

**Central Montcalm Public School English Language Arts
Grade 8 Standards & Expectations**

Standard # 8:1	TLW read selected classic and contemporary fiction from various genres to recognize quality and literary merit.
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Concept Vocabulary
Point-of-View, First Person Narrator, Omniscient Third Person Narrator, Rising/Falling Action, Symbolism, Imagery, Protagonist, Antagonist, Minor Characters, Stereotypes, Character Motivation, Mood/Tone, Satire, Irony, Parody, Historical Fiction, Science Fiction, Realistic Fiction

Expectations (GLCE's):	Assessed by:	"Best Practice" to Use:
1) Fluently and frequently read, evaluate, and discuss classic and contemporary literature and other eighth grade level texts.	<i>Accelerated Reader</i> or similar reading program (quarterly?)	Teacher/class read alouds Independent Silent Reading – SSR Books on Tape
2) Identify point of view and genre of literary selections read.	Story Assessment Worksheet (teacher-made)	Point of view - picture books/novels/short stories. Genre – Discussion of types of stories/categories (focus on realistic fiction, science fiction, and historical fiction)
3) Identify examples of distortion (ie. Gender, race, culture, age, class, religion) and stereotypes in literary selections read.	Story Assessment Worksheet	
4) Study rising & falling action, minor characters, character motivation, consistency, and narrator credibility in literary selections read.	Story Assessment Worksheet Graphic Organizer Plot Structure Map Character Analysis Grid (KC4 8:1) Character Trait List and Organizer (KC4 6:3)	
5) Identify symbolism, imagery, mood/tone, satire, irony, and parody in literary selections read.	Story Assessment Worksheet	Imagery – Emphasize the five senses and how they create mental pictures. Use video clips, poetry, and music lyrics.

6) Understand idioms, analogies, metaphors and similes.		Idioms and analogies = In Progress Metaphors/Similes = 6 + 1 Traits (Word Choice) Use poetry, song lyrics, and identify when reading literature.
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SUGGESTED RESOURCES:	SUGGESTED LESSONS:
<p>Historical Fiction</p> <ul style="list-style-type: none"> • <u>Roll of Thunder, Hear My Cry</u> (N + V) • <u>The Crucible</u> (Play Script+V) • Medieval legends and Historical Fiction (King Arthur, Robin Hood, etc.) (short stories, essays, informational text, etc.) • “The Dog of Pompeii” (SS) <p>Historical Fiction used in Social Studies</p> <ul style="list-style-type: none"> • <u>Slave Dancer</u> (N) • <u>Nightjohn</u> (N) • <u>A Soldier’s Tale</u> (N) • <u>Lyddie</u> (N) <p>Science Fiction/Fantasy</p> <ul style="list-style-type: none"> • <u>Z for Zachariah</u> (N) • “All Summer in a Day” (SS) • “Autumntime” (SS) • “The Veldt” (SS+Video through REMC) • <u>The Hobbit</u> (N+V) • “The Dancing Princesses” (V) • “The Serial Garden” (SS) • Wallace & Gromit: “The Wrong Trousers” (V) • Wallace & Gromit: “A Grand Day Out” (V) • Wallace & Gromit: “A Close Shave” (V) • Wallace & Gromit: “The Curse of the Wererrabbit” (V) • “Rikki-tikki-tavi” (SS+V) • “How to Be a Perfect Person in Just Three Days” (V) • * <u>Midsummer Night’s Dream</u> (Play +V) 	

Realistic Fiction

- After the First Death (N)
- Whirligig (N)
- “Last Cover” (SS)
- “Charles” (SS)
- “The Athletic Snob” (SS)
- “Wheldon the Weed” (SS)
- “The Gift of the Magi” (SS+V)
- “The Man Who Had No Eyes” (SS)
- “The Ransom of Red Chief” (SS+V)

Point of View (examples)

• 1st Person Examples = The Three Little Pigs vs. The True Story of The Three Little Pigs, Charles.

• 3rd Person Examples = Rikki-tikki-tavi, All Summer in a Day.

