

## MSAD #53 English/Language Arts Curriculum Grade 8

English/Language Arts Grade 8	MLR & NECAP	Resources
<b>PROCESS OF READING:</b> Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.	MLR: A NECAP: R	Use <i>Super Six</i> strategies: visualizing, making connections, questioning, inferring, determining importance, summarizing/synthesizing
<b>Student Learning Goals:</b> Students will understand that . . .		
<i>Effective readers use specific strategies to help them better understand text.</i>		
<i>Different types of texts have different features and structures that convey meaning.</i>		
<b>1. Comprehension, Vocabulary, Alphabetics, and Fluency</b>	A.1	
Students will . . .		
Identify the meaning of unfamiliar vocabulary by using various strategies --	R-8-2.1	NECAP Standards
Knowledge of word structure (prefixes, suffixes, base words, common roots, word origins)		<i>Word Journeys</i>
Context clues		Beck
Dictionaries, glossaries - use of:		
* Pronunciation key		
* Multiple definitions		
* Alphabetizing		
* Guide words		
* Syllabic divisions		
Demonstrate understanding of word meanings or relationships --	R-8-3.1	
Identify synonyms, antonyms, homonyms, homophones, or shades of meaning, or word origins, including words from other languages adopted into English.		
Select appropriate words.		
Explain the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.	R-8-3.2	
Fluently and accurately read grade level text.	A.1.e	

## MSAD #53 English/Language Arts Curriculum Grade 8

Demonstrate comprehension by making inferences from and connections to/from texts -- Visualize, Predict, Make Connections, Question, Infer, Determine Importance Summarize, Synthesize, Evaluate	A.1.f	<i>Super Six Reading Comprehension Strategies</i> by Oczkus
<b>2. Literary Texts</b>	A.2, R-8	
<i>Students will understand that narrative structure and literary devices help shape the reader's response.</i>		
Students will read fiction, nonfiction, drama, and poetry, with ongoing opportunities to practice and apply reading strategies. They will . . .		Use trade books in a variety of genres and see common
Identify and/or describe literary elements, including: character(s) and significant changes in characters over time setting and changes in setting over time problem/solution (conflict) major events, plot, subplots rising action, climax, falling action	R-7-4.1	NECAP Standards  literary terms/vocabulary
Summarize or paraphrase plot (in sequence) and essential ideas in text.	R-8-4.2	
Analyze and interpret elements of literary text, citing textual evidence by . . .	R-8-5	Core resources: <i>Literature Circles</i>
Explaining or supporting logical predictions.	R-8-5.1	(2nd ed.) and <i>Mini-Lessons for</i>
Describing characterization, antagonist v. protagonist, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or changes over time.	R-8-5.2	<i>Literature Circles</i> by H. Daniels; trade books for students
Make inferences about cause & effect, internal or external conflicts, or the relationship among elements within text	R-8-5.3	
Explain how the narrator's point of view affects the reader's interpretation.	R-8-5.4	
Contrast points of view including first and third person, limited and omniscient	A.2.c	
Evaluate and explain how the author's message or theme is supported within the text; recognize universal themes; compare themes among different works	R-8-5.5	
Analyze complex and lengthy dialog in literary text and its purpose(s)		
Analyze and interpret literary style or author's craft, citing textual evidence by . . .	R-8-6.1	
Identifying and explaining use of imagery and exaggeration, simile, metaphor,		

## MSAD #53 English/Language Arts Curriculum Grade 8

foreshadowing, or suspense, repetition, flashback, or personification,		
hyperbole, symbolism, or use of punctuation.		
Compare how similar themes are presented in different works	A.2.e	
Identify and describe enduring themes in literature and film		
Identify how meaning is conveyed in poetry through word choice, sentence structure,	A.2.f	
line length, and punctuation		
Analyze the characteristics of various genres of literature and their purposes	A.2.g	
Summarize whole texts by selecting and summarizing important &		
representative passages		
Use a variety of note-taking strategies including two column organizers, outlines,		
and in-text annotations (using sticky notes) to aid comprehension		
<b>3. Informational Texts</b>	A.3, R-8-7	
Students will read a variety of informational (expository and practical) texts, applying and practicing reading strategies. They will . . .		Core resource: Kristo & Bamford (2004)
		<i>Nonfiction in Focus</i>
Use text features to aid comprehension, e.g., table of contents, glossary, index,	R-8-7.1	NECAP Standards
transition words/phrases, bold or italicized text, headings, subheadings,		
graphic organizers, charts, graphs, illustrations.		
Use information from the text to answer questions about main idea or details:	R-8-7.2	
Recognize and use informational text structures to understand the information	A.3	
presented and to make decisions about usefulness based on purpose:		
compare/contrast, enumeration, chronology, sequence, cause/effect,	A.3	
question-answer (point-counterpoint), narrative		
Create and revise questions that can be answered by using text structures (above)	A.3.a	
and information found within texts		
Analyze differences in the structures and purposes of varied informational materials	A.3.b	exposition,
Draw conclusions about a text and its purpose, and support conclusions with	A.3.c	speeches
evidence from the text		
Make comparisons about information from several passages or articles	A.3.d	
Follow multi-step instructions in a technical manual or content area text to complete	A.3.e	
a task or use a simple device (e.g., science labs)		

