

## 8<sup>th</sup> Grade Language Arts Curriculum (General) Revised January 2007

**Brief class description:** The Language Arts program consists of both reading and writing instruction. Our program integrates literature analysis and review with a writing component that focuses on research and personal reflection. Emphasis is placed on problem-solving and teamwork strategies that encourage higher levels of thinking. Students explore works in both fiction and non-fiction including short stories, novels, poetry, and drama. All ISAT writing styles are emphasized helping students to achieve mastery with their writing.

### Course Goals and Objectives (as aligned with State Standards)

Goals	Objectives	Skill Instructional Materials
1. Read with understanding and fluency.	<ol style="list-style-type: none"> <li>1. Apply word analysis and vocabulary skills to comprehend selections.</li> <li>2. Apply reading strategies to improve understanding and fluency.</li> <li>3. Comprehend broad range of reading materials.</li> </ol>	<ul style="list-style-type: none"> <li>• Vocabulary Series C/D and supplementary Test Prep.</li> <li>• Literature Holt <u>Elements of Literature, Second Course</u></li> <li>• Novels per Protected Novel List.</li> <li>• <i>Study Island</i> – reading test preparation (Diagnostic/practice).</li> </ul>
2. Read and understand literature representative of various societies, eras, and ideas.	<ol style="list-style-type: none"> <li>1. Understand how literary elements and techniques are used to convey meaning.</li> <li>2. Read and interpret a variety of literary works.</li> </ol>	<ul style="list-style-type: none"> <li>• Literature Second Course.</li> <li>• Novels.</li> <li>• Science Fiction</li> </ul>
3. Write to communicate for a variety of purposes.	<ol style="list-style-type: none"> <li>1. Use correct grammar, spelling, punctuation, capitalization and structure.</li> <li>2. Compose well-organized and coherent writing for specific purposes and audiences.</li> <li>3. Communicate ideas in writing to accomplish a variety of purposes.</li> <li>4. Use technology for multi-media presentations.</li> </ol>	<ul style="list-style-type: none"> <li>• <u>Elements of Language, Second Course</u></li> <li>• ISAT rubrics and assessment frameworks.</li> <li>• <i>Study Island</i> – writing test preparation.</li> <li>• Reading response to literature.</li> <li>• Local assessments.</li> </ul>
4. Listen and speak effectively in a variety of situations.	<ol style="list-style-type: none"> <li>1. Listen effectively in formal and informal situations.</li> <li>2. Speak effectively using language appropriate to the situation and audience.</li> </ol>	<ul style="list-style-type: none"> <li>• <u>Elements of Language, Second Course</u></li> <li>• Local assessment guide for demonstrative speech.</li> </ul>
5. Use the language arts to acquire and assess and communicate information.	<ol style="list-style-type: none"> <li>1. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</li> <li>2. Analyze and evaluate information acquired from various sources.</li> <li>3. Apply acquired information, concepts, and ideas to communicate in a variety of formats.</li> </ol>	<ul style="list-style-type: none"> <li>• <u>Elements of Language, Second Course</u></li> <li>• ISAT rubrics and assessment frameworks.</li> <li>• <i>E-Library</i> and Indian Prairie data base for materials.</li> <li>• District 61 Works -Cited framework (adopted from MLA framework).</li> </ul>

## Reading Goals -- Genres and novels to be covered throughout the year (Literature Second Course). Goals 1, 2 & 3

### Start of year:

Unit of study/focus	Skills to be addressed/areas to be tested
Textbook strategies: across the curriculum	<ul style="list-style-type: none"> <li>Utilization of planner</li> <li>Previewing materials in a textbook</li> <li>Using context clues to answer questions</li> <li>Using effective textbook strategies (skim/scan...)</li> </ul>
Diagnostic testing (SRI)- computer based programs and teacher administered tests.	<ul style="list-style-type: none"> <li>Fluency</li> <li>Phonemic awareness</li> <li>Automaticity</li> <li>Comprehension</li> </ul>

### Remainder of school year:

	Performance Descriptors
<p>Vocabulary Series C/D</p> <p>Literature Series- <u>Holt Elements of Literature, Second Course</u> (Short stories, nonfiction, drama, and poetry)</p> <p>Language Series- <u>Holt Elements of Language, Second Course</u> (Communications, sentences and paragraphs, grammar)</p> <p>Novels – Required (<u>The Pearl</u>, <u>The Call of the Wild</u>, <u>The Diary of Anne Frank</u>, <u>The Giver</u>, <u>Pigman</u>) and teacher choice (from 8<sup>th</sup> Grade Protected List)</p> <p><i>Study Island</i>- practice and assess reading comprehension and skill level ability.</p>	<ul style="list-style-type: none"> <li>Use prefixes, suffixes, and root word to understand word meaning.</li> <li>Determine meanings of words in context using denotation and connotation strategies.</li> <li>Identify synonyms and antonyms.</li> <li>Apply knowledge of word origins.</li> <li>Analyze meanings of words and phrases both in context and separate.</li> <li>Use analogies to extend vocabulary development.</li> <li>Make connections before and during reading. (Prior knowledge)</li> <li>Infer and draw conclusions about text.</li> <li>Apply self-monitoring techniques and adjust rate to increase comprehension.</li> <li>Identify, analyze, and evaluate story elements for comprehension.</li> <li>Identify author purpose and point of view.</li> <li>Evaluate figurative language and imagery within story/poem. (e.g. similes, metaphors, personification)</li> <li>Predict how story would differ using different literary techniques.</li> <li>Identify main ideas and supporting details within a story.</li> <li>Extend literary text through writing.</li> </ul>

### Reading response:

Performance descriptors	<ul style="list-style-type: none"> <li>Infer and draw conclusions supported by textual evidence and personal reflection/connection.</li> <li>Synthesize key points and supporting details to form conclusions.</li> <li>Make inferences regarding the motives of characters and consequences of their action by citing the text.</li> <li>Respond to fiction using interpretive and evaluative processes.</li> <li><b>Should follow ISAT guidelines/rubric.</b></li> </ul>
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**Essential questions:** to be used in conjunction with specific units of study.  
Others to be determined by teacher. (This list is added to throughout the year).

<u>The Pearl</u>	<u>The Pearl</u> is a parable which is a story that teaches us a lesson. Both Kino and Juana learn a lesson in this story which we can apply to our own lives. Choose one of the above characters and in a well-developed response, write about the lesson he/she learns. How does the character learn the lesson and at what cost? In what way will the character's life be different? Use information from the text and what you already know to answer the question.
<u>The Call of the Wild</u>	Would John Thornton eventually allow Buck to live out his life in the wilderness? Why or why not. Use information from the text and what you already know to answer the question
"Flowers for Algernon"	Knowing what the final results of the experiment are, if you were Charlie Gordon, would you have the operation to increase your intelligence? Use information from the text and what you already know to answer the question.

**Writing Goals -- Scope and Sequence (Inside Writing Program) -- Goals 3 & 5**

Sentences	<ul style="list-style-type: none"> <li>• Different types and kinds of sentences</li> <li>• Main parts of a sentence</li> <li>• Sentence diagramming</li> <li>• Sentence modeling</li> </ul>
Paragraphs	<ul style="list-style-type: none"> <li>• Basic parts of a paragraph</li> <li>• Organization within a paragraph</li> </ul>
Narratives	<ul style="list-style-type: none"> <li>• Gather details</li> <li>• Finding focus</li> <li>• Learning to show not tell</li> <li>• Choose words with the right feeling</li> </ul>
Descriptions	<ul style="list-style-type: none"> <li>• Completing a web to gather details</li> <li>• Putting details in order</li> <li>• Adding sensory details</li> </ul>
Expository	<ul style="list-style-type: none"> <li>• Evaluate possible topics</li> <li>• Gather details</li> <li>• Develop unity within paragraphs- focusing on ONE idea</li> </ul>
Research reports	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Listing sources</li> <li>• Taking notes</li> <li>• Forming focus/thesis</li> <li>• Organizing supporting details</li> <li>• Citing sources</li> <li>• Outlining</li> </ul>
Persuasive	<ul style="list-style-type: none"> <li>• Gather details and state opinion</li> <li>• Supporting an opinion</li> <li>• Writing balanced sentences</li> <li>• Acknowledge other point of view</li> </ul>
Letters	<ul style="list-style-type: none"> <li>• Gathering and organizing details</li> <li>• Showing proper interest</li> <li>• Choosing appropriate format</li> </ul>

## Speaking/Listening – Goal 4

Informative/Introductory	<ul style="list-style-type: none"><li>• Organizing introduction, body, and conclusion.</li><li>• Using transitional devices.</li><li>• Deliver a planned speech.</li></ul>
Demonstrative (local assessment)	<ul style="list-style-type: none"><li>• Organizing introduction, body, and conclusion.</li><li>• Using research techniques to find information.</li><li>• Using visual aids to enhance speech.</li><li>• Deliver a planned speech.</li></ul>
Persuasive	<ul style="list-style-type: none"><li>• Organizing introduction, body, and conclusion.</li><li>• Using research techniques to find information.</li><li>• Think about audience and address counter-arguments.</li><li>• Deliver a planned speech.</li></ul>

\*The above curriculum guide shows the skills and concepts that will be covered by the end of the school year. Teachers will create a monthly plan that connects with the other content areas and utilizes resources within the department.