Suggested stories = All Summer in a Day, The Veldt, Charles, The Dancing Princesses

Character (examples)

• The Crucible, After the First Death, Whirligig, The Hobbit, and assorted short stories

Symbolism (examples)

• Whirligig, The Crucible

Imagery

• All Summer in a Day, Veldt, After the First Death

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Standard # 8.2	TLW read a variety of texts (poetry, short stories, plays, novels) comparing and contrasting the social and historical themes and literary conflicts.
<p>Concept Vocabulary Conflict, theme, universal theme. Conflicts: man vs. man; man vs. nature; man vs. society; man vs. himself; man vs. destiny (fate)</p>	

Expectations:	Assessed by:	“Best Practice” to Use:
1) Connect personal experiences to world themes in texts.	Writing task related to major character from selection. Comparing universal theme discussed in book to personal experience.	Theme Journals – response to reading. Suggested literature = After the First Death, Whirligig, and The Crucible
2) Discover universal themes in 8 th grade texts.	Persuasive Essay about universal theme	List of Universal themes (KC4)
3) Identify literary conflicts.	Conflict Story Wheel	Graphic Organizer (John Proctor from the Crucible)

SUGGESTED RESOURCES:	OPTIONAL RESOURCES:
* See 8.1 list of suggested resources.	

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Standard # 8.3	TLW read informational texts to construct meaning using selected reading strategies.
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Concept Vocabulary Nonfiction, SQ3R, Venn diagram, K-W-L
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Fluently read, discuss, and summarize informational text.	Read-to-Learn (assessment plan adapted from KC4 8:2)	Connect informational text to larger thematic units
2) Analyze elements, style, and organizational patterns of informational genre (comparative essays, newspaper writing, technical writing, and persuasive essays).	Read-to-Learn	SQ3R, Venn Diagrams, K-W-L
3) Analyze an author’s use of illustrations, author’s pages, prefaces, and marginal notes.	Read-to-Learn	SQ3R, Venn Diagrams, K-W-L
4) Apply what has been read in 8 th grade level science and social studies text.	Read-to-Learn	SQ3R, Venn Diagrams, K-W-L
5) Use strategies to self-monitor and evaluate reading comprehension.	Read-to-Learn	SQ3R, Venn Diagrams, K-W-L

SUGGESTED RESOURCES:	OPTIONAL RESOURCES:
Active & Strategic Readers List from KC4 Information Text related to fiction from 8.1 and 8.2 Examples: newspaper articles about terrorism, drunk driving, Salem Witch Trials	

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Standard # 8.4	TLW process write a historical fiction narrative piece including appropriate conventions to the genre and literary devices (narrator credibility, rising/falling action, conflict, transitional language, and imagery). Narrator will be the historical figure.
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Concept Vocabulary Process writing, transitional language, perspective, proofreader’s symbols.
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Apply pre-writing strategies for narrative texts.	Final project for all expectations will be a narrative/historical fiction piece of writing	Clustering, brainstorming, lists, webs Writing Process Model
2) Review and revise for coherence and consistency (word choice, cause/effect, style, voice).	Will work up to final product by having a variety of short writing tasks isolating skills.	6 + 1 Traits Writing Process Model
3) Read own work from another reader’s perspective for clarity.		Writing Process Model
4) Edit using proofreading symbols individually and in peer groups.	Proper Use Quiz/Tests	6 + 1 Traits Use common proofreading symbols throughout grades Writing Process Model

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
Proofreading symbols Prewriting Strategies Examples: story maps and brainstorming	

**Central Montcalm Public School English Language Arts
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Standard # 8:5	TLW process-write a persuasive essay to include a thesis statement and a body supported with evidence based on multiple sources.
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Content Vocabulary Persuasion, Thesis Statement, Evidence

