

**English Language Arts Curriculum
Diocese of Cleveland
2013**

Language: Handwriting

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

DOC: English Language Arts, DOC: Grade 6, III: Writing Conventions
A. Handwriting

- 1. Write legibly in cursive; space letters and sentences appropriately.

Essential Questions

1. Why do we write in cursive?
2. Why is cursive handwriting important in this age of technology?
3. What role does handwriting play in communication?
4. How does my choice of topics for writing demonstrate my Catholic faith and values?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

Content

The students will know

1. Cursive
2. Strokes
3. Undercurve
4. Downcurve
5. Overcurve
6. Slant
7. Legibility

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- Throughout the year and in all writing activities, students will write using the cursive style. They will:
1. Space letters, words, and sentences appropriately.
 2. Use correct strokes to form letters including undercurve, downcurve, overcurve, and slant.
 3. Position papers properly, sit in a good writing position, and hold pencil with correct slant.
 4. Write uppercase and lowercase cursive alphabet legibly.
 5. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

Additional Vocabulary

<ol style="list-style-type: none"> 1. Cursive 2. Strokes 3. Under curve 4. Down curve 5. Over curve 6. Slant 7. Legibility 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Throughout the year, have students write using the cursive style and giving attention to: <ol style="list-style-type: none"> a. positioning papers properly b. sitting in a good writing position c. holding pencil with correct slant d. spacing letters and sentences appropriately e. writing legibly 	Using Cursive Handwriting Formative: Written Assessment Throughout the year, students will write using the cursive style and giving attention to: <ol style="list-style-type: none"> a. positioning papers properly b. sitting in a good writing position c. holding pencil with correct slant d. spacing letters and sentences appropriately e. writing legibly
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Internet Resources Zaner Bloser Handwriting 	Social Justice Teachings <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Rights and Responsibilities Rights of Children <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum – Grade Eight
Diocese of Cleveland
2013

Language: Spelling

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2c Spell correctly.

Essential Questions

1. Why is it important to use correct spelling?
2. How can usage of spelling rules and patterns improve written communication?
3. What are the benefits of using resources to improve my spelling?

Content

The students will know

1. Standard spelling rules
2. Exceptions
3. Spelling patterns
4. Reference materials (print and electronic)
5. Mnemonic devices
6. Multiple intelligences
7. Commonly misspelled words
8. Pronunciation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Utilize standard spelling rules and recognize exceptions to each rule.
2. Recognize spelling patterns in words that have similar sounds (e.g. enough/tough)
3. Use phonics to sound out the spelling of words.
4. Utilize reference materials (print and electronic) to verify spelling in writing.
5. Utilize mnemonic devices to spell commonly misspelled or troublesome words.
6. Use multiple intelligences (oral, visual, kinesthetic, musical, etc.) to remember correct spelling of words.
7. Recite correct pronunciation of words to assist in correct spelling.
8. Use homonyms/homophones correctly in writing.
9. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

1. Conventions of Standard English
2. Utilize
3. Recognize
4. Correct
5. Verify
6. Use
7. Recite

Additional Vocabulary

1. Standard spelling rules
2. Exceptions
3. Spelling patterns
4. Reference materials (print and electronic)
5. Mnemonic devices
6. Multiple intelligences
7. Commonly misspelled words
8. Pronunciation

Learning Experiences (Suggested)	Assessment (Suggested)
<p>1. Independent Activity. Have students use the spelling words of a unit to create a Wordle. (see Links) Print the Wordle designs and post in the classroom.</p> <p>2. Partner Activity. Have the students write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. Then have the students write only the numbers they would use to text the word to a friend and have their partner determine the word.</p> <p>3. Independent Activity. Have students write each spelling word once, then divide words into correct syllables. Classify each word by part of speech. Then, indicate the vowel combination that forms the long vowel sound.</p> <p>4. Independent Activity. Have students write a Haiku poem using 10 of the spelling words. The poem should be written in cursive and then glued to a piece of construction paper, and be ready to present to the class.</p> <p>Spelling City Games Wordle How to Write a Haiku Poem</p>	<p>Wordle Formative: Homework Students will use the spelling words of a unit to create and print a Wordle design.</p> <p>Texting Formative: Cooperative Group Work Students will write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. They will then write only the numbers they would use to text the word to a friend and have their partner determine the word.</p> <p>Taking a Closer Look! Formative: Homework Students will write each spelling word once, then divide the words into correct syllables. They will classify each word by part of speech. Then, indicate the vowel combination that forms the long vowel sound.</p> <p>Haiku Poem Formative: Writing Assignment Students will write a Haiku poem using 10 of the spelling words. The poem should be written in cursive and then glued to a piece of construction paper, and be ready to present to the class.</p>
Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Internet Resources How to Write a Haiku Poem Spelling Activities Spelling and Vocabulary, Grades 6-8 8th Grade Interactive Language Arts Skill Builders – Spelling Jefferson County Schools – Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

**English Language Arts Curriculum – Grade Eight
Diocese of Cleveland
2013**

Language: Vocabulary Acquisition and Use

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I need to learn new words?
2. How can the context of a word help me determine the meaning of a word?
3. How can knowing the meaning of a Greek or Latin affix or root help me understand a new word?
4. How can I determine the relationship between pairs of words?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Verbal irony 2. Puns 3. Multiple meaning words 4. Context clues 5. Meaningful word parts 6. Greek and Latin affixes (prefixes, suffixes) 7. Root 8. Reference materials 9. Range of strategies 10. Context 11. Inferred meaning 12. Word relationships (cause/effect, part/whole) 13. Nuances 14. Figures of speech 15. Connotation (association) 16. Denotation (definition) 17. Domain specific words 18. College and career readiness level 	<ol style="list-style-type: none"> 1. Clarify the meaning of unknown and multiple-meaning words and phrases by using context clues. 2. Analyze meaningful word parts to determine the definition. 3. Utilize general and specialized reference materials. 4. Use the overall meaning of a sentence or paragraph as a clue to the meaning of a word or phrase. 5. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. 6. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. 7. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8. Interpret figures of speech (verbal irony, puns) in context. 9. Utilize the relationship between particular words to better understand each of the words. 10. Distinguish among connotations of words with similar denotations. 11. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. 12. Write fluidly and legibly in cursive handwriting.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Verbal irony 2. Puns 3. Multiple meaning words 4. Context clues 5. Meaningful word parts 6. Greek and Latin affixes (prefixes, suffixes) 7. Root 8. Reference materials 9. Range of strategies 10. Context 11. Inferred meaning 12. Word relationships (cause/effect, part/whole) 13. Nuances 14. Figures of speech 15. Connotation (association) 16. Denotation (definition) 17. Domain specific words 18. College and career readiness level 	
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Class Activity. Provide students with an excerpt from a piece of literature, such as a part of a scene from William Shakespeare's <u>As You Like It</u> and have them underline all the words that they do not understand. Have them look at the words around them to determine meaning. Have students use one of the following ways to determine the meaning of each word: <ol style="list-style-type: none"> a. definition – explain the meaning b. example – illustrate or give a sample c. restatement – repeat the sentence with a different word or words d. contrast – use an opposite 2. Independent Activity. Provide students with a list of words that may be unknown to them (words from literature, science, social studies, religion, etc.). Have them use a dictionary, a glossary, and a thesaurus to find out information about the word. Then have them use the word correctly in a sentence. 3. Partner Activity. Working with a partner, have students read a passage from Jules Verne's <u>Around the World in Eighty Days</u> identifying all words they are unfamiliar with. For each unfamiliar word, have students identify its part of speech, write what they think it means, and identify the context clues that helped them determine the meaning of the word. 4. Introductory Activity. Engage students in an activity designed to build on their understanding of the use of figurative language in writing and speaking. Use the Learn Zillion videos for Standards W8.5 and W8.5a and have students complete the activities of the lessons. 5. Cooperative Work. Music is packed with figurative language, including alliteration, similes, metaphors and idioms. Working in cooperative groups, have the students select a popular song and print the lyrics. Songs to consider include "Firework" by Katy Perry, "Candle in the Wind" by Elton John, "Life is a Highway" by Rascal Flatts, "Smile" by Uncle Kracker or "The River" by Garth Brooks. Have them go through each line and underline the figurative language. Then have them rewrite the line without the figurative language to see how this changes the song. <p> Vocabulary Vocabulary Graphic Organizers Context Clues Video Context Clues Song (Context Clues by Melissa) FIGURATIVE LANGUAGE Websites </p>	<p>Using Context Clues Formative: Writing Assignment Students will be provided with an excerpt from a piece of literature, such as a part of a scene from William Shakespeare's <u>As You Like It</u>, they will underline all the words that they do not understand and look at the words around them to determine meaning. Students will use one of the following ways to determine the meaning of each word: <ol style="list-style-type: none"> a. definition – explain the meaning b. example – illustrate or give a sample c. restatement – repeat the sentence with a different word or words d. contrast – use an opposite </p> <p>Word Meaning Formative: Homework Students will determine the meaning of a list of words that may be unknown to them (words from literature, science, social studies, religion, etc.). They will use a dictionary, a glossary, and a thesaurus to find out information about the word and then use the word correctly in a sentence.</p> <p>Using Context Clues Formative: Cooperative Group Work Working with a partner, students will read a passage from Jules Verne's <u>Around the World in Eighty Days</u> and identify all words they are unfamiliar with. For each unfamiliar word, students will identify its part of speech, write what they think it means, and identify the context clues that helped them determine the meaning of the word.</p> <p>Words in a Song Formative: Cooperative Group Work Working in cooperative groups, students will select a popular song and print the lyrics. They will go through each line and underline the figurative language used. They will then rewrite the line without the figurative language to see how this changes the song.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>

