

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.				
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Analyze organizational structure to help understand information in expository and narrative text.	• Define the terms narrative and expository • Identify narrative and expository text • Identify main ideas using headings, captions, subtitles • Classify text as narrative or expository	narrative • expository • captions • subtitles	• In-class oral and/or written questioning using a variety of content area texts, newspapers, magazines, etc.	Holt Elements of Lit. Pg. 876-890 Magazines, newspapers, etc.
	8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Analyze text features to understand a selection.	• Identify and locate: preface index appendix glossary • Examine how each feature helps to understand the selection	preface • index • appendix • glossary	• How does the preface help you know what is in the selection? • Using the index, locate which pages discuss a particular subject. • Create a textbook search, survey, or scavenger hunt.	Prentice Hall Ch. 1-3
	8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. CL: D Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, illustrations, diagrams, timelines, or tables. Only one concept may be addressed in an item.	• Interpret graphic features of text to clarify and extend meaning.	• Analyze information as it relates to the text from: maps illustrations timelines tables diagrams	graphic features	• What information is contained in the graphic features that relate to the text? • How do the graphics help you understand the text? • Use information in text to create a graph or chart.	Prentice Hall Ch. 1-3 Dist. 25 Student Handbook Pg. III.1 Example article with statistics: http://www.ipodpalace.com/view.php?ID=113
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. CL: D Content Limit: Item will address word structure using words containing a base word, a root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.	• Decode words containing a base word, a root word, prefix, or suffix, including Greek and Latin derivatives.	• Distinguish base word, root word, prefix, or suffix. • Distinguish base word, root word, prefix, or suffix using Greek and Latin derivatives, i.e., cap dic nym mis mono cy ly ity	derivatives • base word • root word • prefix • suffix • affix	• Create new words by adding a suffix or prefix to the root word to change meaning. • Write the root word for each word in the list.	Write Source 2000 Pg. 329-339 Holt Spelling Pg. 65-66 Facts, practice, and create new words: http://www.bbc.co.uk/skills/words/spelling/wordbuilding/rootwords/index.shtml
	8.LA.1.4.2 Read abbreviations appropriate to grade level. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read abbreviations appropriate to grade level. • Mastery of adj., adv., conj., n., pn., prep., v., intj., (art.), e.g., et al., etc., ibid., i.e., intro., pl., sing., subj., vs.	• Recognize and pronounce grade level abbreviations.		• Match the abbreviations with their meaning and word they represent. • Read a passage containing abbreviations and pronounce them with the correct word they represent.	"The Reading Teacher's Book of Lists," 4th ed. p422 Enrichment: http://www.usenglish.com/handouts/414.html

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
Goal 1.5: Acquire Decoding Skills Using Syllabication	8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Decode unknown words using spelling and syllabication rules 	<ul style="list-style-type: none"> Review syllabication rules Use spelling and syllabication rules Recognize spelling patterns 	decode • syllabication	<ul style="list-style-type: none"> Divide the following essential words into syllables: connotation denotation etymology prosody 	<p>Holt Elements of Lit. Pg. 876-890</p> <p>For review: http://jc-schools.net/langarts/syllablesrules_files/v3_document.htm</p> <p>http://avko.org/free/instructional/syllabication_rules.htm</p>
Goal 1.6: Acquire Decoding Skills Using Context	8.LA.1.6.1 Use context clues to aid in decoding new words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Use context clues to aid in decoding new words. 	<ul style="list-style-type: none"> Read the sentence or paragraph Interpret the information to understand meaning Decode new words based on the context 	context clues	<ul style="list-style-type: none"> Use context clues to determine the meaning of "thatch" in the following sentence: The thatch in the roof was as likely to burn as any other straw. 	<p>Recognizing types of context clues: http://www.dowlingcentral.com/MrsD/area/vocab/Skills/contextclues.html</p>
Goal 1.7: Acquire Fluency	8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). 	<ul style="list-style-type: none"> Read grade level text with appropriate rate, accuracy, and prosody (voice and inflection) Read daily 	fluency • rate • accuracy • prosody (accuracy, rate, phrasing, expression)	<ul style="list-style-type: none"> Teacher observation and timed testing. Student pairs--self-monitoring. 	<p>Holt Elements of Lit. Pg. 876-890</p> <p>For timed passages: http://www.readinga-z.com/fluency/index.html</p> <p>"Six-Minute Solutions, A Reading Fluency Program," Adams, Brown. Sopris West.</p> <p>Literature Textbook Resource Package CD (fluency modeling)</p>
Goal 1.8: Vocabulary and Concept Development	8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words. CL: D Content Limit: Item requires word structure to assist in determining meaning and may include prefixes, suffixes, syllabication, or root words.	<ul style="list-style-type: none"> Determine the meaning of unknown words by using root words, prefixes, and suffixes. 	<ul style="list-style-type: none"> Identify and define the prefix and/or suffix in a word Determine how the prefix/suffix changes the meaning of the root word Determine the meaning of the new word Review for mastery root words, prefixes, and suffixes listed in Boise School District document "Prefix, Suffix, and Root Word Master List" (2003), grades 1-6. 	root word • prefix • suffix • affix	<ul style="list-style-type: none"> Circle the prefixes in each of the listed words. How does the prefix change the meaning of a root word? (e.g., frost and defrost) Identify the part of speech indicated by a suffix (e.g., adventurous, quickly, etc.) With a partner, create a list of words; exchange papers and add prefixes or suffixes to create new words. 	<p>Write Source 2000 Pg. 329-339</p> <p>Holt Spelling Pg. 65-66</p> <p>For lists: http://www.michigan-proficiency-exams.com/index.html</p>
	8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. CL: D Content Limit: Vocabulary items require context clues, words with multiple meanings, antonyms, synonyms, analogies, and connotation/denotation within a grade-level passage (based on 2 readability formulas). Item will not require definition of specific terms.	<ul style="list-style-type: none"> Explain relationships among words. 	<ul style="list-style-type: none"> Define the terms connotation/ denotation, antonym, synonym, analogy, homonym, and homograph Recognize relationships among words Describe the relationships between words 	connotation • denotation • antonym • synonym • analogy (word & extended) • homonym • homograph	<ul style="list-style-type: none"> Choose the word or phrase that has the best synonym for each underlined word. <p>Something that is <u>incomprehensible</u> is</p> <ol style="list-style-type: none"> not understandable unconvincing invented misspelled <ul style="list-style-type: none"> Use analogies to assess synonyms and antonyms. Choose the word with negative (or positive) connotation: slender willowy skinny 	<p>Holt Elements of Lit. (Collection 6)</p> <p>For analogies: Language Network (McDougal-Littel) p 533 Computer Activity: http://www.quia.com/cb/148767.html</p> <p>For connotation/ denotation: Language Network (McDougal-Littel) pg 415 Lesson plan: http://www.nps.gov/archive/manz/ed_loaded_words_den_o_cono.htm</p>
	8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Define words and concepts necessary for comprehending Grade 8 content area text. 	<ul style="list-style-type: none"> Define grade-level vocabulary. Paraphrase concepts and vocabulary 	paraphrase	<ul style="list-style-type: none"> Students create compound or complex sentences using vocabulary terms. Students compose a short story using vocabulary words. Students locate vocabulary words in the text and create a definition for the words. 	<p>District textbooks.</p>