Expectations:	Assessed by:	“Best Practice” to Use:
1) Explore problems and solutions to a universal theme, take a stand, and support it.	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Collaboratively investigate thesis/opinion statements and independently respond with a quick write. Done as a preliminary step to essay writing (KC4 8:6a and 8:6b)
2) Formulate research questions using multiple resources, perspectives and arguments.	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Writing Process Model
3) Set a purpose and consider audience when writing informational text and/or copying an author’s style.	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Writing Process Model
4) Use a variety of ways of sequencing information (ordering arguments, sequencing ideas) and prewriting strategies (compare/contrast, cause/effect).	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Writing Process Model
5) Review and revise for coherence and consistency (word choice, cause/effect, style, voice).	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Writing Process Model
6) Read own work from another reader’s perspective for clarity.	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Writing Process Model
7) Edit for conventions, spelling, and legibility using proofreader symbols, both individually and with peer groups.	Use KC4 Writing Assessment 8:6	6+1 Traits of Writing Writing Process Model

8) Be enthusiastic about writing.	Observation	
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SUGGESTED RESOURCES:	OPTIONAL RESOURCES:
List of ideas for persuasive essay – KC4 When possible connect to literature units See attached topic list	

Content Connected Topics	Other Topics of Interest
Censorship Driving ages Racial relations Religious control of government Terrorism Death penalty Juvenile vs. Adult criminal process Drunk driving Gun rights Teen alcohol abuse	Presidential elections Homework issues Cloning Child abuse Drug testing Gender equity Dress codes Curfew Test tube babies Organ donation Animal research Stem cell research Bio-ethics Right to Die

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Standard # 8.6	TLW process write a journal or memoir using description, sensory words, dialogue, and authentic voice using appropriate organization, illustrations, margin notes, or annotations.
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Concept Vocabulary Memoir, anecdote

Expectations:	Assessed by:	“Best Practice” to Use:
1) Write a memoir or journal that includes appropriate organization, illustrations, and margin notes or annotations (real or simulated)	Using a character from realistic fiction book, write a journal/memoir as that character.	Show/read examples of memoirs
2) Review and revise for coherence and consistency (word choice, cause and effect, style, and voice).	Rubric for Final Journal/Memoir Project	6 + 1 Traits Writing Process Model
3) Edit using proofreader symbols individually and in peer groups.	Rubric for Final Journal/Memoir Project	6 + 1 Traits Writing Process Model
4) Read own work from another reader’s perspective for clarity.	Rubric for Final Journal/Memoir Project	Writing Process Model
5) Use style conventions, correct spelling and legible handwriting.	Rubric for Final Journal/Memoir Project	6 + 1 Traits Writing Process Model
6) Be enthusiastic about writing.	Teacher observation	

SUGGESTED RESOURCES:	OPTIONAL RESOURCES:
Memoir will be dealt with in depth in the high school.	

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Standard # 8.7	TLW use primary and secondary sources to research and process write a biography for publication.
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Concept Vocabulary Milestone, primary source, secondary source
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Discuss biography in small or large groups including descriptions of relevant situations, well-chosen details, relevant dialogue, specific action, and physical descriptions.	Teacher Observation Class Participation	Biographies to discuss should contain margin notes, illustrations, and annotations
2) Write a biography that includes appropriate organization, illustrations, and margin notes or annotations.	Research a real historical figure (1775-1875) and write a biography including an original illustration. Also will include margin notes/annotations and bibliography page.	Biographies with illustrations, margin notes, and annotations.
3) Use a variety of ways of sequencing information (sequencing ideas chronologically or by importance).	Rubric for Final Biography Project	Chronological – time lines Importance
4) Review and revise for coherence and consistency (word choice, cause and effect, style, and voice)	Rubric for Final Biography Project	6 + 1 Traits Writing Process Model
5) Read own work from another reader’s perspective for clarity.	Teacher Observation Class Discussion	Writing Process Model
6) Edit using proofreading symbols individually and in peer groups.	Proofreading Rubric (create)	6 + 1 Traits Writing Process Model
7) Use correct spelling and legible handwriting.	Rubric for Final Biography Project	6 + 1 Traits Writing Process Model
8) Use style conventions (MLA).	Rubric for Final Biography Project	Writing Process Model

9) Be enthusiastic about writing.	Teacher Observation	
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SUGGESTED RESOURCES:	OPTIONAL RESOURCES:
Reaction responses list in KC4 Various biographies to compare	

**Central Montcalm Public School English Language Arts
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Standard # 8:8	TLW correctly use content-related vocabulary words.
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Content Vocabulary Synonym, Antonym, and words in context gathered from reading selections, both fiction and informational.