<p>1. iPad Resources</p> <p>2. Music "Firework" by Katy Perry "Candle in the Wind" by Elton John "Life is a Highway" by Rascal Flatts "Smile" by Uncle Kracker "The River" by Garth Brooks "Wordplay" by Jason Mraz</p> <p>3. Literature Connections <i>Chanticleer and the Fox</i> by Geoffrey Chaucer <i>The Girl Who Loved Wild Horses</i> by Paul Gobel <i>Little Island</i> by Golden MacDonald <i>The Tale of Peter Rabbit</i> by Beatrix Potter <i>Tar Beach</i> by Faith Ringgold <i>Hide and Seek Frog</i> by Alvin Tresselt <i>White Snow, Bright Snow</i> by Alvin Tresselt <i>Flossie and the Fox</i> by Patricia McKissack <i>The Giving Tree</i> by Shel Silverstein</p> <p>4. Internet Resources Spelling and Vocabulary, Grades 6-8 Eighth Grade Vocabulary Questions Fun Brain – 8th Grade Games 8th Grade Vocabulary Word List Eighth Grade Science Vocabulary Social Studies Vocabulary Spelling City – Figurative Language Jefferson County Schools – Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum–Grade Eight
Diocese of Cleveland
2013

Language: Conventions of Standard English

Standards Assessed

OH: CCSS: English Language Arts 6-12, OH: Grade 8, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

OH: CCSS: English Language Arts 6-12, OH: Grade 8, Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

OH: CCSS: English Language Arts 6-12, OH: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1b. Form and use verbs in the active and passive voice.
- L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

OH: CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, OH: Grades 6-8, Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

1. How do I approach writing?
2. How does each step in the process impact my writing?
3. How do I evaluate my writing?
4. How can I use evaluation and reflection to improve my writing?
5. What is the purpose of applying grammar and mechanics skills?
6. Is it always required to use formal English?
7. Why are conventions of standard English necessary to language?
8. Is redundancy ever necessary to clarify or explain a topic, text, concept or issue more thoroughly?
9. How can I learn and recognize correct conventions of language by analyzing passages in text?

Content

The students will know

Skills

[Bloom's Taxonomy](#)
[DOK Links](#)

The students will be able to

1. Phrase

1. Demonstrate command of the conventions of Standard

<ol style="list-style-type: none"> 2. Clause 3. Dependent (subordinate) clause 4. Independent (main) clause 5. Simple sentence 6. Compound verb 7. Compound sentence 8. Complex sentence 9. Compound-complex sentence 10. Subordinate conjunction 11. Relative pronoun 12. noun clause 13. Adjective clause 14. Adverb clause 15. Misplaced modifier 16. Dangling modifier 	<p>English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> 2. Explain the functions of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 3. Form and use verbals (gerunds, participles, infinitives). 4. Form and use verbs in the active and passive voice. 5. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects. 6. Recognize and correct inappropriate shifts in verb voice and mood. 7. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 8. Use punctuation (comma, ellipses, dash) to indicate a pause or break. 9. Use an ellipse to indicate an omission. 10. Spell correctly. 11. Use knowledge of language and its convention when writing, speaking, reading, or listening. 12. Classify sentences as either simple, compound, complex, or compound-complex. 13. Distinguish between dependent (subordinate) and independent (main) clauses. 14. Punctuate correctly compound sentences joined by a conjunction and simple sentences with compound verbs. 15. Identify subordinating conjunctions and relative pronouns. 16. Explain the relationship between subordinate conjunctions and relative pronouns to dependent (subordinate) clauses. 17. Explain the function of phrases and clauses in general and their function in specific sentences. 18. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 19. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 20. Write fluidly and legibly in cursive handwriting. 21. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 22. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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<p>Common Core Vocabulary</p> <ol style="list-style-type: none"> 1. Explain 2. Function 3. Phrase 4. Clause 5. Simple sentence 6. Compound sentence 7. Complex sentence 8. Compound-complex sentence 9. Subordinate conjunction 10. Relative pronoun 11. Adjective Clause 	<p>Additional Vocabulary</p>
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<p>12. Adverb clause 13. Noun clause 14. Relationship 15. Misplaced modifier 16. Dangling modifier</p>	
<p>Learning Experiences (Suggested)</p> <ol style="list-style-type: none"> Class Activity. Engage students in a series of mini-review lessons focused on key topics of this unit of study. The review lessons should address the following: <ol style="list-style-type: none"> verbals (gerunds, participles, infinitives) verbs in the active and passive voice verbs in the indicative, imperative, interrogative, conditional and subjunctive mood use of commas, ellipses, and dash simple, compound, complex, or compound-complex sentences dependent (subordinate) and independent (main) clauses subordinating conjunctions and relative pronouns misplaced and dangling modifiers Class Work. Follow each of the mini-lessons by having the students engage in activities designed to reinforce their learning. Provide them with sentences/paragraphs to analyze and correct. In addition, have them select a piece of their own writing and make necessary corrections. Independent Activity. Have students write a poem or paragraph from the point of view of a verbal. The piece of writing should contain information about what a verbal does, how it is used, its relationship to other parts of speech, etc. When completed, have students read their piece to a partner and together analyze the piece of writing to determine any grammatical errors and make the corrections. Partner Work. Have students select a newspaper article and edit the article by changing passive to active voice when possible. Have them discuss with a partner how the changes affect the tone and/or meaning of the text. Independent Work. Have the students select a piece of their own writing. Using the piece, have them find the verbs they used and indicate whether the verbs are in the indicative, imperative, interrogative, conditional, or subjunctive mood. <p> Sentence Structure Rubric</p>	<p>Assessment (Suggested)</p> <p>Applying What We Know Formative: Class Work Students will engage in activities designed to reinforce their learning of the topics presented in the mini-review lessons. They will be provided with sentences/paragraphs to analyze and correct. In addition, they will select a piece of their own writing and make necessary corrections.</p> <p>"Verbal" Poem Formative: Class Discussion Students will write a poem or paragraph from the point of view of a verbal. The piece of writing should contain information about what a verbal does, how it is used, its relationship to other parts of speech, etc. When completed, students will read their piece to a partner and together analyze the piece of writing to determine any grammatical errors and make the corrections.</p> <p>Changing Voice Formative: Cooperative Group Work Students will select a newspaper article and edit the article by changing passive to active voice when possible. They will discuss with a partner how the changes affect the tone and/or meaning of the text.</p> <p>How Were the Verbs Used? Formative: Homework Students will select a piece of their own writing. Using the piece, they will find the verbs they used and indicate whether the verbs are in the indicative, imperative, interrogative, conditional, or subjunctive mood.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <i>The Great Fire</i> by Jim Murphy <i>All of the Above</i> by Shelly Pearsall <i>City by Numbers</i> by Stephen T. Johnson <i>Bag in the Wind</i> by Ted Kooser <i>The Adventures of Tom Sawyer</i> by Mark Twain <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor <i>Little Women</i> by Louisa May Alcott 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

"The Railway Train" by Emily Dickinson
"Mending Wall" by Robert Frost
"Paul Revere's Ride" by Henry Wadsworth Longfellow
"I, Too, Sing America" by Langston Hughes
"The Road Not Taken" by Robert Frost

 [Lesson Plan Improve Comprehension: A Word Game Using Root Words and Affixes](#)

 [You Can't Spell the Word Prefix Without a Prefix](#)

 [Verbals – Free Presentations](#)

 [Verbals](#)

 [8th Grade Interactive Language Arts Skill Builders – Sentence Structure](#)

 [Grade 8 Sentence Structure](#)

 [Jefferson County Schools – Language Arts Presentations](#)

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts–Grade Eight
Diocese of Cleveland
2013**

Developing Speaking and Listening Skills

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS: CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, OH: CCSS: Grades 6-8, Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Essential Questions

1. How do we show we are good listeners?
2. How is spoken language different from written language?
3. Why am I speaking? What am I trying to say?
4. How does my body language speak to my audience?
5. How do effective speakers express their thoughts and feelings? Why is a good speaker easy to follow and understand?
6. How does what I say and how I listen show my respect for human dignity?

Content

The students will know

1. Salient points
2. Coherence
3. Modification
4. Discussion
5. Rules for collegial discussion
6. Topics, texts, issues
7. Active listening skills
8. Collaboration
9. Goals
10. Deadlines
11. Argument
12. Claims
13. Evidence
14. Rhetoric
15. Response
16. Information
17. Elaboration
18. Key ideas
19. Organization
20. Development
21. Style
22. Purpose
23. Audience
24. Theme
25. Relevant ideas
26. Sequence
27. Multiple perspectives
28. Reflection
29. Paraphrasing skills
30. Analysis
31. Evaluation
32. Formats
33. Multimedia components
34. Point of view
35. Eye contact
36. Adequate volume
37. Clear pronunciation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Prepare for discussion by reading and studying required material.
2. Employ rules for collegial discussion and decision-making.
3. Discuss effectively with diverse partners on appropriate topics, texts, and issues building on others' ideas and expressing his/her own clearly.
4. Refer to evidence on topic, text or issue.
5. Probe and reflect ideas under discussion.
6. Establish goals, deadlines, individual roles as needed.
7. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
8. Demonstrate understanding of multiple perspectives and, when warranted, qualify or justify views in light of the evidence presented.
9. Analyze the purpose of information presented in diverse media and formats. Explain how it clarifies a topic.
10. Delineate a speaker's argument and specific claims.
11. Evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.
12. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
13. Use appropriate eye contact, adequate volume, and clear pronunciation.
14. Integrate multimedia components and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.
15. Adapt speech to a variety of contexts and tasks.
16. Demonstrate command of formal English when indicated or appropriate.
17. Write fluidly and legibly in cursive handwriting.

38. Formal English	
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Salient points 2. Focus 3. Coherence 4. Modify 5. Evaluate 6. Elicit 7. Collaborate 8. Discuss 9. Collegial discussion 10. Goals 11. Deadlines 12. Pose 13. Respond 14. Reflect 15. Interpret 16. Media 17. Format 18. Explain 19. Elaborate 20. Employ 21. Delineate 22. Interpret 23. Develop 24. Adapt 25. Argument 26. Claims 27. Motives 28. Perspective 29. Refer 30. Probe 31. Reasons 32. Evidence 33. Audience 34. Purpose 35. Sequencing 36. Logic 37. Pertinent details 38. Multimedia components 39. Visual displays 40. Clarify 41. Appropriate 42. Paraphrasing 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Class Discussion. Have students read the Preamble to the United States Constitution silently and reread it with the class. As a class, discuss how new the idea of freedom described in the Preamble was at the time it was written. Then in small groups: <ol style="list-style-type: none"> a. Discuss why you think the framers included a Preamble to the Constitution. b. Note the words that are new to you and discuss what they mean. 	<p>Looking at the Preamble Formative: Cooperative Group Work Students will read the Preamble to the United States Constitution silently and reread it with the class. As a class, discuss how new the idea of freedom described in the Preamble was at the time it was written. Then in small groups they will discuss a number of questions related to the Preamble. Groups will share their points of discussion with the whole class. At the end of class, the students will write a journal reflection on what the preamble means to them.</p>

- c. Confirm the meanings of the words by using a dictionary.
- d. Discuss how carefully you think the framers of the Constitution chose those words.
- e. Note the multiple verbs and their direct objects. Have the groups share their points of discussion with the whole class. At the end of class, have the students write a journal reflection on what the preamble means to them.

2. Independent Activity. Have students prepare a persuasive speech that they will present to class. Possible topics might include

- a. Should Homework be Banned?
- b. Television is a Bad Influence
- c. Does Television have a Positive Influence on Students?
- d. Should Exams be Replaced by Other Forms of Testing Performance?
- e. Other topics of interest to the students and provided by the teacher

In preparing the speech, students should make sure they understand the topic well, know their audience, begin with a quotation, tell a story related to the topic, state the importance of the topic, arouse curiosity on the part of the audience, question the audience, keep their attention. When the speech is ready for presentation, have the students use a digital tool, such as Animoto (see Links) to video record their speech.

3. Socratic Seminar. Have four students sit in the middle of the room, circled by the rest of the class. Everyone in the class will have read the same text (story, article, editorial, chapter...) or undergone the same experience (such as a field trip or science lab). The four students in the middle are responsible for discussing a given set of questions about the experience for a given amount of time (7-10 minutes). NOTE: They are the only ones who speak; even you will not say a word once the discussion has begun.

The students in the outer circle (the observers) at the same time select four other students in the outside circle to observe the four participants; the observers will complete a checklist and give feedback on their designated participant's performance. Everyone else in the class takes guided notes on the discussion.

After the discussion invite the observers to share a few positive comments, then provide your own specific constructive feedback so that everyone in the room will learn more about how to do well. As time permits, rotate the participants so that as many students as possible will engage in the discussion. (See the Links for materials needed for this seminar.)

4. Jigsaw Activity. Select a topic being studied in any of the content areas (religion, science, social studies, etc.) for students to discuss. Using the Jigsaw strategy, form 4-5 groups of 4-6 students in each group. Following the steps in the Jigsaw strategy have one student in each group

Persuasive Speech

Formative: Homework

Students will prepare a persuasive speech that they will present to class. In preparing the speech, students should make sure they understand the topic well, know their audience, begin with a quotation, tell a story related to the topic, state the importance of the topic, arouse curiosity on the part of the audience, question the audience, keep their attention. When the speech is ready for presentation, students will use a digital tool, such as Animoto (see Links) to video record their speech.

Doing a Socratic Seminar

Formative: Class Discussion

Students will engage in a Socratic Seminar several times during the year. In preparation for the seminar, everyone in the class will have read the same text (story, article, editorial, chapter...) or undergone the same experience (such as a field trip or science lab). Materials and resources listed in the Links will be used to guide and evaluate this learning experience.

become an "expert" on the topic and then have them return to their original group and "teach" the rest of the group about the topic. Conclude the activity by having the group write a summary of the key points they learned about the topic.

-  [How to Use Literature Circles](#)
-  [Persuasion Map](#)
-  [How to Make a Video](#)
-  [Directions and Materials for Socratic Seminar](#)
-  [Socratic Seminar](#)
-  [Higher Order Comprehension: The Power of Socratic Seminar](#)

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - Roll of Thunder, Hear My Cry* by Mildred D. Taylor
 - The Land* by Mildred D. Taylor
 - Of Mice and Men* by John Steinbeck
 - The Daybreakers* by Louis L'Amour
 - Preamble to the United States Constitution*
 - First Amendment to the United States Constitution*
 - Cast Two Shadows: The American Revolution in the South* by Ann Rinaldi
 - Johnny Tremain* by Esther Forbes
 - The Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk
 - Paul Revere's Ride* by David Hackett Fischer
 - We the People* by Peter Spier

-  [How to Make a Video](#)
-  [How to Write a Good Speech for Grades 6 to 8](#)
-  [8th Grade Interactive Language Arts Skill Builders – Sentence Structure](#)
-  [Grammar Blast](#)
-  [8th Grade Language Arts Skill Builders – Grammar](#)
-  [Socratic Seminars: Patience & Practice](#)
-  [Jefferson County Schools – Language Arts Presentations](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ HE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Eight
Diocese of Cleveland
2013

Writing: Presentation of Knowledge and Ideas

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. What is my role in communication (as a listener, speaker, thinker)?
2. How do sources of information affect the communication process?
3. Why do I adapt my communication to different purposes and audiences?
4. How do writers express their thoughts and feelings?
5. Who will read my writing? What type of writing will best suit my purpose and audience?
6. How do my topic choices demonstrate my Catholic faith and values?

Content

The students will know

1. Figurative language (similes, metaphors, personification, hyperbole, idioms, etc.)
2. Description
3. Sensory details
4. Poetry
5. Stanza
6. Rhyme scheme
7. Journals
8. Essays
9. Letters
10. E-mails
11. Thank you notes
12. Job applications
13. Web sites

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate ideas appropriate for the audience and purpose of self-selected or assigned writing topics.
2. Develop graphic or other organizers to clarify ideas of writing when appropriate.
3. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences or stanzas.
4. Compose a variety of writing that addresses the assignment.
5. Apply the concepts of figurative language to poetry and prose when appropriate.
6. Prepare a legible cursive draft for publication.
7. Interact and collaborate with others to edit and revise writing.

<ul style="list-style-type: none"> 14. Writing process (pre-writing, drafting, editing, revising, publishing) 15. Purpose 16. Audience 17. Style 18. Transition 19. Writing conventions 20. Relevant facts 21. Introduction 22. Topic sentence 23. Thesis statement 24. Development of topic 25. Conclusion 26. Relationship among ideas and concepts 27. Format 28. Organization 	<ul style="list-style-type: none"> 8. Illustrate consistency of ideas, clarity of structure and/or format, and effectiveness of word choice through revision. 9. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 10. Exhibit command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 11. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 12. Use accurately grade-appropriate general academic and domain-specific words and phrases. 13. Incorporate appropriate and varied transitions in writing. 14. Produce and publish writing using technology, including the Internet. 15. Write fluidly and legibly in cursive handwriting.
Common Core Vocabulary	Additional Vocabulary
<ul style="list-style-type: none"> 1. Conventions of language 2. Reflection 3. Figurative language 4. Sensory details 5. Audience 6. Purpose 7. Analyze 8. Develop 9. Organize 10. Classify 11. Compare/contrast 12. Cause/effect 13. Introduction 14. Conclusion 15. Details 16. Transition 17. Formal/informal style 18. Writing process: pre-writing, drafting, revising, editing 19. Sentence patterns 20. Writing conventions 21. Generate 22. Interact 23. Collaborate 24. Connotation 25. Denotation 	<ul style="list-style-type: none"> 1. Narrative poems 2. Lyric poems 3. Elegy 4. Haiku 5. Ode 6. Sonnet 7. Free Verse 8. Rhythm 9. Meter 10. Iambic pentameter 11. Prose 12. Poetry 13. Rhyme scheme 14. End rhyme 15. Eye rhyme 16. Internal rhyme 17. Journal 18. Similes 19. Metaphor 20. Personification 21. Hyperbole 22. Idiom 23. Cliches 24. Imagery 25. Alliteration 26. Onomatopoeia 27. Stanza 28. Essay 29. Letters: business/friendly 30. Salutation 31. Closing 32. Return address 33. Job applications 34. Writing prompt
Learning Experiences (Suggested)	Assessment (Suggested)
<ul style="list-style-type: none"> 1. Cooperative Group work. Working with a partner, have students write an additional stanza to a poem that was 	Rubric for Additional Stanza Writing Assignment Summative: Writing Assignment

read and analyzed together in class. The additional stanza should be written in the same style and format. When the stanza has been written, have the students write an analysis of the stanza they wrote explaining why they chose the words or phrases they did and explaining the symbolism and figurative language used. (see Links) Have the students share their stanza with the class.

2. **Cooperative Group Work.** Working in cooperative groups, have students make a video or slideshow to accompany a poem. The presentation should display the theme, point of view, or other element of the poem in a new and uniquely creative manner. Have groups share their work with the class.
3. **Partner Work.** Working with a partner, have the students read and analyze the use of figurative language as well as the elements of a narrative poem like "Paul Revere's Ride" by Longfellow. Then have them brainstorm major events in American history to use as the basis for a narrative poem. Have them write the poem and present it orally to the class.
4. **Independent/Partner Work.** After reading several poems, select a favorite one. Reflect on how the structure of the poem contributes to its meaning and style. Have them share their insights with a partner and then recite the poem for the class. Video tape the presentation and then evaluate it using a teacher prepared rubric.

 [Writing Assignments for Additional Stanza and Analysis of a Poem](#)

 [Found Poem Lesson](#)

 [How to Make a Video](#)

Students will write an additional stanza to a poem that was read and analyzed together in class. The additional stanza should be written in the same style and format. When the stanza has been written, students will write an analysis of the stanza they wrote explaining why they chose the words or phrases they did and explaining the symbolism and figurative language used. (see Links) Finally, students will share their stanza with the class.

Poem Presentation

Formative: Cooperative Group Work

Working in cooperative groups, students will make a video or slideshow to accompany a poem. The presentation should display the theme, point of view, or other element of the poem in a new and uniquely creative manner. Groups will share their work with the class.

Writing a Narrative Poem

Formative: Cooperative Group Work

Working with a partner, students will read and analyze the use of figurative language as well as the elements of a narrative poem, such as, "Paul Revere's Ride" by Longfellow. They will brainstorm major events in American history to use as the basis for a narrative poem, write the poem and present it orally to the class.

Poem Recitation

Formative: Class Work

After reading several poems, students will select a favorite one. They will reflect on how the structure of the poem contributes to its meaning and style and share their insights with a partner and then recite the poem for the class. They will video tape the presentation and then evaluate it using a teacher prepared rubric.

 [Rubric for Stanza Addition and Lit. Analysis](#)

 [Rubrics4teachers - Creating rubrics](#)

 [Video Rubric Sample](#)

 [Sample of Parody Rubric](#)

 [Rubric for Parody Writing](#)

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - "Chicago" by Carl Sandburg
 - "O Captain, My Captain" by Walt Whitman
 - Stone Bench in an Empty Park* by Paul Janeczko
 - Nine Stories* by J. D. Salinger
 - The Umbrella Man and Other Stories* by Roald Dahl
 - The Great Fire* by Jim Murphy
 - Travels with Charlie: In Search of America* by John Steinbeck
 - The Adventures of Tom Sawyer* by Mark Twain
 - Roll of Thunder, Hear My Cry* by Mildred D. Taylor
 - "The Railway Train" by Emily Dickinson
 - "Mending Wall" by Robert Frost
 - The Book of Questions* by Pablo Neruda

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

"Macavity" by T. S. Eliot



[Poetry Sites from Web English Teacher](#)



[Presentation of Knowledge and Ideas](#)



[Presenting Ideas](#)



[How to Make a Video](#)



[Jefferson County Schools – Language Arts Presentations](#)

- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Eight
Diocese of Cleveland
2013

Writing: Narrative

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1b. Form and use verbs in the active and passive voice.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How is my style of writing influenced by purpose?
2. How do characters, setting, and plot develop a theme in narrative writing?
3. How can dialogue or incidents move a narrative story forward?
4. How do I evaluate my writing?
5. How can I use evaluation and reflection to improve my writing?
6. In what ways does modern literature draw on works from the past?

Content

The students will know

1. Narrative
2. Elements of a story (plot, setting, characters, point of view, conflict, theme)
3. Literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution)
4. Description
5. Dialogue
6. Writing process (pre-writing, drafting, editing, revising, publishing)
7. Purpose
8. Audience
9. Style (formal/informal)
10. Transition
11. Writing conventions
12. Relevant facts
13. Plot development
14. Conclusion
15. Format
16. Organization

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate writing topics appropriate for the audience and purpose of self-selected or assigned writing topics.
2. Develop graphic or other organizers to clarify ideas of writing.
3. Generate an effective initial draft by grouping related ideas into paragraphs including topic sentences.
4. Create a narrative with appropriately developed plot, characters, setting, conflict, point of view, theme.
5. Develop a plot that incorporates the elements of the literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution).
6. Sequence the action appropriately in order to keep readers/listeners engaged.
7. Incorporate effective dialogue into the narrative.
8. Focus on creating a clear and consistent sense of purpose and audience.
9. Describe effectively the characters, plot, setting, actions, etc.
10. Prepare a legible cursive draft for publication.
11. Interact and collaborate with others to edit and revise writing.
12. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice.

	<ol style="list-style-type: none"> 13. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 15. Use accurately grade-appropriate general academic and domain-specific words and phrases. 16. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 17. Incorporate appropriate and varied transitions in writing, especially those that convey sequence, shifts in time or setting, and relationships among experiences and events. 18. Produce and publish writing using technology, including the Internet. 19. Write fluidly and legibly in cursive handwriting.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Narrative 2. Sequence 3. Dialogue 4. Describe 5. Figurative language 6. Allusion 7. Writing process (pre-writing, drafting, editing, revising, publishing) 8. Purpose 9. Audience 10. Style 11. Transition 12. Writing conventions 13. Relevant facts 14. Development of story 15. Organization 	<ol style="list-style-type: none"> 1. Elements of narrative (plot, characters, conflict, point of view, theme) 2. Elements of plot / Literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution) 3. Simile 4. Metaphor 5. Personification 6. Hyperbole 7. Idiom 8. Cliché 9. Literary, biblical, mythological allusion 10. Explanatory phrases (she said, he whispered, etc.)
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in mini-lessons designed to strengthen their understanding of narrative writing using the Learn Zillion videos for Standards W.8.3a, W.8.3b, W.8.3c, W.8.3d, and W.8.3e. (See Links) 2. Class Activity. Follow-up the introductory lessons with a series of writing activities reflecting the topics addressed in the teaching videos. Have students work with partners to peer edit their writing. 3. Partner Activity. After finishing the reading of a novel, have students work with a partner to create and publish a comic book (see Links) that highlights the plot, characters, and setting of the story with text and pictures. Share with the class. 4. Independent Activity. Have students write an alternate ending to a story read in class. Have them create a rough draft and work with peers to edit and strengthen the ending taking care to edit the story for grammatical conventions. Finally, have the students publish their ending to the story and share with the class. 5. Class Activity. As the class reads a novel or short story have students think about how the setting affects the story and take notes in their journal about the characters, plot, theme, and setting. As they take notes, have them note 	<p>Comic Book Formative: Cooperative Group Work Students will work with a partner to create and publish a comic book that highlights the plot, characters, and setting of a story with text and pictures. Share with the class.</p> <p>Alternate Ending Formative: Writing Assignment Students will write an alternate ending to a story read in class. They will create a rough draft and work with peers to edit and strengthen the ending, taking care to edit the story for grammatical conventions. Finally, students will publish their ending to the story and share with the class.</p> <p>Message of the Story Formative: Class Work As the class reads a novel or short story, students will think about how the setting affects the story and take notes in their journal about the characters, plot, theme, and setting. As they take notes, they will note page numbers with relevant information that they will cite when preparing their reflections on the story. Then, working in a cooperative group, students will create a slideshow or video summarizing the story and reflecting on its message. They will</p>

page numbers with relevant information that they will cite when preparing their reflections on the story. Then, working in a cooperative group, have students create a slideshow or video summarizing the story and reflecting on its message. Have them present their work to the class.

-  [Trading Card Activity!](#)
-  [Create a Comic!](#)
-  [Web 2.0 Tools!](#)
-  [Rubric Maker!](#)
-  [Plagiarism Checker!](#)
-  [Willoughby EastlakeSchool website!](#)
-  [Web 2.0 Tools!](#)
-  [Graphic Organizers!](#)

present their work to the class.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - All of the Above* by Shelley Pearsall
 - The King of Dragons* by Carol Fenner
 - Nine Stories* by J. D. Salinger
 - Travels with Charlie: In Search of America* by John Steinbeck
 - The Adventures of Tom Sawyer* by Mark Twain
 - Roll of Thunder, Hear My Cry* by Mildred D. Taylor
 - King of Shadows* by Susan Cooper
 - Little Women* by Louisa May Alcott

-  [Power Points for Story Elements!](#)
-  [Willoughby Eastlake School Website!](#)
-  [Read Write Think!](#)
-  [Jefferson County Schools – Language Arts Presentations!](#)
-  [Narrative Writing Prompts!](#)
-  [Mrs. Scotten's 8th Grade Language Arts Class - Narrative Essay](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISION founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Eight
Diocese of Cleveland
2013

Writing: Informative/Explanatory

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

- W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1b. Form and use verbs in the active and passive voice.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- Why do I write?
- How is my style of writing influenced by purpose?
- What is the importance of sharing?
- How do I approach writing?
- How does each step in the process impact my writing?
- How do I evaluate my writing?
- How can I use evaluation and reflection to improve my writing?