## MSAD #53 English/Language Arts Curriculum Grade 8

through	R-8-7.3	
charting, mapping, outlining, paraphrasing, summarizing, comparing, or contrasting, to show understanding or relationships among facts, ideas, and events.		
Evaluate the information in persuasive texts, recognizing and understanding how the structural features and rhetorical devices affect the information and argument(s) presented in these texts.	A.4	Common Assessment: "Opinion, Please!"
Recognize organizational patterns of compare/contrast, proposition/support, and problem/solution in an argument to aid comprehension	A.4.a	See appendix for literary terms/ vocabulary
Identify bias	A.4.b	
Identify faulty logic or reasoning and misleading language	A.4.c	
Use supporting evidence from a text to evaluate the argument	A.4.d	
Identify purpose and intended audience of a persuasive text	A.4.e	
Identify rhetorical devices used to persuade: <i>bandwagon, peer pressure, repetition, testimonial, hyperbole, and loaded words</i>	A.4.f	
Analyze and interpret informational text, <i>citing evidence</i> as appropriate by . . .	R-8-8	
ideas.	R-8-8.1	
Synthesizing and evaluating information within or across texts, e.g., by constructing titles or formulating assertions or controlling ideas.	R-8-8.2	
Making inferences about text, including author's purpose or message, or explaining how purpose may affect the interpretation of the text, or using supporting evidence to form or evaluate relevant judgments and assertions about central ideas.	R-8-8.3	
Distinguish fact from opinion, and identify possible bias or propaganda or conflicting information within or across texts.	R-8-8.4	
Make inferences about cause and effect.	R-8-8.5	
<b>READING FOR ENJOYMENT: 25 Books Goal</b>		See MSAD #53 Strategic Plan
Students will . . .		for Literacy
Self select free choice reading: 25 books per year at independent level		
Seek out books for pleasure and information		

## MSAD #53 English/Language Arts Curriculum Grade 8

Document reading in a variety of formats (oral and written)		
<b>WRITING PROCESS</b>	B	
Students will use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.		
<b>Student Learning Goals:</b> Students will understand that . . .		
<i>Writing is a multi-step, recursive process.</i>		
<i>Audience and purpose influence the use of literary and rhetorical techniques.</i>		
<i>Effective narrative writing involves grounding the entire story in a sense of place,</i>		
<i>developing believable characters, crafting motivation and conflict,</i>		
<i>and concluding in a way that addresses the essential in the story.</i>		
<i>strategies.</i>		
<b>1. PREWRITING</b> ( generating ideas ) may include:		
* Setting purpose (considers audience, form, function )	B.1.a	
* Selecting a topic		
* Narrowing the focus		
* Brainstorming & thinking		
* Discussing / listening		
* Webbing / mapping	B.1.b	
* Using graphic organizer ( to gather and organize details / info )	B.1.b	
* Listing	B.1.b	
* Free writing		
* Reading / researching		
* Outlining and selecting supporting details	B.1.b	
* Drawing		
* Conferencing ( teacher / peer feedback )		
<b>2. DRAFTING</b> ( rough / initial ideas on paper) may include:		
* Consider ordering of information ( sequencing )	B.1.c	
* Beginning ( topic sentence / opening / introduction )	B.1.d	

## MSAD #53 English/Language Arts Curriculum Grade 8

* Middle ( details and elaboration of details / body )		
* End ( close )	B.1.d	
* More than one draft		
* Conferencing ( teacher / peer feedback )		
<b>3. REVISING</b> (improving quality of message and/or clarifying ideas ):	B.1.c	
* Deleting unnecessary information		
* Adding information		
* Reorganizing ( words/ sentences / paragraphs )	B.1.e	
* Evaluating word choice ( use of thesaurus-vivid verbs, colorful adj., etc.)		
* Varying sentence beginnings & sentence types		
* Combining sentences (compound sentences, complex, etc.)		
* Developing voice		
* Using transitional words		
* Conferencing ( seeks & responds to teacher / peer feedback )		
<b>4. EDITING:</b> ( fixing errors in mechanics / surface features )	B.1.g	See MSAD #53 Writing Guides for
<i>Students will understand that the correct use of punctuation and</i>		Graphophonics and
<i>and grammatical rules facilitate effective communication.</i>		Direction/Mechanics
Students will . . .		
Apply standard English conventions to correct errors in grammar,	W-8-9	NECAP Standard
writing:		
* Capitalization errors are rare	D.2.a	See District Writing Guide,
* Few errors in verb tense agreement, pronoun agreement, subject-verb agreement		Benchmark 8- to 8+
* Punctuation variety is used to support message clarity		(8 = meets the standard)
<b>5. PUBLISHING / SHARING</b> for an authentic audience		
Students will . . .	B.1.h	
Create polished, completed works that have undergone editing and revision.		
Demonstrate basic word-processing skills and editing features.		
<b>TYPES OF WRITING:</b>	B	

## MSAD #53 English/Language Arts Curriculum Grade 8

<i>Students will understand that audience and purpose influence the use of literary and rhetorical techniques.</i>		Students will produce at least 6 published pieces per year
<b>1. NARRATIVE</b> (increasingly complex stories that relate events, idea, observations, or recollections)	B.2, W-7-4	
<i>Students will understand that effective narrative writing involves grounding the entire story in a sense of place, developing believable characters, crafting motivation and conflict, and concluding in a way that addresses the essential in the story.</i>		
Students will . . .	W-7-4	
Establish a plot or other narrative structure, point of view, setting, and conflict	B.1.a	
Create a clear and consistent story line		
Develop major events, settings, & characters	B.1.b	
Craft problems & solutions in the story	B.1.b	
Use a range of narrative strategies to advance the story line, including suspense and dialog	B.1.c	
Use stylistic devices including descriptive or figurative language and point of view to clarify, enhance, and develop ideas/story line	B.1.d	
Use voice appropriate to purpose		
<b>* Formats may include:</b>		
- Personal narratives		
- Friendly notes and letters, e-mail messages		
- Narrative paragraphs		
- Realistic fiction		
- Book Reviews		
<b>2. ARGUMENT/ANALYSIS/INFORMATIONAL WRITING</b> (academic writing)	B.3, W-7-6	
Students will . . .		
Use an organizational text structure appropriate to focus/controlling idea; e.g., description, sequence, chronology, proposition/support,	W-7-6.1	

## MSAD #53 English/Language Arts Curriculum Grade 8

compare/contrast, problem/solution		
Establish context with a lead/hook	W-7.6.2	
Use transitional words or phrases appropriate to organizational structure	W-7.6.3	
Write a conclusion that provides closure to the piece	W-7-6.4	Common assessment using District
Establish, state, and maintain a focus/controlling idea (thesis)	W-7-7.1-2	Writing Guide
Write with a sense of audience appropriate to the topic and purpose	W-7-7.3	Benchmark 8
Include sufficient facts and details relevant to main idea, excluding extraneous details	W-7-8.1-2	
Comment on the significance of supporting evidence	W-7-8.4	
Respond to literary or informational texts (e.g., a given question) by . . .	W-7-3	
selecting and summarizing key ideas		
connecting what has been read to prior knowledge, other texts or ideas		
state and maintain a judgment or point of view in response to a question		
make inferences about content, using specific details from the text to support		
<b>3. PERSUASIVE</b> (writing intended to influence the opinions, beliefs, or positions of others, addressed to a specific audience):	B.4, W-7	
Students will . . .		
Use a variety of persuasive techniques	B.4.a	
- present alternate views objectively		
- address potential counterclaims		
- use facts, supported inferences, and opinions appropriate to audience and purpose		
<b>*Formats may include:</b>		
- newspaper editorial or letter to the editor		
- constructed response paragraph		
- research writing		
- book review		
<b>4. PRACTICAL WRITING</b>	B.5	See Career Prep/guidance curric.
Students will . . .		
Write simple business letters, resumes, memoranda, and proposals using conventional business format	B.5.a	

## MSAD #53 English/Language Arts Curriculum Grade 8

Write multi-step directions for completing a task	B.5.b	
<b>5. POETRY:</b>	A.2.f	
Students will . . .		
structure,		
line length, punctuation, and figurative language		
- experiment with different poetic forms		
<b>6. MULTIGENRE</b>		
Students will . . .		multigenre
Create an extended piece of writing around a central theme or idea		
using multiple genres		
<b>RESEARCH/INQUIRY PROCESS</b>		
<i>Students will understand that information gleaned from the research/ inquiry process helps us to understand and solve problems.</i>	C	Work with Library/Media Specialist
Students will . . .		
Formulate research question, key words & concepts	C.1.a	Use a variety of print
Locate and access information by using text features	C.1.b	& nonprint sources
Collect, evaluate, organize, and synthesize information	C.1.c	Informational analysis format
Communicate findings orally & in writing	C.1.d	See district guidelines
Cite sources appropriately (MLA)	C.1.e	for bibliographic format
Compare the effects of the same kind of information found in different media, e.g.,	F.1.a	
books, movies, newspapers, magazines, on TV, or on the Internet	F.1.b	
Recognize that there are multiple roles and purposes of media		
<b>WORD STUDY (spelling patterns, word origins &amp; meanings, word structure)</b>	D.2.c	see <i>Word Journeys</i> for spelling
		see Isabel Beck for vocabulary
<i>Students will understand that appropriate and accurate use of words is essential to effective oral and written communication.</i>		Assess using DSA
Students will . . .		
Use word origins, common roots, & meanings of frequently used		see also District Writing Guide

## MSAD #53 English/Language Arts Curriculum Grade 8

foreign words to aid comprehension		Benchmark 8
Use word endings correctly ( s, es, ed, ing , tion, ture, ful, able, ness, etc. )		
they're)		
Use silent letters correctly when spelling or pronouncing words		
Recognize and demonstrate meanings of common root / base words, especially		
Greek, Latin, and Anglo-Saxon roots and word parts		
to maintain fluency & meaning in science, social studies, and math texts		
Recognize and correctly use synonyms and antonyms		
Use conventional spelling predominant in extended text for grade appropriate,		
high frequency words		see also District Writing Guide
- understand silent consonants, consonant changes		Benchmark 8
- understand meaning/spelling connection (ian, ion)		
- understand vowel alternations		
<b>DICTIONARY and THESAURUS SKILLS:</b>		
<i>Students will understand that dictionaries and related resources are aids to understanding language</i>		Grade span 6-8
<i>Students will . . .</i>		
Use pronunciation key for individual words		
Identify multiple meanings within an entry		
Identify & define prefixes & suffixes		
Identify & use guide words to locate other words		
Identify & use syllabic divisions to help decode		
Identify word etymology within entries		
<b>SPEAKING/LISTENING/ORAL COMMUNICATION:</b>		
<i>Students adjust speaking and listening strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</i>	E.1,E.2	Grade span 6-8
<i>Students will . . .</i>		
Participate in small and large group discussions		
- initiate dialog		

## MSAD #53 English/Language Arts Curriculum Grade 8

- listen actively (eye contact, body language)		
- paraphrase or summarize others' comments	E.2.b	
- ask questions for clarification or information		
- state opinions or facts relevant to discussion		
- stay focused and attentive		
Ask appropriate clarifying questions		
Summarize and apply information presented	E.1.a	
Acknowledge and build upon the ideas of others	E.1.b	
Give oral presentations: ( expository and creative )	E.1.c	
- control voice ( volume, expression, projection adjusted to suit audience)		At least one formal, polished
- use conventions of Standard American English	E.2.b	presentation per year
- make eye contact	E.2.c	Assess with district rubric
- use appropriate physical gestures / adapts posture to support meaning		
- use logical sequence of ideas and information		
- include clear, relevant details	E.2.a	
- use variety of media sources to support content	E.2.a	
	E.2.e	
<b>MEDIA</b>		
<i>Students will understand that the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information support different forms of media.</i>	F	Grade span 6-8
Students will . . .		
Describe, use and evaluate the text features of visual and non-visual media		
Use various media including digital technology to create and communicate ideas and information to others		
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors		
Consider ethical and legal issues surrounding the access and use of information		