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Use the dictionary, thesaurus, glossary, and technology resources to clarify pronunciations, meaning, alternate word choices, parts of speech, and etymology of words. 	<ul style="list-style-type: none"> Interpret dictionary entries i.e.: abbreviations, pronunciations, meaning, alternate word choices, parts of speech, etymology of words, guide words Demonstrate use of dictionary, thesaurus, glossary, and technology 	etymology • thesaurus • glossary • guide words • pronunciation guide	<ul style="list-style-type: none"> Students create dictionary search activity and exchange w/partner to complete. Students compose lists of alternate word choices for given words using various reference sources (i.e. dictionary, thesaurus, glossary, technology) 	Dictionary/Thesaurus activity: http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=72 Guide Word Activity: http://www.learnnc.org/lp/pages/2850 Vocabulary Reference Instruction: Language Network (McDougal Littell) pg 594
Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. CL: E Content Limit: Item may require identification and relationship of facts and main ideas within two kinds of text. If two selections are presented, the two must be on the same theme or topic. Comparison items may also be assessed under this goal. Item requires comparison from no more than two sources on the same theme or topic.	<ul style="list-style-type: none"> Identify facts and main ideas using different kinds of text. Compare and contrast authors' use of facts, ideas, and events in various texts to support a central purpose. 	<ul style="list-style-type: none"> Identify main ideas and supporting details Identify the sequence of events Utilize tools (graphic organizers, charts, etc.) to effectively compare/contrast 	expository text • narrative text • main idea • supporting detail • fact • opinion • compare contrast • relevant organizing terms i.e., graphic organizer, Venn diagram, spider web, etc.	<ul style="list-style-type: none"> Use a chart to list the facts, main idea, and events for the two articles and write how they support the central purpose. Create a Venn Diagram to compare/contrast ideas and details used in different texts. 	Holt Elements of Lit. (Collection 4 & 8)
	8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning. CL: D Content Limit: Item requires a conclusion based on determining cause and effect.	<ul style="list-style-type: none"> Analyze cause and effect relationships in text to gain meaning. 	<ul style="list-style-type: none"> Recognize cause/effect relationship Explain cause/effect relationship Draw conclusions based on the relationship 	cause and effect • conclusion	<ul style="list-style-type: none"> As you read If You Give a Mouse a Cookie, create a flow chart of the causes and effects. Create an illustrated story of causes and effects. 	Holt Elements of Lit. (Collection 8) If You Give a Mouse a Cookie (Laura Joffe Numeroff) Mini-lesson and activity links: http://mrsdell.org/causeandeffect/
	8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support. CL: E Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means item may require an explanation of why something has happened. Item requires information based solely from the text given.	<ul style="list-style-type: none"> Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support. 	<ul style="list-style-type: none"> Define the terms inference, conclusion, opinion, and justify Form an opinion based on information gathered from text Justify the opinion based on the evidence from the text 	inference • justify	<ul style="list-style-type: none"> Based on the information from the text make an inference and support your opinion about ... Read a newspaper article and identify the author's opinion and evidence used to justify that opinion. Read "The Lady or the Tiger" (Frank Stockton) and determine whether the system of justice is fair or not. Justify your opinion. 	Holt Elements of Lit. (Collection4 & 6) "The Lady or the Tiger" The Language of Literature (McDougal Littell) p 592 Lesson plans, practices, and assessments: http://www.shsu.edu/~txcae/readingless.html
Goal 2.2: Acquire Skills to Comprehend Expository Text	8.LA.2.2.1 Evaluate expository text structure to extend comprehension. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Evaluate expository text structure to extend comprehension. 	<ul style="list-style-type: none"> Identify structure of expository text: main idea/thesis, supportive details, examples/evidence, graphic features Assess how the text structure helps in comprehension of text 	expository text	<ul style="list-style-type: none"> Students read "I've Been Rooked" and identify headings, subheadings, details, examples and graphics that increase understanding of chess. Is this a good article for understanding? Why or Why not? Students find a "How to" article on the internet and assess the article's structure, evaluating the article's effectiveness in teaching the concept. 	"I've Been Rooked" The Language of Literature (McDougal Littell) p 363

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	<p>8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Generate how, why, and what-if questions for interpreting expository texts. 	<ul style="list-style-type: none"> Read grade level text Generate questions based on text 		<ul style="list-style-type: none"> After reading the text come up with five questions 	<p>Holt Elements of Lit. (Collection 4)</p>
	<p>8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.</p> <p>CL: C Content Limit: Item may require identification of main idea and/or details. Item may require identification of the explicit or inferred main idea and/or its relevant details. Item may require a summary or paraphrase solely from the text given.</p>	<ul style="list-style-type: none"> Use central ideas (literal and inferential) and critical details to summarize information from expository text. 	<ul style="list-style-type: none"> Identify main idea and critical details Differentiate between literal and inferential ideas Summarize information from text 	<p>critical details • literal/explicit ideas • inferential ideas • relevant details</p>	<ul style="list-style-type: none"> Which critical details from the biography does the summary omit? Read the sample essay (Purdue Owl Website), list the list the literal and inferred ideas, write a summary of the essay. 	<p>Holt Elements of Lit. (Collection 8 and throughout book)</p> <p>Sample essay and summary: http://owl.english.purdue.edu/owl/resource/563/03/</p>
	<p>8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.</p> <p>CL: D Content Limit: Item may require identification of the author's purpose and/or support for that purpose.</p>	<ul style="list-style-type: none"> Identify the author's purpose, state the outcome expected and justify answer. 	<ul style="list-style-type: none"> Identify the author's purpose: i.e. inform, persuade, entertain, describe, and question Justify response using specific information from the text State and defend the expected outcome 		<ul style="list-style-type: none"> What was the author's purpose in this selection? A. Describe B. Persuade C. Entertain D. Question What is the expected outcome of the selection? Justify your answer. 	<p>Holt Elements of Lit. (Collection 8 and throughout book)</p> <p>Lesson plans and activities related to reading expository text: http://www.literacymatters.org/content/readandwrite/expos.htm#general</p>
<p>Goal 2.3: Acquire Skills for Comprehending Literary Text</p>	<p>8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Read a variety of genres, including poetry, and respond to comprehension questions about the text. 	<ul style="list-style-type: none"> Read and respond to genres: i.e. fiction, non-fiction, historical fiction, mystery, essay, short stories, plays, poetry, biography, fantasy, science fiction 	<p>genre</p>	<ul style="list-style-type: none"> How do you know the Mudville Nine are losing in "Casey at the Bat"? 	<p>Holt Elements of Lit. (Collection 1 and throughout book)</p>
	<p>8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development.</p> <p>CL: D Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) characters and their actions.</p>	<ul style="list-style-type: none"> Analyze a character's personality, development and how other characters, situations and actions influence the character. 	<ul style="list-style-type: none"> Identify main character and supporting characters Discuss the relationship between those characters Examine and discuss situations and how they influence the character 	<p>protagonist • antagonist • dynamic characters • static characters</p>	<ul style="list-style-type: none"> How did the burning incident in <i>Roll of Thunder, Hear my Cry</i>, influence the main characters' personality and development? Read "The Ransom of Red Chief." Using small groups, students identify main and supporting characters, and how the relationships evolve based on the events of the story. 	<p>Holt Elements of Lit. (Collection 2 & 3)</p> <p>"Ransom of Red Chief" (McDougal Littel) p 70</p>
	<p>8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story.</p> <p>CL: D Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) literary elements. Relationships among compares literary elements (e.g., how the setting affects a conflict or mood). The terms setting, characterization, plot, mood, or theme may be used in items.</p>	<ul style="list-style-type: none"> Identify and show relationships between the setting, the mood and the meaning of the story. 	<ul style="list-style-type: none"> Identify the following: setting characterization plot mood theme Examine their relationship to the meaning of the story 	<p>setting • characterization • plot • mood • theme</p>	<ul style="list-style-type: none"> Fill in a story map for this selection: Setting Characters Plot Mood Theme Use the story map to examine the relationship between the setting, mood and meaning of the story. 	<p>Holt Elements of Lit. (Collection 2 & 3)</p> <p>"Tell-Tale Heart" (McDougal-Littel) pg 624</p>

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved. (743.01.b; 743.03.b) CL: D Content Limit: Item may require the identification and/or analysis of various kinds of conflict. Only literary elements of plot, conflict, and resolution may be addressed.	• Compare the structural elements of the plot and how conflicts are addressed and resolved.	• Identify the type of conflict (external or internal) • Identify the plot structure (i.e. exposition, rising action, climax, falling action, resolution) • Relate the conflict to the plot and resolution • Justify the resolution	external conflict • internal conflict • exposition • rising action • climax • falling action • resolution	• Read "Treasure of Lemon Brown" and diagram the plot structure. Identify the type of conflict and how it is resolved.	Teaching plot structure through short stories: http://www.readwritethink.org/lessons/lesson_view.asp?id=401 "Treasure of Lemon Brown" (McDougal-Littel) p 334
	8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story. CL: C Content Limit: Item may require the identification of the author's purpose. Identification is limited to third-person (limited and omniscient) and first-person. Item will not require knowledge or definition of the terms limited and omniscient.	• Explain the author's point of view and interpret how it influences the story.	• Identify the author's purpose. • Identify third-person (limited and omniscient) and/or first-person. • Relate how the author's purpose influences the story	limited • omniscient	• What was the author's purpose in this selection? A. Describe B. Persuade C. Entertain D. Question • From what view point is "The Outsiders" told? A. First person B. Third person limited C. Third person omniscient • How does the author's purpose influence the story?	Holt Elements of Lit. (Collection 2 & 3) Novel: <i>The Outsiders</i> , S.E. Hinton Short paragraphs to practice identifying author's purpose: http://www.teach-nology.com/worksheets/language_arts/authors/
	8.LA.2.3.6 Analyze the themes across various genres. CL: D Content Limit: Item will require the identification of theme in various literary works.	• Compare themes across various genres.	• Identify the genre • Identify the theme • Compare the theme with another genre	genre	• Identify the genre this piece fits in and explain why. If it is in more than one genre then explain why it fits in each one. • What lesson is the author expressing? Use supporting evidence to explain your answer.	Holt Elements of Lit. (Collection4 & 6) Language of Literature (McDougal-Littel) Unit 5, Part 2
	8.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension. CL: Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, personification, or hyperbole.	• Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.	• Identify the following: onomatopoeia hyperbole imagery simile metaphor foreshadowing flashback personification • Discuss how it increases comprehension. • Use figurative language to infer the literal or figurative meanings of phrases	onomatopoeia • hyperbole • imagery • simile • metaphor • foreshadowing • flashback • personification • literal meaning • figurative meaning	• Identify each of the following literary devices as they appear in various poems: hyperbole imagery simile metaphor foreshadowing flashback personification • Explain how each increases the reader's understanding.	Holt Elements of Lit. (Collection4 & 6) <i>Write Source 2000</i> "The Highwayman" "The Raven" "The Cremation of Sam McGee" "The Bells"
Standard 3: Writing Process						
Goal 3.1: Acquire Prewriting Skills	8.LA.3.1.1 Generate ideas using a variety of strategies. (744.01.a; 744.01.b) CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Generate ideas using a variety of prewriting strategies.	• List ideas using a variety of strategies: i.e. brainstorming, discussion, graphic organizer	graphic organizer	• Brainstorm ideas for an essay.	Step Up to Writing Six +1 Traits of Writing Prentice Hall Ch. 1-3 Prewriting Unit <i>Language Network</i> (McDougal-Littel) p 314 Idea Generating Instruction: http://www.writing.ku.edu/students/guides/prewriting.shtm

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	<p>8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.</p> <p>CL: D Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options.</p> <p>Main idea Writer's focus Topic sentence Thesis</p>	<ul style="list-style-type: none"> Generate a main idea or thesis appropriate to the writing. 	<ul style="list-style-type: none"> Determine purpose, audience, and format Select main idea or thesis 	<p>thesis • format</p>	<ul style="list-style-type: none"> After brainstorming, develop an appropriate thesis statement for an essay. 	<p>Step Up to Writing Six +1 Traits of Writing Holt Pg. 218 Prentice Hall Ch. 8-10 Write Source Pg. 107-114 Tips for writing a thesis statement: http://daphne.palomar.edu/tutor/thesis.htm</p>
	<p>8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (744.01.a; 744.01.b)</p> <p>CL: D Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the best organizational structure from the given options.</p> <p>Organizational strategies: Introductory paragraph (with hook or lead) Supporting details Conclusion</p> <p>Organizational structure: e.g., Chronological order Order of importance Comparison and contrast Spatial order Classification and definition Cause and effect</p>	<ul style="list-style-type: none"> Use appropriate organizational strategies to plan writing. 	<ul style="list-style-type: none"> Select an organizational structure: i.e. Chronological order Order of importance Comparison and contrast Spatial order Cause and effect Outline using introductory statement, supporting details, and concluding statement 	<p>chronological order • spatial order</p>	<ul style="list-style-type: none"> Teacher assessment Hand in graphic organizer and outline. 	<p>Step Up to Writing Six +1 Traits of Writing <i>Write Source 2000</i> (Writing Workbook) Prewriting Unit Language Network(McDougal-Littel) p 527</p>
	<p>8.LA.3.1.4 Match appropriate writing format to purpose and audience. (744.01.c)</p> <p>CL: D Content Limit: Items may include information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-8.</p> <p>[Note: Also includes grade- appropriate formats such as biography and autobiography]</p> <p>Purpose Format Audience</p>	<ul style="list-style-type: none"> Match appropriate writing format to purpose and audience. 	<ul style="list-style-type: none"> Determine the purpose and audience for the writing Determine the appropriate format 		<ul style="list-style-type: none"> Confirm purpose, audience, and format of writing assignment with the teacher. 	<p>Step Up to Writing Six +1 Traits of Writing Prewriting Unit Language Network(McDougal-Littel) p 315</p>

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.3.1.5 Produce a written product within a set time period. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Produce a written product within a set time period. 	<ul style="list-style-type: none"> Follow the steps for writing process (prewrite, rough draft, revise, edit, final draft) Complete within given time limits 	prewrite • draft • revise • edit • final draft/publish	<ul style="list-style-type: none"> Produce a written product within a set time period. 	Step Up to Writing Six +1 Traits of Writing
Goal 3.2: Acquire Skills for Writing a Draft	8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. (744.01.a; 744.01.b; 744.02.c) CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. 	<ul style="list-style-type: none"> Generate ideas Select main ideas and supporting details Organize ideas with graphic organizer or outline Write draft 		<ul style="list-style-type: none"> Create a draft from prewriting, including a main idea and details. 	Prentice Hall Chap. 1-3 Step Up to Writing Six +1 Traits of Writing
	8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write a draft with ideas sequenced in a logical, cohesive order. 	<ul style="list-style-type: none"> Identify sequence through a graphic organizer or outline Use transition words Write the draft 	sequence • cohesive	<ul style="list-style-type: none"> Write a recipe to make your favorite dessert. Explain instructions in sequence to complete a given task. 	Prentice Hall Chap. 1-3 Step Up to Writing Six +1 Traits of Writing
Goal 3.3: Acquire Skills for Revising a Draft	8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (744.01; 744.02) CL: D Content Limit: Sequence Precise language Formal/informal language Consistent voice (just beginning) Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)	<ul style="list-style-type: none"> Revise draft for meaning, clarity and effective organization. 	<ul style="list-style-type: none"> Critique the draft for the following: meaning, precise language, supported ideas, sequence, formal/informal language, voice Rewrite the draft 	clarity	<ul style="list-style-type: none"> Student and peer critique the draft for the following: meaning, precise language, supported ideas, sequence, formal/informal language, voice Rewrite the draft. Teacher observations with rubric. 	Prentice Hall Chap. 1-3 Step Up to Writing Six +1 Traits of Writing
	8.LA.3.3.2 Add details and delete irrelevant or redundant information. CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include a passage that either contains too much (irrelevant or redundant) information or too little (not enough details to achieve the purpose). Students may select the editing choice (add specified details or delete specified details). Adding relevant details Removing irrelevant details Eliminating redundant details	<ul style="list-style-type: none"> Add details and delete irrelevant or redundant information. 	<ul style="list-style-type: none"> Select the editing choice that improves the clarity of the passage: adding relevant details removing irrelevant details remove redundant details 	relevant • irrelevant • redundant	<ul style="list-style-type: none"> Self-check for relevant material and supporting details. 	Step Up to Writing Six +1 Traits of Writing

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (744.02.c) CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include the same passage written with different or reordered transition words and phrases. Students may select the passage within which the transition words or phrases best clarify the passage meaning.	<ul style="list-style-type: none"> • Arrange transition words and phrases in draft to clarify meaning and improve organization. 	<ul style="list-style-type: none"> • Locate transition words and phrases in a variety of texts • Rewrite the same passage with different or reordered transition words and phrases. • Select the passage within which the transition words or phrases best clarify the passage meaning. 	transition words	<ul style="list-style-type: none"> • Make a list of transition words that could be properly used in an essay. • Incorporate three or more transition words in your essay. 	Step Up to Writing Six +1 Traits of Writing List, instruction, and game for transition use: http://www.studygs.net/wrtstr6.htm
	8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. (744.02.c) CL: D Content Limit: Misplaced modifiers Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning	<ul style="list-style-type: none"> • Produce a variety of sentence structures to improve sentence fluency and enhance writing style. 	<ul style="list-style-type: none"> • Write using a variety of sentence styles: simple, compound, complex, compound - complex • Write using a variety of sentence patterns. (Include various phrases, clauses where appropriate.) 	coordination • coordinating conjunctions • subordinating conjunctions modifiers	<ul style="list-style-type: none"> • Students share out portions of their papers for peer and teacher response. 	Step Up to Writing Six +1 Traits of Writing
	8.LA.3.3.5 Apply literary models to refine writing style. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> • Use literary models to refine writing style. 	<ul style="list-style-type: none"> • Compare the style of writing from various models (poetry, essay, expository, etc.) to student writing • Edit own writing based on those models 		<ul style="list-style-type: none"> • Students compare a literary model to their writing looking for similar and missing elements in both pieces to strengthen their own work. 	Step Up to Writing Six +1 Traits of Writing
	8.LA.3.3.6 Conference with others to improve writing. (744.01) CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> • Conference with others to improve writing., i.e., peer review. 	<ul style="list-style-type: none"> • Discuss steps of editing • Identify and correct punctuation problems with emphasis on end marks, commas, quotation marks, semicolons • Identify and correct capitalization • Identify and correct word choice with emphasis on figurative language • voice modifiers • introduction (hook and lead) • conclusion 		<ul style="list-style-type: none"> • Use a checklist to edit writing with a peer. Correct punctuation Correct capitalization 3 examples of a better word choice Correct spelling Check for figurative language Paragraph structure Introductory/Concluding paragraphs 	Step Up to Writing Six +1 Traits of Writing
Goal 3.4: Acquire Skills for Editing a Draft	8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. CL: C Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)	<ul style="list-style-type: none"> • Edit the draft using an editing checklist with common editing marks. 	<ul style="list-style-type: none"> • Identify editing marks • Use editing marks 		<ul style="list-style-type: none"> • Teacher review of edited paper 	Step Up to Writing Six +1 Traits of Writing Proofreading symbols: <i>Language Network</i> (McDougal-Littell) p 323

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
Goal 3.5: Acquire Skills to Publish Writing	8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Publish writing in an appropriate format for the purpose and audience.	• Publish final edited draft (e.g., newspaper articles, essays, reports, speeches, etc.)		• Teacher review	Step Up to Writing Six +1 Traits of Writing
	8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use text features and graphics, if applicable, to further convey meaning.	• Identify various forms of graphics • Determine appropriateness • Insert if applicable		• Teacher review	
	8.LA.3.5.3 Use appropriate technology to create a final draft. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate technology to create a final draft.	• Produce final draft using appropriate software.		• Teacher review	
	8.LA.3.5.4 Share writing with intended audience. (744.04.c) CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Share writing with intended audience.	• Share writing by publishing sharing with neighbors sending letters oral presentation etc.		• Turn paper in to teacher or share with class as desired.	Step Up to Writing Six +1 Traits of Writing
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details. (744.04.c) CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write narratives about specific events or situations using precisely chosen details.	• Follow the steps of the writing process • Pay attention to specific details		• Write narratives about specific events or situations using precisely chosen details.	Step Up to Writing Six +1 Traits of Writing <i>Language Network</i> (McDougal-Littell) p 474 Narrative writing steps and prompts: http://www.geocities.com/SoHo/Atrium/1437/narr.html
	8.LA.4.1.2 Create original works that include descriptive strategies and figurative language. (744.04.c) CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Create original works that include descriptive strategies and figurative language.	• Follow the steps of the writing process • Include the following: onomatopoeia hyperbole imagery simile metaphor foreshadowing flashback personification	onomatopoeia • hyperbole • imagery • simile • metaphor • foreshadowing • flashback • personification	• Write a poem, essay, letter, etc. using figurative language. • Identify the type of figurative language used in a variety of paragraphs.	Prentice Hall Ch. 6 Write Source 2000 (Pg. 182-206) Poetry forms and terminology: http://thewordshop.tripod.com/forms.html http://www.wku.edu/3kinds/csbpoetryweb.html#Alliteration%20and%20Onomatopoeia
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (744.07.b) CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write technical text that identifies a sequence of activities or processes.	• Brainstorm ideas • Select topic • List activities or process • Sequence/transitional words • Rough draft • Publish		• Rewrite the activities in the correct sequence. • Write a "How-to" paper using sequential and transitional words.	Prentice Hall Ch. 10 How-to essay writing instructions and activities (basic): http://www.brainpopjr.com/writing/essay/howtoessay/growups.weml tutorial and video: http://www.associatedcontent.com/article/331079/how_to_write_a_how_to_essay.html

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b) CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. Use research skills in writing. 	<ul style="list-style-type: none"> Follow steps of the writing process to create expository essay Use following research skills in: <ul style="list-style-type: none"> MLA Format work citing in-text citing minimum two paragraphs 		<ul style="list-style-type: none"> Use a rubric to grade the essay: <ul style="list-style-type: none"> main idea (thesis) supporting details introduction body conclusion 	Holt Elements of Lit. (Pg. 218) Prentice Hall Ch. 8-10 Write Source 2000 (107-114) Works cited creator: http://citationmachine.net <i>Language Network</i> (McDougal-Littell) p 486
Goal 4.3: Acquire Persuasive Writing Skills	8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals. (744.05.b; 744.05.c) CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write persuasive compositions that state a position and support it with evidence and emotional appeals. 	<ul style="list-style-type: none"> Identify the elements of a persuasive essay Select a position to defend Follow steps of the writing process to create persuasive essay 	argument • evidence • theses • opinion/fact	<ul style="list-style-type: none"> Use a rubric to grade the essay: <ul style="list-style-type: none"> state your position defend your position Write a speech or letter stating and defending your position on a given topic. 	Prentice Hall Ch. 7 Holt Elements of Lit. (Pg. 338) <i>Language Network</i> (McDougal-Littell) p 464
Goal 4.4: Acquire Skills for Literary Response	8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style. (744.04.b) CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write responses to literature that identify the stylistic tools used by an author. 	<ul style="list-style-type: none"> Identify the author's style (sentence writing, tone, diction, word choice, organization, genre) Critique the author's style in writing 	author's style (sentence writing, tone, diction, word choice, organization, genre)	<ul style="list-style-type: none"> What style does Dr. Seuss use in creating his books? Create a passage using his style. 	Holt Elements of Lit. (throughout book) Prentice Hall Ch. 12
	8.LA.4.4.2 Write responses to literature that analyze an author's style. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write responses to literature that analyze how an author's style affects the literary piece. 	<ul style="list-style-type: none"> Interpret the literature based on the author's style Produce the written piece 		<ul style="list-style-type: none"> How do Dr. Seuss's silly sounding invented words make up his unique style? Do the paragraph-long sentences of James Fenimore Cooper affect comprehension of his literary works? 	Holt Elements of Lit. (throughout book) Prentice Hall Ch. 12 <i>Last of the Mohicans</i>
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	8.LA.5.1.1 Write fluently and legibly in print or cursive. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write fluently and legibly in manuscript or cursive. 	<ul style="list-style-type: none"> Publish hand written work legibly 	manuscript • cursive • legible	<ul style="list-style-type: none"> Use writing rubric to determine legibility. <ul style="list-style-type: none"> letters formed correctly neat penmanship consistent penmanship size easy to read 	Holt Spelling Handbook Cursive Writing Instruction & modeling: http://www.ijmdesigns.com/cursivewriting.htm
Goal 5.2: Acquire Spelling Skills	8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words. (744.02.a) CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	<ul style="list-style-type: none"> Spell correctly Grade 8 high-frequency words and content area words. 	<ul style="list-style-type: none"> Publish work with correct spelling across all content area Use a dictionary to check and spell words correctly 		<ul style="list-style-type: none"> Self correct work Peer correct work Spell teacher circled words correctly using the dictionary. 	Holt Teacher Spelling Handbook Dist. 25 Student Handbook Commonly Misspelled Words: McDougal-Litell <i>Language Network</i> , pg 656
	8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. (744.02.a) CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Spell complex multisyllabic words that include those with Greek and Latin derivatives correctly. 	<ul style="list-style-type: none"> Identify correct spelling for Greek and Latin derivatives Combine derivatives for correct spelling 	derivatives	<ul style="list-style-type: none"> Create a list of words using the Latin prefix bio- (hydro, bene, equi, etc) 	Holt Spelling Handbook For lists: http://www.michigan-proficiency-exams.com/index.html

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	<p>8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. (744.02.a)</p> <p>CL: C Content Limit: Includes homophones and commonly confused words</p>	<ul style="list-style-type: none"> Use spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. 	<ul style="list-style-type: none"> Identify homophones and commonly confused spelling patterns Identify common prefixes, suffixes, and plurals Spell words correctly using these rules and patterns 	homophone • prefix • suffix	<ul style="list-style-type: none"> Write sentences using the following homophones correctly. To, too, two weather, whether Spell words correctly in writing and on a test. 	<p>Holt Teacher Spelling Handbook Dist. 25 Student Handbook "Quick Fix Spelling Machine" (McDougal-Littell) 648</p>
Goal 5.3: Acquire Skills for Sentence Structure	<p>8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c)</p> <p>CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]</p> <p>Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combining sentences to correctly form complete simple, compound, or complex sentences.</p>	<ul style="list-style-type: none"> Vary sentence structure by using simple, compound, complex, and compound-complex sentences. Vary sentence structure using different kinds of sentences (declarative, interrogative, exclamatory, and imperative). 	<ul style="list-style-type: none"> Identify and differentiate sentence structure for given sentences (e.g., simple, compound, complex, and compound-complex). Identify and differentiate sentence types (e.g., declarative, interrogative, exclamatory, and imperative) Ensure subject-verb agreement Write complete sentences using various types of sentences and structures 	subject-verb agreement	<ul style="list-style-type: none"> Identify the following sentences as to their structure and type. Ex. Simple sentence/Declarative John Sutter lost everything in the gold rush , including his buildings, property, and livestock. Why did Casey behave arrogantly? Write sentences using each type of structure. 	<p>Holt Teacher Spelling Handbook Dist. 25 Student Handbook <i>Language Network</i> (McDougal-Littell) ch 8 sentence structure p 184 Instruction & activities: http://www.emints.org/themes/resources/S00001889.shtm</p>
	<p>8.LA.5.3.2 Use correctly: (744.02.a)</p> <ul style="list-style-type: none"> future verb tenses adjectives personal pronouns conjunctions adverbs <p>CL: C Content Limit: Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs</p>	<ul style="list-style-type: none"> Use verbs, adjectives, personal pronouns, conjunctions, adverbs correctly. 	<ul style="list-style-type: none"> Identify and use verbs correctly verb tense irregular verbs transitive verbs intransitive verbs linking verbs Rewrite sentences using future verb tense correctly Create sentences using future verb tenses correctly Identify and use comparative and superlative adjectives correctly (i.e., good, better, best; big, bigger, biggest) Identify and use personal pronouns correctly Identify and use coordinating, correlative, and subordinating conjunctions correctly (i.e., so, unless, after, although, because...) Identify and use adverbs correctly (i.e., well instead of good, real versus really, etc.) 	<p>future verb tenses • comparative adjectives • superlative adjectives • personal pronouns • coordinate conjunctions • correlative conjunctions • subordinate conjunctions • adverbs • irregular verbs • transitive verbs • intransitive verbs</p>	<ul style="list-style-type: none"> Choose the correct modifier for each sentence. The boys were behaving (good, well). She was a (good, well) person. Write the verb or verb phrase and label it transitive, intransitive, or linking. The Civil War left devastating effects on America. (left, transitive) Write a narrative paragraph which focuses on correct pronoun use. Create sentences using conjunctions correctly. 	<p>Prentice Hall (Chap 14-18, Chap. 26) Holt Language Handbook (Ch. 13)</p> <p>Conjunctions: <i>Language Network</i> (McDougal-Littell) 158</p> <p>Sentence Structure Pop-up activities: http://www.quia.com/shared/search</p>
Goal 5.4: Acquire Skills for Using Conventions	<p>8.LA.5.4.1 Apply capitalization correctly in writing. (744.02.a)</p> <p>CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p>	<ul style="list-style-type: none"> Use capitalization correctly in writing. 	<ul style="list-style-type: none"> Explain the rules of capitalization Edit for capitalization errors Publish writing with correct capitalization 		<ul style="list-style-type: none"> Correct the following sentence and explain why you made each correction (be specific). rose asked, "isn't the story set in the northwest territory?" are you writing a poem about the dog, paul? 	<p>Prentice Hall (Chap 27) Holt Language Handbook (Ch. 12) Write Source 200g. 404-407) <i>Language Network</i> (McDougal-Littell) p 228</p>

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	<p>8.LA.5.4.2 Use commas, including in appositives; use parentheses and semicolon.</p> <p>CL: C Content Limit: Items may specify the mark (comma, parentheses, semicolon) and may ask students to select its correct placement within the sentence or may ask students to select the sentence that demonstrates correct use of the specified mark.</p> <p>[Apostrophe used to create singular and plural possessives is included.] [Hyphen is included.] [Punctuation of titles, works of art, ships, etc., is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound and complex sentences Quotation marks and commas to punctuate dialogue Colons before a list End punctuation</p>	<ul style="list-style-type: none"> Use punctuation marks correctly: commas, parentheses, semicolons, apostrophes, and hyphens. 	<ul style="list-style-type: none"> Use commas correctly in written work (appositives, within quotation marks, compound sentences, introductory words, phrases, and clauses, addresses, series, dates, etc.) Use parentheses correctly in written work (set off material added but not essential) Use semicolons correctly in written work (between closely related independent clauses without conjunctions) Use apostrophes correctly in written work (singular and plural possessives, contractions, plurals of letters, numerals, and signs) Use hyphens correctly in written work (two word numbers, writing fractions used as adjectives, after a prefix followed by a proper noun or adjective, compound noun like lady-in-waiting) 	<p>appositives • introductory clauses • independent clauses • possessives</p>	<ul style="list-style-type: none"> Correct the following paragraph and explain why you made each correction (be specific). You know said Zoe there were as many disappointments during Californias gold rush as there were in the Yukons Then she told this tale 	<p>Prentice Hall (Chap 14-18, Chap. 26) Holt Language Handbook (Ch. 13) <i>Language Network</i> (McDougal-Littell) p 248 <i>Write Source 2000</i></p>
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.	<ul style="list-style-type: none"> Listen to acquire and summarize information from a variety of electronic or live sources. 	<ul style="list-style-type: none"> Listen to information from source Take notes and respond to the information Judge the information for validity 	validity	<ul style="list-style-type: none"> Fill in a chart or create an outline based on the information presented. 	<p>Holt Elements of Lit. (Pg 983-995) Prentice Hall (Chap. 28)</p>
	8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	<ul style="list-style-type: none"> Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. 	<ul style="list-style-type: none"> Listen to information from source Identify persuasion techniques Indicate when the speaker has used them Determine the speaker's purpose Assess the credibility of the speaker Monitor your understanding 	<p>propaganda • bias • credibility • hidden agenda • slanted material • persuasion</p>	<ul style="list-style-type: none"> Ask yourself if the speaker covered all of the points you expected. If not, what did he or she leave out? Ask the speaker to clarify. What is the speaker's bias? What facts has the speaker used to support his presentation? Write a summary to the above questions. 	<p>Holt Elements of Lit. (Pg 983-995) Prentice Hall (Chap. 28)</p>
	8.D.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues.	<ul style="list-style-type: none"> Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues. 	<ul style="list-style-type: none"> Listen to information from source Identify speaker's purpose, content, organization, and delivery Identify nonverbal cues Explain the speaker's purpose, content, organization, and delivery 	<p>attentive • informal decision • purpose • content • organization • verbal • nonverbal</p>	<ul style="list-style-type: none"> Make a chart outlining the purpose, content, organization, and delivery. 	<p>Holt Elements of Lit. (Pg 983-995) Prentice Hall (Chap. 28)</p>
Goal 6.2: Acquire Speaking Skills	8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<ul style="list-style-type: none"> Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. 	<ul style="list-style-type: none"> Identify author's purpose and point of view Formulate questions about speaker's content, delivery, and attitude toward the subject. Ask questions for feedback Paraphrase author's purpose and point of view 	<p>paraphrase • point of view • feedback</p>	<ul style="list-style-type: none"> Formulate questions about speaker's content, delivery, and attitude toward the subject. Ask your questions for feedback. Paraphrase author's point of view and purpose. 	<p>Holt Elements of Lit. (Pg 983-995) Prentice Hall (Chap. 28)</p>
	8.LA.6.2.2 Deliver oral summaries of articles that include the main ideas and the most significant details. State ideas in own words, except for when quoted directly from sources.	<ul style="list-style-type: none"> Deliver oral summaries of articles that include the main ideas and the most significant details. State ideas in own words, except for when quoted directly from sources. 	<ul style="list-style-type: none"> Read article Identify main idea and significant details Present an oral summary of the article, restating information in own words Use quotations correctly 	<p>quotes • significant details • sources • oral summary</p>	<ul style="list-style-type: none"> Use a rubric to evaluate the oral presentation. 	<p>Holt Elements of Lit. (Pg 983-995) Prentice Hall (Chap. 28)</p>