Content

The students will know

- Information
- Explanation
- Classification
- Complex concepts
- Analysis
- Development

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- Generate writing topics appropriate for the audience and purpose of self-selected or assigned writing topics.
- Develop graphic or other organizers to clarify ideas of writing.
- Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with

<ul style="list-style-type: none"> 7. Organization 8. Classification 9. Cause/Effect 10. Details 11. Transition 12. Formal/informal style 13. Writing process: pre-writing, drafting, revising, editing 14. Sentence patterns 15. Writing conventions 16. Collaboration 17. Graphic organizer 18. Connotation 19. Denotation 20. Support 	<p>topic sentences.</p> <ul style="list-style-type: none"> 4. Produce informational and/or explanatory writing that supports a main idea with facts, details, examples, and explanations. 5. Formulate a concluding statement or section. 6. Prepare a legible cursive draft for publication. 7. Interact and collaborate with others to edit and revise writing. 8. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice. 9. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 10. Use appropriate organizational structure (i.e. cause-effect, comparison-contrast, chronological, spatial, etc.) for informational/explanatory pieces. 11. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 12. Use accurately grade-appropriate general academic and domain-specific words and phrases. 13. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 14. Incorporate appropriate and varied transitions in writing. 15. Produce and publish writing using technology including the Internet. 16. Write fluidly and legibly in cursive handwriting.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<ul style="list-style-type: none"> 1. Informative 2. Explanatory 3. Audience 4. Purpose 5. Analyze 6. Develop 7. Organize 8. Classify 9. Compare/contrast 10. Cause/effect 11. Introduction 12. Conclusion 13. Details 14. Transition 15. Formal/informal style 16. Writing process: pre-writing, drafting, revising, editing 17. Sentence patterns 18. Writing conventions 19. Generate 20. Interact 21. Collaborate 22. Graphic organizer 23. Organization 24. Connotation 25. Denotation 26. Support 	
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<ul style="list-style-type: none"> 1. Class Activity. Have students write a "This I Believe" 	<p>"This I Believe" Essay Formative: Writing Assignment</p>

essay based on the NPR series. First, have students pre-write in their journal about people, places, traits, etc. that are important to them. Then have them read and/or listen to sample essays from NPR's "This I Believe" segments on the NPR website link. Then have students select a topic from their pre-writing for their own personal essays. (see Links)

2. **Class Work.** Using the Student Interactive Essay Map (see Links), have students create a draft of an informative essay about a favorite family holiday, a person they admire, a sport they enjoy playing, or a topic of their choice. Have them use the completed graphic to write a final draft of their essay. When completed, have students work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions.
3. **Independent Activity.** Have students write an informative/explanatory essay on a topic studied in science. To build knowledge for writing the essay, have students read and take notes from at least three texts in preparation for drafting their essay. In drafting the essay, remind students that a well-written informative essay includes:
 - a. Includes a clear introduction
 - b. States a focus/topic clearly, precisely, and thoughtfully
 - c. Uses specific evidence from the text(s) to support and develop the topic and explains that evidence
 - d. Concludes effectively
 - e. Uses precise language
 - f. Shows control over conventions
 When completed, have students work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, have students prepare and digitally publish their essay.
4. **Writing Activity.** Have students reflect on and research the connections among individuals, ideas, and events from an event in America's history. In conducting the research, students should consult several sources, including a variety of literary, informational, primary, and secondary texts. After completing their research, have students draft their essay and work with a partner to edit their work. Particular attention should be given to correctly citing sources used to write the essay. Have students do a final editing of the essay for form and correct use of the conventions of grammar and publish their essay using a digital tool.



[Description of "This I Believe" Assignment](#)



[NPR: "This I Believe" Recorded Essays](#)



[Student Interactive Essay Map](#)

Students will write a "This I Believe" essay based on the NPR series. First, they will pre-write in their journal about people, places, traits, etc that are important to them. Then they will read and/or listen to sample essays from NPR's "This I Believe" segments on the NPR website link. Finally, the students will select a topic from their pre-writing for their own personal essays.

Using a Graphic to Aid Writing Process

Formative: Homework

Using the Student Interactive Essay Map (see Links), students will create a draft of an informative essay about a favorite family holiday, a person they admire, a sport they enjoy playing, or a topic of their choice. They will use the completed graphic to write a final draft of their essay. When completed, students will work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions.

Science Essay

Formative: Writing Assignment

Students will write an informative/explanatory essay on a topic studied in science. To build knowledge for writing the essay, students will read and take notes from at least three texts in preparation for drafting their essays. When completed, students will work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, students will prepare and digitally publish their essay.

Historical Essay

Formative: Writing Assignment

Students will reflect on and research the connections among individuals, ideas, and events from an event in America's history. In conducting the research, students should consult several sources, including a variety of literary, informational, primary, and secondary texts. After completing their research, students will draft their essay and work with a partner to edit their work giving particular attention to correctly citing sources used to write the essay. Students will do a final editing of the essay for form and correct use of the conventions of grammar and publish their essay using a digital tool.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - The Building of Manhattan* by Donald Mackay
 - Skyscraper* by Lynn Curlee
 - Let's Roll! Ordinary People, Extraordinary Courage* by

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity

Lisa Beamer

Geeks: How Two Lost Boys Rode the Internet Out of Idaho by Jon Katz

Freedom Walkers: The Story of the Montgomery Bus Boycott by Russell Freedman

Franklin Delano Roosevelt by Russell Freedman

Who Was Ronald Reagan? by Joyce Milton

Barbara Jordan: Voice of Democracy by Lisa Renee Rhodes

3. Internet Resources



[Jefferson County Schools – Language Arts Presentations](#)



[Student Interactive Essay Map](#)



[Free Graphic Organizers for Writing](#)



[Writing Lessons](#)



[Graphic Organizers](#)



[Writing Prompts](#)

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Eight
Diocese of Cleveland
2013

Writing: Opinion/Persuasive

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d. Establish and maintain a formal style.
- W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when

irrelevant evidence is introduced”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing my writing?
4. How do I approach writing?
5. How does each step in the process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?

Content

The students will know

1. Arguments
2. Claims
3. Opposing claims
4. Reasons
5. Relevant evidence
6. Fact vs. opinion
7. Writing process (pre-writing, drafting, editing, revising, publishing)

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate writing topics appropriate for the audience and purpose of self-selected or assigned writing topics.
2. Formulate an opinion on the topic.
3. Develop graphic or other organizers to clarify ideas of writing.
4. Weigh alternate or opposing claims or arguments.
5. Analyze the relationship between claims, reasons, and evidence.

