

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 8

Course Description:

Language arts provides students opportunities to experience the expressive and communicative power of language, and to appreciate language as both a source of pleasure and a medium for communicating and recording important information.

Theme:

Eight grade integrated language arts and social studies students will approach "Changes and Challenges" from an international perspective, with a focus on investigating universal issues and better understanding themselves and others.

Essential Questions:

- What are the cultural dimensions of English? What can you learn about societies from their writing?
- What are some common human experiences that frequently appear in literature?
- How does literature help us better understand ourselves and others?
- Why is it important to consider audience and purpose when writing?
- How can we best utilize changing technology?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

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Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 8, students will:

- 1 – 1 Engage in effective discussions.
- 1 – 2 Speak with appropriate loudness, clarity, speed, and phrasing.
- 1 – 3 Ask and answer concise, clear questions, using full sentences.
- 1 – 4 Respect the turn-taking rights of others during discussions.
- 1 – 5 Indicate that they are good listeners by responding appropriately to the comments of their peers.
- 1 – 6 Identify the speaker's purpose.
- 1 – 7 Summarize and paraphrase the previous speaker's key points.
- 1 – 8 Follow oral directions and ask questions for clarification.
- 1 – 9 Listen and respond to various forms of literature, such as prose, poetry, and drama.
- 1 – 10 Demonstrate an awareness of and an appreciation for the richness and diversity of language.
- 1 – 11 Determine the denotative and connotative meanings of words in an oral context.
- 1 – 12 Record, summarize, organize, interpret, compare, and contrast information presented orally.
- 1 – 13 Critically respond to various media.
- 1 – 14 Interpret literal, inferential, and critical questions.
- 1 – 15 Listen to and follow instructions.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 8, students will:

- 2 – 1 Establish a clear purpose.
- 2 – 2 Make their points logically and concisely.
- 2 – 3 Present events or thoughts in a logical sequence.
- 2 – 4 Use appropriate language, maintain eye contact, proper posture, appropriate voice projection, and use visual supports.
- 2 – 5 Respond appropriately to audience reactions and questions; provide explanations and answer questions.
- 2 – 6 Expand speaking vocabulary.
- 2 – 7 Communicate effectively through oral expression.
- 2 – 8 Adjust manner and style of speaking to suit audience and situation.
- 2 – 9 Demonstrate a sense of audience in preparing and delivering oral presentations.

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- 2 – 10 Make presentations from prepared materials.
- 2 – 11 Participate in dramatic activities, such as puppetry, pantomime, plays, choral speaking, and storytelling.
- 2 – 12 Use non-verbal cues effectively.
- 2 – 13 Use standards of English in appropriate settings.
- 2 – 14 Take part in structured discussions and debates.
- 2 – 15 Formally present research, findings, etc.
- 2 – 16 Understand the elements of persuasive language, and present a persuasive speech based on their opinions on an issue.

Strand 2 – Reading

**Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres).
*Research**

Benchmarks - By the end of Grade 8, students will:

- 3 – 1 Read a variety of materials for information and pleasure, including novels, short stories, poetry, and media resources.
- 3 – 2 Identify the author’s purpose (to inform, persuade, inspire, entertain).
- 3 – 3 Make evaluative analyses of their readings; define and use criteria for judgement.
- 3 – 4 Interpret literal and non-literal meanings of words and phrases.
- 3 – 5 Adjust reading speed according to purpose, and reread for comprehension.
- 3 – 6 Interpret written instruction.
- 3 – 7 Analyze explicit and implicit main ideas, details, sequence of events, and cause-effect relationships.
- 3 – 8 Make comparisons, predictions, generalizations, and draw conclusions.
- 3 – 9 Analyze relevance of data.
- 3 – 10 Analyze fact and opinion, persuasion techniques, bias, and stereotyping.
- 3 – 11 Apply reading strategies to specific content material and subject matter.
- 3 – 12 Analyze differences between fiction and non-fiction.
- 3 – 13 Make critical distinctions between materials that are clear or unclear, complete or incomplete, accurate or inaccurate, logical or illogical.
- 3 – 14 Infer traits, feelings, motives, and perspectives of characters, based on what they do and say, and the author’s commentary.
- 3 – 15 Make evaluative judgments about the actions of characters.
- 3 – 16 Explain how characters or ideas are developed over the course of a reading.
- 3 – 17 Infer causal relationships in a plot.

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- 3 – 18 Interpret figurative language.
- 3 – 19 Critique a passage.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 8, students will:

- 4 – 1 Know, understand, and use the proper terms associated with literary conventions and techniques, including simile, analogy, metaphor, alliteration, personification, hyperbole, paradox, puns, flashback, foreshadowing, imagery, symbolism, and satire.
- 4 – 2 Identify uses of particular literary conventions and techniques in specific readings.
- 4 – 3 Distinguish between main plot and subplots.
- 4 – 4 Use prior knowledge and experience to increase their understanding.
- 4 – 5 Use the features of a book, such as the cover or illustrations, to help construct understanding.
- 4 – 6 Construct graphic organizers.
- 4 – 7 Explain the social and historical context of a passage.
- 4 – 8 Compare their own experiences to those of characters.
- 4 – 9 Compare the ideas, characters, events, and contexts in their readings to actual or current ideas, people, and events.
- 4 – 10 Use structural/context clues to determine the meanings of words.
- 4 – 11 Use a dictionary to find meanings of unfamiliar words, and record their findings.
- 4 – 12 Use a thesaurus to vary and expand on their own use of language.
- 4 – 13 Identify synonyms, antonyms, and homonyms for familiar and unfamiliar words.
- 4 – 14 Use prefixes, suffixes, and root words to determine meaning.

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 8, students will:

- 5 – 1 Write fully developed paragraphs and multi-page papers, organized in a logical order and including a unifying idea and supporting details.
- 5 – 2 Use transitional phrases effectively.

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- 5 – 3 Write the types of sentences according to purpose: declarative, interrogative, imperative, exclamatory.
- 5 – 4 Recognize the function of the eight parts of speech in sentences.
- 5 – 5 Analyze the parts of a sentence in simple, compound, complex, compound-complex sentences.
- 5 – 6 Understand the writing process and employ it effectively, including using the five-step process of prewriting, drafting, revising, editing, and publishing.
- 5 – 7 Engage in peer editing and discuss on another's work.
- 5 – 8 Clearly present the purpose and topic of their writing.
- 5 – 9 Write purposeful fiction, poetry, and other "creative" works.
- 5 – 10 Produce paragraphs and compositions for a variety of purposes (expository, narrative, descriptive, persuasive)
- 5 – 11 Produce various types of writing (personal, academic, business, vocational).
- 5 – 12 Use descriptive words and phrases.
- 5 – 13 Use dialogue in writing.
- 5 – 14 Use conventional formats for written products, including appropriate margins, spacing, and indentation.
- 5 – 15 Use conventional formatting for friendly and business letters, including envelopes.
- 5 – 16 Use conventional formatting for research papers, including bibliographies.

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 8, students will:

- 6 – 1 Form singular, plural, and possessive nouns.
- 6 – 2 Use principal parts of regular and irregular verbs to form the indicative mood, active and passive, progressive forms, and emphatic form.
- 6 – 3 Use types of pronouns, such as personal, interrogative, demonstrative, indefinite, and relative.
- 6 – 4 Write different types of sentences, avoiding run-ons and fragments.
- 6 – 5 Combine sentences using coordination and subordination.
- 6 – 6 Recognize and use verbs and verbal phrases (participles, infinitives)
- 6 – 7 Apply standards of English in subject-verb agreement, cases of personal pronouns, pronoun-verb agreement, pronoun-antecedent agreement, principal parts of verbs, and comparisons of adjectives and adverbs.
- 6 – 8 Apply standard rules of capitalization and punctuation.

Strand 4 – Media and Technology

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Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 7, students will:

- 7 – 1 Locate and use information in card catalog, periodicals, and multi-media electronic technologies.
- 7 – 2 Use interviewing to gather information.
- 7 – 3 Select relevant information about a topic from various sources.
- 7 – 4 Present information without plagiarizing.
- 7 – 5 Select main ideas and supporting details from multiple sources and create an outline.
- 7 – 6 Document sources within a bibliography (MLA format).
- 7 – 7 Organize retrieved information using strategies such as note-taking, graphic organizers, study techniques, SQ3R (survey, question, read, review, report), and outlining.
- 7 – 8 Use the media center as a source of information and pleasure.
- 7 – 9 Use a research process: selecting a topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.
- 7 – 10 Use various computer programs, including word processing programs, PowerPoint, and Inspiration.
- 7 – 11 Effectively analyze the validity of electronic sources.
- 7 – 12 Watch films critically, and recognize the director's use of certain techniques, such as use of music, symbolism, and camera angles.

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