Expectations:	Assessed by:	“Best Practice” to Use:
1) Use strategies and content-related resources to determine the meanings of words and phrases of content area vocabulary.	Completion of book related vocabulary sheets and tests on vocabulary	Cloze Draw pictures of vocabulary words
2) Construct meaning of words in context by using word and sentence structures and prediction, prior knowledge, text features, historical terms, and literary terms.	Completion of book related vocabulary sheets and tests on vocabulary	Cloze Draw pictures of vocabulary words
3) Use syllabication, word origins, history of the English language to recognize unfamiliar words in context.	In progress	In Progress
4) Know meanings of common words.	Teacher Observation	

SUGGESTED RESOURCES:	OPTIONAL RESOURCES:

**Central Montcalm Public School English Language Arts
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Standard # 8.9	TLW use a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses.
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Concept Vocabulary Infinitives, gerunds, participial phrases, dashes, and ellipses
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Develop understanding of grammatical concepts – infinitives, gerunds, participial phrases, dashes, ellipses – and how they are used in American English	Practice sheets and quizzes and tests Daily Oral Language Activities	
2) Use correctly in writing	Focus Correction Area in writing tasks	Focus Correction Area Tied in to other assigned writing tasks

REQUIRED RESOURCES:	OPTIONAL RESOURCES:

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Standard # 8.10	TLW plan and present an informative speech using interesting language, logical organization, persuasive non-verbal techniques, and rhetorical strategies to support the purpose and positively impact the audience. Speech will be about chosen historical figure. (See Standard 8.7)
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Concept Vocabulary Impromptu
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Use enunciation and stress for emphasis, body language, tone, and pace when presenting.	Teacher created rubric.	Will use other speaking activities leading up to this speech. Examples: poem, story, bag-it, impromptu speech.
2) Use standard American English.	Teacher created rubric.	
3) Use rhetorical strategies (narratives, key facts, and vivid details).	Teacher created rubric.	
4) Use an organized plan (outline with introduction, points, summary, and conclusion)	Teacher created rubric.	6 + 1 Trait – organization “5 paragraph essay concept “

REQUIRED RESOURCES:	OPTIONAL RESOURCES:

**Central Montcalm Public School English Language Arts
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Standard # 8.11	TLW critically listen to an oral presentation and formulate a response.
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Concept Vocabulary Propaganda, bias, hidden agenda
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Listen, view, and evaluate peer speeches and analyze key factors, fact vs. opinion, bias, propaganda, argument, support, and hidden agendas.	Assess using KC4 Standard 8.11	Critical Listening Skills Give examples including fact vs. opinion, bias, propaganda, argument, support, hidden agendas
2) Demonstrate appropriate audience behavior.	Self evaluation rubric (KC4 8:11)	Students come up with criteria.
3) React and respond to a speaker’s intent, main idea, point of view, and reasoning.	Assess using KC4 Standard 8.11	Critical Listening skills Double Entry Note taking
4) Ask relevant questions about content, delivery and purpose of presentation.	Self evaluation rubric (KC4 8:11)	Critical Listening Skills Double Entry Note taking

SUGGESTED RESOURCES:	OPTIONAL RESOURCES:
	Tie in with essay writing or literature units. Students present based on something they read or wrote.

**Central Montcalm Public School English Language Arts
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Standard # 8:12	TLW use multiple resources to research a historical figure (1775-1875) that culminates in a presented final project.
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Content Vocabulary MLA Style Sheet, Bibliography
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Expectations:	Assessed by:	“Best Practice” to Use:
1) Explore problems and solutions to a universal theme, take a stand, and support it in a research paper including a bibliography page.	Final product Source cards and note cards (one idea per card, paraphrasing = brief statement and quoting)	Writing Process Model 6 + 1 Traits
2) Use style conventions (MLA).	Final product	Writing Process Model 6 + 1 Traits
3) Use correct spelling and legible handwriting.	Final product	Writing Process Model 6 + 1 Traits

SUGGESTED RESOURCES:	OPTIONAL RESOURCES: