

EIGHTH GRADE

It is expected that each child, by the end of eighth grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully in interactions with adults and peers, using appropriate vocabulary, intonation, and eye contact • Use I-messages to resolve conflicts/present grievances • Speak using Standard English while respecting culturally diverse language patterns • Participate in class discussions in a variety of content areas • Distinguish between formal and informal language, using each appropriately • Define roles and share responsibility for a team project; set objectives and time frame for work to be completed; establish a process for group decision-making; review process and make necessary adjustments • Assume individual responsibility for a duty assigned in a cooperative learning setting and clearly present summaries of independent research or prepared literary responses to group members • Clarify and support spoken ideas with evidence, elaboration, and examples 	<ul style="list-style-type: none"> • Listen respectfully and attentively to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation, allowing for group decision-making • Listen attentively while being read to • Restate and execute multi-step instructions and directions • Ask probing question designed to elicit purposeful information, including evidence to support the speaker's claim and conclusions and to determine the speaker's attitude toward the subject • Respond courteously to persuasive message with questions, challenges, or affirmations • Use some elements of active listening to provide feedback to speakers and verify the accuracy of what has been heard/understood • Take notes which list key points of a speech or presentation • Make inferences or draw conclusions based on oral reports • Identify and evaluate bias and propaganda techniques in speeches, advertising, and conversation

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Deliver summaries of articles and books that contain the main idea of the event/article plus the most significant details; use own words, except for material quoted from a source; and reflect the underlying meaning of the source, not just the superficial details• Deliver speeches, demonstrating an ability to shape information and to appeal to interests and background knowledge of the audience members; arrange details, reasons, descriptions, and examples effectively and persuasively in terms of the needs and interests of the audience; and use explicit techniques for effective presentation, including voice modulation, inflection, tempo, enunciation, and eye contact• Make an effort to deliver oral presentations with poise and attention to effective postures and gestures• Present information based on a selected purpose for communication (i.e. informing, entertaining, or persuading) and choose a method of delivery that corresponds to the purpose• Make narrative presentations which develop a standard plot line (beginning, conflict, rising action, climax, denouement); develop complex major and minor characters and a definite setting; and use a range of appropriate strategies, such as dialogue, suspense, naming, and specific narrative action (i.e. movement, gestures, expressions)	<ul style="list-style-type: none">• Be attentive to tone, gestures, and other non-verbal cues of speakers

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Make persuasive presentations that state a clear position or perspective in support of a proposition or proposal, and describe the points in support of the proposition, employing well articulated evidence• Make research reports which pose relevant and tightly drawn questions about the topic; convey a clear and accurate perspective on the subject; include evidence generated through the formal research process (i.e. card catalogue, Reader's Guide to Periodical Literature, computer catalogue, magazines, newspapers, dictionaries); and credit reference sources• Offer an opinion in a debate and be able to support it• Make oral presentations using the same organizational patterns required in writing: compare/contrast, cause/effect, chronological order, spatial order, or order of importance• Deliver responses to literature that extends beyond summary and literal analysis; connects his/her own responses to the writer's technique and to specific text references; makes judgments about how a literary work affects an audience; and supports judgments through references to the text, other works, or personal knowledge• Support important aspects of speeches with appropriate and detailed evidence, visuals, or media displays	

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Recite memorized poems and Scriptural/literary passages using appropriate intonation, rate, volume, enunciation, and eye contact• Participate in dramatic activities such as role playing, improvisation, reader's theater, and choral reading	

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READING	WRITING
<ul style="list-style-type: none">• Read for a variety of purposes, choosing independent reading material based on individual interests and selecting appropriate reading material for class projects• Read aloud from a variety of texts using appropriate phrasing, fluency, expression, and interpretation of text• Determine and articulate the relationship between expressed purposes and characteristics of different forms of prose (short story, novel, novella, essay)• Identify the distinguishing characteristics of historical fiction, contemporary realistic fiction, biographies/autobiographies, plays and essays, comparing a variety of works within each genre• Read Scripture, identifying various literary styles (i.e. letters, psalms)• Analyze stories of similar human experiences across cultures• Compare recurring themes across works, distinguishing theme from topic• Analyze how a literary work reflects the historical context in which it was created• Analyze how a work of literature reflects the heritage, traditions, attitudes, historical perspectives, and beliefs of its author	<ul style="list-style-type: none">• Write for a variety of purposes (i.e. letters, editorials, poems, narratives, reports) and audiences, choosing the appropriate form• Write regularly and frequently in all content areas• Develop and use an effective process for composing which includes prewriting, drafting, revising, proofreading, and publishing• Write quality compositions of at least five paragraph length which include an introduction that arouses the interest of the reader and makes clear the purpose of the piece; develop the main idea with appropriate and accurate support; include a summarizing conclusion; and demonstrate the use of proper mechanics• Write a clearly worded main idea (thesis) statement in essays• Write "showing" as well as "telling" paragraphs• Use specific details and exact nouns, verbs, and adjectives to paint a visual image in the mind of the reader• Differentiate between formal and informal usage and use each appropriately

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READING	WRITING
<ul style="list-style-type: none">• Recognize moral and ethical dilemmas faced by characters in literature• Relate literary themes to Christian beliefs and experience• Relate literary themes to personal experience• Identify significant literary devices such as dramatic and verbal irony, soliloquy, motif, metaphor, symbolism, and dynamic and static characterization, and use those elements to interpret and appreciate literary works• Identify and analyze how literary and sound devices (i.e. rhythm) contribute to an author's purpose in a poem• Evaluate the structural elements of plot (i.e. subplots, framework stories, parallel episodes) and analyze plot development/resolution of conflicts• Analyze characterization as delineated through a character's thoughts, words, speech patterns, and deeds; the narrator's description; and what other characters think, say, and do about him/her• Read and perform scenes in plays, recognizing the role of the director and actors in the interpretation of theme and character development, and demonstrating an understanding of basic stage terms (i.e. actor, actor positions, character, role, props, monologue, stage areas), performance goals (i.e. gesture, visibility, facial expression, energy), and voice goals (i.e. rate, clarity, projection, pitch, expression)	<ul style="list-style-type: none">• Achieve coherence and unity within and across paragraphs by using transitions, parallel structure, and varied sentence beginnings• Use a variety of methods to support thesis statements and judgments: facts, reasons, examples, comparisons, statistics, analogies, and quotes from authorities• Write essays, reports, narratives, and reflective pieces with a controlling impression or acknowledged judgment• Use newly acquired vocabulary in writing• Write summaries that contain the main ideas of the event/article plus the most significant details; are written in own words, except for material quoted from the source; and reflect the underlying meaning of the sources, not just the superficial details• Write narrative accounts that use elements such as point of view, characterization, dialogue, and irony for the enhancement of mood or total effect• Write autobiographical/biographical incidents that includes a logical and coherent presentation of the narrative element; sufficient elaboration with details, dialogue, and characterization; and an explanation of the event's significance to the writer

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READING	WRITING
<ul style="list-style-type: none">• Compare recurring themes across works, distinguishing theme from topic• Evaluate an author's choice of setting as it relates to tone or mood• Use several reading strategies to gain and clarify meaning from text including rereading, notetaking, journal responses, outlining, and summarizing• Demonstrate comprehension in various forms: written responses, art, speeches, and drama• Compare original texts to summaries to determine the accuracy of main ideas• Use textual information to support opinions• Assess how an author supports assertions and opinions• Develop vocabulary skills by acquiring and using new vocabulary; using word roots (Latin, Greek, and Anglo-Saxon) and affixes as a comprehension tool; understanding the difference between the literal and figurative language; inferring word meanings through the identification and analysis of analogies and other word relationships; and recognizing and employing foreign words commonly used in English	<ul style="list-style-type: none">• Write persuasive essays in the content areas that contains a clear, well-worded thesis; supports the thesis with facts, reasons, example, or references to an authority; and takes into consideration opposing points of view• Write specialized expository essays (descriptive, persuasive, explanatory, informative) that state the thesis or purpose of the paper and/or describe the situation and follow an organizational pattern particular to its type• Write research reports that pose relevant and tightly drawn questions about the topic; convey a clear and accurate perspective on the subject; include evidence generated through the formal research process (i.e. card catalogue, Reader's Guide to Periodical Literature, computer catalogue, magazines, newspapers, dictionaries); and credit reference sources and use a bibliography• Give credit for both quoted and paraphrased information used in research papers using a consistent and sanctioned format and methodology for citation, generally Modern Language Association (MLA) documentation style in the humanities and American Psychological Association (APA) documentation style in the sciences• Write responses to literature that relates themes to personal experience and Christian values and supports opinions with appropriate references• Write poetry, experimenting with different forms