<ol style="list-style-type: none"> 8. Purpose 9. Audience 10. Style (formal and informal) 11. Transition 12. Writing conventions 13. Introduction 14. Topic sentence 15. Thesis statement 16. Development of topic 17. Citation 18. Conclusion 19. Relationship among ideas and concepts 20. Format 21. Organization 	<ol style="list-style-type: none"> 6. Draw evidence from sources to support opinion. 7. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences. 8. Compose persuasive writing that establishes a clear position supported by organized and relevant evidence. 9. Construct sentences with phrases and clauses that create cohesion and clarity. 10. Prepare a legible cursive draft for publication. 11. Interact and collaborate with others to edit and revise writing. 12. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice through revision. 13. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 14. Describe and illustrate bias. 15. Distinguish between fact and opinion. 16. Exhibit command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 17. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 18. Use accurately grade-appropriate general academic and domain-specific words and phrases. 19. Establish and maintain a formal style. 20. Incorporate appropriate and varied transitions in writing. 21. Produce and publish writing using technology including the Internet. 22. Write fluidly and legibly in cursive handwriting.
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Common Core Vocabulary	Additional Vocabulary
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<ol style="list-style-type: none"> 1. Weigh 2. Argument 3. Claims 4. Evidence 5. Reasons 6. Audience 7. Purpose 8. Analyze 9. Develop 10. Organize 11. Cohesion 12. Classify 13. Compare/Contrast 14. Cause/Effect 15. Introduction 16. Conclusion 17. Details 18. Transition 19. Formal/Informal Style 20. Writing process: pre-writing, drafting, revising, editing 21. Sentence patterns 22. Writing conventions 23. Generate 24. Interact 25. Collaborate 26. Graphic organizer 	<ol style="list-style-type: none"> 1. Fact 2. Opinion 3. Bias 4. Persuasion techniques 5. Logical fallacies 6. Tone
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<p>27. Connotation 28. Denotation 29. Support</p>	
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<p>1. Introductory Activity. Using the Learn Zillion videos for Standards W8.1, W8.1a, W8.1b, W8.1c, and W8.1e, engage students in a series of mini-lessons designed to strengthen and expand their ability to produce opinion and persuasive writing.</p> <p>2. Class Activity. Using one of the writing prompts listed, have students write an opinion piece on the topic. In writing the piece, have students state their position and give at least three reasons they are for or against the topic. Possible Topics: a. Should there be a salary cap in professional sports? b. Should the voting age be changed to 16? c. Is America ready for a female president? d. Or another to be determined. When completed, have students share their pieces in a cooperative group.</p> <p>3. Partner Activity. Working with a partner, have students take a position on a current environmental issue. Have them use a graphic organizer to list and prioritize their thoughts, ideas, and resource material. (See link for possible graphic organizers.) Then have them write a draft of a persuasive writing piece in which they state their position and cite references to support their arguments for or against the issue. When the draft document is finished, have the students work in small writing groups to read and edit each other's papers. Finally, have the partners revise their piece and prepare it for publication.</p> <p>4. Cooperative Group Work. Working in groups of 4-5, have students create a commercial or public service announcement to persuade an audience to do or buy something. When completed, have students peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, have students prepare and digitally publish their final piece.</p> <p>5. Independent Work. Present the following situation to the students. A wealthy donor plans to build a new facility that will benefit young people in your area. It could be a swimming pool, a theater, a skateboard park, an art school, or any other facility that would provide young people with constructive ways to spend their time. The donor is not sure what kind of facility would be most useful. Have students write a letter to the donor identifying the type of facility they would like to have built, and persuade him/her that their building is the best choice. Be sure to support your opinion with convincing reasons and evidence. When completed, have students work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, have students prepare</p>	<p>Where Do I Stand? Formative: Writing Assignment Using a writing prompts, students will write an opinion piece on the topic. In writing the piece, they will state their position and give at least three reasons they are for or against the topic. When completed, students will share their pieces in a cooperative group.</p> <p>This is My opinion Formative: Writing Assignment Working with a partner, students take a position on a current environmental issue. They will use a graphic organizer to list and prioritize their thoughts, ideas, and resource material and then write a draft of a persuasive writing piece in which they state their position and cite references to support their arguments for or against the issue. When the draft document is finished, students will work in small writing groups to read and edit each other's papers. Finally, they will revise their piece and prepare it for publication.</p> <p>Persuasion Piece Formative: Cooperative Group Work Working in groups of 4-5, students will create a commercial or public service announcement to persuade an audience to do or buy something. When completed, students will peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, they will prepare and digitally publish their final piece.</p> <p>Letter of Persuasion Formative: Writing Assignment Using a given situation, students will write a persuasive letter in response to the situation including statements to support their opinion with convincing reasons and evidence. When the letter is completed, students will work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, students will prepare and digitally publish their piece in correct letter format.</p> <p>Debating the Issue Formative: Class Discussion Students will engage in a debate in which they discuss a short article on a current environmental, scientific, political, or religious topic. Students will prepare for the debate by reading and taking notes on the article. Using questions prepared by the teacher, students will interact with one another following the rules for a debate. Following the debate, they will write a summary statement on their understanding of the material presented in the article and their position.</p> <p> Checklist for Peer Editing</p> <p> Rubric for Persuasive Essay</p> <p> Creating Rubrics for Teachers</p>

<p>and digitally publish their piece in correct letter format.</p> <p>6. Class Discussion. Have students engage in a debate in which they discuss a short article on a current environmental, scientific, political, or religious topic. Have students prepare for the debate by reading and taking notes on the article. Using questions prepared by the teacher, students interact with one another following the rules for a debate. Following the debate, have students write a summary statement on their understanding of the material presented in the article and their position on it.</p> <p> Learn Zillion!</p> <p> Graphic Organizers!</p> <p> More Graphic Organizers!</p> <p> Writing Prompts!</p>	
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <ul style="list-style-type: none"> <i>All Creatures Great and Small</i> by James Herriot <i>Among the Hidden</i> by Margaret Haddix <i>Brian's Winter</i> by Gary Paulsen <i>The Cay</i> by Theodore Taylor <i>Children of the River</i> by Linda Crew <i>The Christmas Box</i> by Richard Paul Evans <i>The Endless Steppe</i> by Esther Hautzig <i>The Golden Compass</i> by Philip Pullman <i>Hatchet</i> by Gary Paulsen <i>Let the Circle Be Unbroken</i> by Mildred Taylor <i>Night</i> by Elie Weisel <i>A Separate Peace</i> by John Knowles Internet Resources <ul style="list-style-type: none">  Student Writing Samples from Common Core!  Jefferson County Schools – Language Arts Presentations  How to Stage Socratic Seminars in Middle School!  Strategy Guide Socratic Seminars!  The Socratic Seminar!  Persuasive Writing! 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Solidarity ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Eight
Diocese of Cleveland
2013

Writing: Research

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Speaking & Listening

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1b. Form and use verbs in the active and passive voice.
- L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.
- L.8.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How can I find out information I want to know?
2. How do I evaluate a source's reliability?
3. How can technology enhance understanding?
4. How is my style of writing influenced by purpose?
5. How does each step in the writing process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?
8. To what extent does my research include respect for cultural differences?

Content

The students will know

1. Topic sentence
2. Thesis statement
3. Sources
4. Citation
5. Plagiarism
6. Works cited/bibliography
7. Analysis
8. Research
9. Fact vs. opinion

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate a research question appropriate for the audience and purpose of self-selected or assigned writing topics from fiction and nonfiction.
2. Research the topic through various sources (print, electronic, visual media, etc.).
3. Use search terms effectively when using search engines.
4. Generate additional related, focused questions for further research and investigation.
5. Distinguish between fact and opinion.
6. Evaluate the validity and usefulness of sources.

