</p> <p><b>II.</b> Graphic Organizers – Bar Graph/Pictograph Compare/Contrast Map (additional graphic organizers)</p> <p><b>III.</b> <i>Best Practice New Standard for Teaching and Learning in America's Schools</i> Zemelman, Daniels, &amp; Hyde “Recommendations on Teaching Writing” Appendix (p 13)</p>	<p><b>I.</b> Note the difference between Grade 5 indicator # 6, and the Grade 6-7 indicator # 8. By Grade 8 you can assume students have had experience with oral presentations. Note the change in the Grade 8 indicator # 8 and Grade 7 # 8. Students must add original ideas to their writing or oral presentation.</p> <p><b>II.</b> The use of graphic organizers is recommended, depending on the topic. Example: The Bar Graph/Pictograph or Compare/Contrast Map works well if the original idea is one of persuasion or proving a point. The student can create an accompanying transparency to act as a visual aid for both the speaker and the class.</p> <p><b>III.</b> Use brief student-teacher conferences or a walk-through to check progress and note any difficulties. Allow students time to peer critique. The most valuable experience might be to change a previously written research project into an oral presentation.</p>	<p>Determine the emphasis for the rubric. If this is a research project that has been evaluated as a writing assignment previously, place the emphasis on the use of technology, organization and oral presentation.</p>

Language Arts: Grade Eight

Adams County/Ohio Valley  
Course of Study

**Content Standard: Communication: Oral and Visual**  
**Grade 8-10 Benchmark: B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.**  
**Content Organizer: Listening and Viewing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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 message.	(None)			

Language Arts: Grade Eight

Adams County/Ohio Valley  
Course of Study

**Content Standard: Communication: Oral and Visual**  
**Grade 8-10 Benchmark: B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.**  
**Content Organizer: Listening and Viewing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Communication: Oral and Visual**

**Grade 8-10 Benchmark: C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.**

**Content Organizer: Listening and Viewing**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Communication: Oral and Visual**

**Grade 8-10 Benchmark: D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.**

**Content Organizer: Speaking Skills and Strategies**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Communication: Oral and Visual**

**Grade 8-10 Benchmark: D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.**

**Content Organizer: Speaking Skills and Strategies**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

<b><u>Content Standard:</u> Communication: Oral and Visual</b>				
<b><u>Grade 8-10 Benchmark:</u> D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</b>				
<b><u>Content Organizer:</u> Speaking Skills and Strategies</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
7. Vary language choices as appropriate to the context of the speech.	(None)			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Communication: Oral and Visual**  
**Grade 8-10 Benchmark: E. Give informational presentations that present ideas in a logical sequence, include relevant facts details from multiple sources and use a consistent organizational structure.**  
**Content Organizer: Speaking Applications**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence.</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ul>	<p>(None)</p>			

## Language Arts: Grade Eight

### Adams County/Ohio Valley Course of Study

**Content Standard: Communication: Oral and Visual**

**Grade 8-10 Benchmark: G. Give presentations using a variety of delivery methods, visual displays and technology.**

**Content Organizer: Speaking Skills and Strategies**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	(None)			

**Language Arts: Grade Eight**

**Adams County/Ohio Valley  
Course of Study**

**Content Standard: Communication: Oral and Visual**  
**Grade 8-10 Benchmark: F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.**  
**Content Organizer: Speaking Skills and Strategies**

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Deliver persuasive presentations that: <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ul>	(None)			

**Adams County/Ohio Valley  
Course of Study**

**Language Arts: Grade Eight**