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READING	WRITING
<ul style="list-style-type: none">• Use multiple strategies (i.e. context relationships, analogies, attention to figurative language) to infer meanings of unknown words• Use appropriate reference materials for class projects including dictionaries, encyclopedias, almanacs, periodicals, subject books, on-line data bases, and Internet resources• Access relevant information for research projects through a variety of print and electronic media including subject books, on-line data bases, Internet, periodicals, and electronic almanacs and encyclopedias• Use organizational features of electronic text such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information• Use telecommunications to locate and correspond/ collaborate with peers and subject-matter experts involved in similar studies• Interpret information from illustrations, maps, diagrams, graphs, and charts• Understand and use the text features of informational materials that make data accessible and usable (i.e. format, sequence, level of diction, and supporting details)	<ul style="list-style-type: none">• Generate writings related to career development including business letters, memos, resumés, and job applications, and follow the conventional style of selected formats• Revise writing for word choice, appropriate organization, appropriate use of active and passive voice, consistency in tense and point of view, and appropriate use of transitions• Revise writing to improve mechanics and spelling• Engage in peer editing by explaining to other students in writing what is good about their writing and by making useful, well-thought out suggestions to help other students with their writing (i.e. where more information is needed in an essay, what is not clear in an essay)• Evaluate the advice of peer/adult editors and incorporate this advice into essays and narrative pieces as appropriate• Use rubrics to establish standards for quality and to evaluate writing• Compile notes with clear evidence of organization pattern (i.e. graphic organizers, webs, outlines)• Present researched information in a variety of formats: notes, outlines, summaries, graphs, timelines, charts, maps, and research reports that define a thesis• Use a variety of primary and secondary sources, distinguishing the nature and value of each

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READING	WRITING
<ul style="list-style-type: none">• Employ critical thinking strategies to evaluate coherence, logic, internal consistency, and organizational patterns in an informational text and to identify and analyze the author's point of view or perspective on the text• Distinguish among facts, supported inferences, and opinions, noting bias, unsupported inferences, fallacious reasoning, and propaganda techniques in information sources• Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text• Compare and contrast the features and elements of consumer materials (i.e. product information, instructions) to gain meaning from text• Comprehend and evaluate media messages by recognizing bias or stereotypes in print and electronic media• Analyze how visual images influence our thinking and values• Compare and contrast print and film versions of the same story• Evaluate film as a literary work by summarizing plot, creating character sketches, and discussing a director's use of special effects and details of setting to create mood• Interpret the "stories" of representational artwork	<ul style="list-style-type: none">• Record important ideas, concepts, or direct quotes from significant information sources, paraphrasing, summarizing, or citing word-for-word as necessary• Demonstrate an understanding of information problem-solving by posing questions, selecting resources, and presenting findings• Create strategies for the effective use of information resources and technologies• Demonstrate responsible and ethical use of information resources• Select appropriate media (both print-based and electronic) for research and evaluate the quality and credibility of information obtained• Improve personal style by using correct and varied sentence types and sentence combining techniques• Improve sentence techniques in writing by using appositives, compound sentences, compound-complex sentences, and clauses beginning with relative pronouns to join related sentence ideas• Identify and eliminate all sentence fragments and run-ons• Identify and correctly use all parts of speech, including infinitives, gerunds, and participles

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READING	WRITING
<ul style="list-style-type: none">• Interpret advertisements by distinguishing among fact, supported inference, and opinion, noting bias, unsupported inference, faulty reasoning, and propaganda techniques• Recognize persuasive and propaganda techniques used in television and radio, identifying false and misleading information <p>Analyze the techniques used in a media message for a particular audience, evaluating their effectiveness</p> <ul style="list-style-type: none">• Compare and analyze how each medium (i.e. television, radio) offers a different perspective on the information it presents• Use school and public libraries to locate material for research and recreational reading	<ul style="list-style-type: none">• Use parallel structure in writing, using similar grammatical forms to present items in a series, complements, and items juxtaposed for emphasis• Use consistent and appropriate verb tense• Use appropriate subject-verb agreement• Use properly placed modifiers• Identify and use pronouns with antecedent reference• Use hyphen, dash, brackets, and semi-colon between two clauses of a compound sentence when not joined by a conjunction• Use appropriate punctuation including commas at the end of a dependent clause, quotation marks with introductory, concluding, and interrupting expressions, and apostrophes in possessives and contractions• Use correct capitalization• Write legibly in cursive and manuscript, taking care to differentiate between upper and lower case letters• Spell derivatives correctly by applying the spellings of bases and affixes• Use dictionary and spell check appropriately

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READING	WRITING
	<ul style="list-style-type: none">• Organize and present information and ideas by using integrated application software to incorporate database, spreadsheet, and graphics into word processed documents• Compose documents with appropriate formatting, using word processing skills and principles of design (i.e. margins, tabs, spacing, columns, page orientation)• Create original databases, spreadsheets, charts, graphs, and tables to analyze and display information• Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multimedia computer presentations)
READING	WRITING

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