<ol style="list-style-type: none"> 10. Note-taking skills 11. Outlines 12. Writing process (pre-writing, drafting, editing, revising, publishing) 13. Purpose 14. Audience 15. Style (formal/informal) 16. Transition 17. Writing conventions 18. Relevant facts 19. Introduction 20. Development of topic 21. Conclusion 22. Relationship among ideas and concepts 23. Format 24. Organization 	<ol style="list-style-type: none"> 7. Delineate and evaluate the argument and specific claims in a text. 8. Assess whether the reasoning is sound and the evidence is relevant and sufficient. 9. Find and write notes from sources. 10. Organize and outline information from notes. 11. Compare and contrast a fictional portrayal of a time, place, or character to a historical account of the same period. 12. Draw conclusions about how authors use or alter history. 13. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences. 14. Compose writing that establishes a clear thesis supported by organized and relevant evidence. 15. Devise writing that includes a clear, defining introduction, supporting information, and effective conclusion. 16. Refine writing to eliminate wordiness and redundancy. 17. Prepare a legible cursive draft for publication. 18. Interact and collaborate with others to edit and revise writing. 19. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice through revision. 20. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 21. Exhibit command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 22. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 23. Use accurately grade-appropriate general academic and domain-specific words and phrases. 24. Create a works cited list/bibliography for all sources that adheres to MLA format. 25. Incorporate appropriate and varied transitions in writing to show relationship of ideas. 26. Produce and publish writing using technology, including the Internet. 27. Write fluidly and legibly in cursive handwriting.
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Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Digital sources 2. Plagiarism 3. Credibility 4. Evaluate 5. Relevant information 6. Outline 7. Paraphrase 8. Quote/quotation 9. Cite/citation 10. Argument 11. Claims 12. Evidence 13. Reasons 14. Support 15. Audience 16. Purpose 	<ol style="list-style-type: none"> 1. Research question 2. Thesis statement 3. Note taking 4. Word count

<ul style="list-style-type: none"> 17. Analyze 18. Develop 19. Devise 20. Construct 21. Organize 22. Classify 23. Compare/contrast 24. Cause/effect 25. Introduction 26. Conclusion 27. Details 28. Transition 29. Formal/informal style 30. Writing process: pre-writing, drafting, revising, editing 31. Sentence patterns 32. Writing conventions 33. Generate 34. Interact 35. Collaborate 36. Connotation 37. Denotation 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a mini-lesson designed to review the correct way to cite references in a research paper using the Learn Zillion videos for Standards W.8.8. 2. Class Activity. As a follow-up to the introductory activity, have students identify several resources they would cite in a research paper. Using these resources, have them prepare the correct citation they would use. Have them peer edit their work and make any necessary corrections. 3. Cooperative Group Work. Working in cooperative groups, have students research one of the following topics: <ul style="list-style-type: none"> a. Erie Canal b. Gold rush in Alaska c. Great Chicago Fire of 1871 d. Route 66 e. Statue of Liberty As groups do their research, they should take notes, identify their sources, and clearly mark any direct quotations used to support their research. When their research is complete, have students prepare a PowerPoint to present the information to the class. At least one of the slides should contain a list of references used in doing the research. 4. Independent Activity. After reading a historical novel, such as <i>The River Between Us</i> by Richard Peck or <i>Dairy of a Young Girl</i> by Anne Frank, have the students research the time period, events and public people mentioned in the story and create a graphic comparing and contrasting the researched information with the information presented in the book. 5. Partner Activity. Working with a partner, have students research an American writer and the era in which he/she lived. Have them prepare an oral presentation in the first person of the person researched and make a visual 	<p>Citations Formative: Writing Assignment Students will identify several resources they would cite in a research paper. Using these resources, they will prepare the correct citation they would use and have peers edit their work and make any necessary corrections.</p> <p>Conducting Research Formative: Cooperative Group Work Working in cooperative groups, students will research one of the following topics: a. Erie Canal b. Gold rush in Alaska c. Great Chicago Fire of 1871 d. Route 66 e. Statue of Liberty As groups do their research, they should take notes, identify their sources, and clearly mark any direct quotations used to support their research. When their research is complete, groups will prepare a PowerPoint to present the information to the class. At least one of the slides should contain a list of references used in doing the research.</p> <p>Analysis of Historical Novel Formative: Writing Assignment After reading a historical novel, such as <i>The River Between Us</i> by Richard Peck or <i>Dairy of a Young Girl</i> by Anne Frank, students will research the time period, events and public people mentioned in the story and create a graphic comparing and contrasting the researched information with the information presented in the book.</p> <p>American Writer Interview Formative: Cooperative Group Work Working with a partner, students will research an American writer</p>

<p>recording of an interview with this person on a modern-day talk show. Share the video interview with the class.</p> <p>6. Socratic Seminar. Have students engage in a Socratic Seminar in which they discuss a short article on a current environmental, scientific, political, or religious topic. Have students prepare for the seminar by reading and taking notes on the article and doing additional research. Using questions prepared by the teacher, students interact with one another following the rules for a Socratic seminar. Following the seminar, have students write a summary statement on their understanding of the material presented in the article.</p> <p>7. Independent Activity. Have students select a topic in religion, science, social studies, the arts, or literature for a research project. Outline the expectations for their research work and the preparation of the research paper. These expectations should include: note cards, outline, rough draft, editing, works cited page, and final research paper. (See links for an information source, how to write a research paper, and plagiarism).</p> <p> Information Source</p> <p> Plagiarism</p> <p> How to Write a Research Paper</p> <p> Socratic Seminar</p> <p> How to Stage Socratic Seminars in Middle School</p>	<p>and the era in which he/she lived. They will prepare an oral presentation in the first person of the person researched and make a visual recording of an interview with this person on a modern-day talk show. Share the video interview with the class.</p> <p>Doing a Socratic Seminar Formative: Class Discussion Students will engage in a Socratic Seminar in which they discuss a short article on a current environmental, scientific, political, or religious topic. They will prepare for the seminar by reading and taking notes on the article and doing additional research. Using questions prepared by the teacher, students will interact with one another following the rules for a Socratic seminar. Following the seminar, students will write a summary statement on their understanding of the material presented in the article.</p> <p>Research Paper Writing Assignment Students will select a topic in religion, science, social studies, the arts, or literature for a research project. They will prepare their research work by using note cards, preparing an outline, writing a rough draft, editing their work, including a works cited page, and preparing the final paper.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <i>The River Between Us</i> by Richard Peck <i>Dairy of a Young Girl</i> by Anne Frank <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> by E. L. Konigsburg <i>Leaving Eldorado</i> by Jann Mazzio <i>A Portrait of the Artist as a Young Man</i> by James Joyce <i>Norman Rockwell: Storyteller with a Brush</i> by Beverly Gherman <i>Sparky: The Life and Art of Charles Schulz</i> by Beverly Gherman <i>A Caldecott Celebration: Seven Artists and Their Paths to the Caldecott Medal</i> by Leonard Marcus <i>Maya Angelou</i> by L. Patricia Kite Internet Resources  OWL: Purdue Online Writing Lab  Jefferson County Schools – Language Arts Presentations  Socratic Seminars  How to Stage Socratic Seminars in Middle School  Graphic Organizers  Scaffolding Methods for Research Paper Writing 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for

themselves and their actions.

- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

ENGLISH LANGUAGE ARTS CURRICULUM

GRADE EIGHT

CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

DATE TAUGHT	
CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	Form and use verbs in the active and passive voice.
	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	Recognize and correct inappropriate shifts in verb voice and mood.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	Use an ellipsis to indicate an omission.
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DATE TAUGHT	
VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g. verbal irony, puns) in context.
	Use the relationship between particular words to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WRITING	
TEXT TYPES AND PURPOSES	
	Write arguments to support claims with clear reasons and relevant evidence.
	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

DATE TAUGHT	
PRODUCTION AND DISTRIBUTION OF WRITING CONTINUED	
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
RANGE OF WRITING	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
PRESENTATION OF KNOWLEDGE AND IDEAS	
	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

PARENT GUIDE

GRADE EIGHT ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Eight.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	Form and use verbs in the active and passive voice.
	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	Recognize and correct inappropriate shifts in verb voice and mood.*
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	Use an ellipsis to indicate an omission.
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g. verbal irony, puns) in context.
	Use the relationship between particular words to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WRITING	
TEXT TYPES AND PURPOSES	
	Write arguments to support claims with clear reasons and relevant evidence.
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	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

PRODUCTION AND DISTRIBUTION OF WRITING CONTINUED	
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”)
RANGE OF WRITING	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
PRESENTATION OF KNOWLEDGE AND IDEAS	
	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)