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.6.2.3 Organize oral presentations to maintain a clear focus.	• Organize oral presentations to maintain a clear focus.	<ul style="list-style-type: none"> • Limit your speech to major ideas and the evidence needed to clarify and support those ideas • Adjust your word choice for clarity • Use a simple outline 		<ul style="list-style-type: none"> • Outline your oral presentation. • Use note cards to create an outline for your presentation. 	Holt Elements of Lit. (Pg 983-995) Prentice Hall (Chap. 28)
	8.LA.6.2.4 Deliver persuasive presentations that: Include a well-defined position on the topic. Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.	<ul style="list-style-type: none"> • Deliver persuasive presentations that: Include a well-defined position on the topic. Differentiate fact from opinion Support arguments with detailed evidence, examples, reasoning, and persuasive language. 	<ul style="list-style-type: none"> • Determine a topic • Determine your position on the topic and write a topic sentence • Research facts to support your position • Give examples and evidence • Distinguish fact and opinion • Write speech using persuasive language • Present speech 	position • formal argument	<ul style="list-style-type: none"> • Use a rubric to evaluate the oral presentation. 	Holt Elements of Lit. (Pg 989-990) Prentice Hall (Chap. 28)
	8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.	• Use speaking techniques that include effective verbal and nonverbal communication.	<ul style="list-style-type: none"> • Interpret the message • Be aware of gestures • Notice how the speaker chooses to emphasize or elaborate, such as, raised voice, lowered voice, rate • Notice movements such as nodding, moving, hand movements, moving closer 		<ul style="list-style-type: none"> • Use a tracking form to record verbal and non-verbal communication. 	Prentice Hall (Chap. 28)
	8.LA.6.2.6 Deliver oral response to literature that: Interpret a reading and provide insight. Connects personal responses to the writer's techniques and to specific textual references.	<ul style="list-style-type: none"> • Deliver oral response to literature that: Interprets a reading and provides insight. Connects personal responses to the writer's techniques and to specific textual references. 	<ul style="list-style-type: none"> • Present a well-supported interpretation • Identify and illustrate the writer's technique • Infer the effects of the literary sample on its intended audience • Provide support for the inference 	interpretation • technique • pattern of organization • enunciation • pace	<ul style="list-style-type: none"> • Using a rubric, they are evaluated on how well they develop a focused, coherent presentation of a literary review. 	Holt Elements of Lit. (Pg 992-993)
Goal 6.3: Acquire Viewing Skills	8.LA.6.3.1 View media, appropriate to grade level, to analyze as a source for information, entertainment, and persuasion.	• View media, appropriate to grade level, to analyze as a source for information, entertainment, and persuasion.	<ul style="list-style-type: none"> • Identify/categorize type of media • Describe the topics covered • Write down impressions 	types of media	<ul style="list-style-type: none"> • Chart the various types of information you encounter during the week. Break into categories. 	Holt Elements of Lit. (Pg 996-1002) Prentice Hall (Pg. 683-690)
	8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.	• Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.	<ul style="list-style-type: none"> • Ask questions about the medium: Who created the image? Bias? Purpose? Mood? Content: prior knowledge, persuasive symbols, missing information Color: mood created by color, parts that stand out, importance Light and shadow: mood created, message sent by light Point of view: angle, impression, subject powerful 	medium • persuasive symbols	<ul style="list-style-type: none"> • If trouble at our school was reported in the local paper, would the article accurately reflect life at our school? How do other media present the same story? 	Holt Elements of Lit. (Pg 996-1002) Prentice Hall (Pg. 683-690)
	8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.	• Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.	<ul style="list-style-type: none"> • Correlate program with purpose and limitations • Sort facts from opinions • Critique loaded language or images that may cause you to react in a certain way • Identify bias • Determine points of view and which you agree with • Check surprising or questionable information with other sources • View the complete program • Develop your own views on the information 		<ul style="list-style-type: none"> • If trouble at our school was reported in the local paper, would the article accurately reflect life at our school? How do other media present the same story? • Watch a news program. Identify the kind of program you watched and describe the topics covered. Identify what each commercial was selling and the slogans and images used. Evaluate the information on each topic using your viewing strategies. Write a summary of your viewing strategies. 	Holt Elements of Lit. (Pg 996-1002) Prentice Hall (Pg. 683-690)

Language Arts - Grade 8

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items	Resources
	8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	<ul style="list-style-type: none"> • Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues. 	<ul style="list-style-type: none"> • Listen to information from source • Identify speaker's purpose, content, organization, and delivery • Identify nonverbal cues • Explain the speaker's purpose, content, organization, and delivery • Critique the speaker's purpose, content, organization, and delivery 	parody • satire	<ul style="list-style-type: none"> • Choose a news program, commercial, or article and create a parody changing or revising the original content for a new speaker's purpose, content, organization, or delivery. 	Holt Elements of Lit. (Pg 996-1002) Prentice Hall (Pg. 683-690)
	8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information.	<ul style="list-style-type: none"> • Apply technical skills and a variety of resources to produce visuals that deliver information. 	<ul style="list-style-type: none"> • Decide what part of your report could be made clearer with the help of a graphic • Select the best way to illustrate the part you have chosen • Make a rough sketch of your ideas d. focus on important or confusing objects or processes • Use software to create the graphic i.e., diagrams, illustrations, graphs, flow charts, pictures, tables, maps, etc. • Add an identifying title, label, and caption to your graphic where needed 	diagrams • illustrations• graphs • flow charts	<ul style="list-style-type: none"> • Create three different types of appropriate graphics for your persuasive speech or paper to summarize information, to make complex information clearer, or to emphasize important points. 	Holt Elements of Lit. (Pg 1000-1002) Prentice Hall (Pg. 680-681)