

Language Arts 8

Course Syllabus



Supervising Teacher

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Course Description:

The main goal of this course is for students to enjoy reading! Of course, it is also helpful to develop written, visual, and oral communication skills. Emphasis is placed on reading comprehension and written and spoken language.

Recommended Textbooks (it is only necessary to select one):

<p>EMC Masterpiece Series, Literature and the Language Arts 8th Grade (SE and TE) This is a good curriculum for students who are advanced.</p>
<p>PEARSON - PRENTICE HALL Literature, Penguin Edition Grade 8 (SE and TE) This is a good curriculum for students who are at or above grade level.</p>
<p>MCGRAW-HILL - GLENCOE Literature: The Reader's Choice, Course 3 Grade 8 (SE and TE) This is a good, all-around curriculum. It also works well with students who are at or below grade level.</p>
<p>EMC Write-In Reader Grade 8 (Se and TE) NOTE: A grammar component is needed in order to make this a full curriculum. A good one in Easy Grammar Plus (for grades 7-12), with about three years worth of curriculum. The Write-In Reader is a good curriculum for students of any level.</p>

Supplemental Materials:

My Access! on-line writing program (available through subscription for grades 4-8) – recommended to be done at least once a month.

Novel Reading:

In addition to what you do in your English textbook each day, it is recommended that you are reading many novels on your own time—*not* as part of the regular English hour/day requirement.

Many novels may be acquired through the I-DEA Catalog (with, in some cases, an extremely helpful supplemental teacher's guide), from a public library, or may be purchased. There are also many websites that can assist you in your understanding of what you are reading. I have a list of websites that can assist you in your choices too (see my contact information above).

End of Course Assessment:

Portfolio Suggested Inclusions:

- 1. Vocabulary Log:** This is the best way to cover **Standard One, Reading Process**. As you read, you could jot down words that you don't know, and look them up later as part of your class work.
- 2. Reading Log and Journal:** This is a great way to reflect on your learning, and it is a great way to cover **Standard Two, Comprehension and Interpretation**. In the log, you could make a chart with columns for title, date, pages read, etc., and in your **journal** you could write about what you think about the reading so far, letter to a character, a summarization, what you would do if you were in that situation, a different ending, dialog with the author and/or character, etc.

This reading log/journal may be as simple as a spiral notebook, divided into five columns per page, with headings for title, date, pages read, hourly commitment, and the largest space for journaling.

- 3. My Access!:** This program is available through subscription only for grades 4-8. It is *suggested* that all English 8 students complete one school-assigned My Access! prompt each month, and include your final essay in hard copy in your portfolio. These essays, when included in your portfolio, can cover Standard 3 (Writing Process), Standard 4 (Writing Application), and Standard 5 (Writing Components)—a separate, completed essay could be in the portfolio for each standard.

Class Requirements:

Students will work on hour a day in this subject.

Standards-based Portfolio

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”

IDAHO CONTENT STANDARDS GRADE 8 LANGUAGE ARTS

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.

- **Goal 1.1: Acquire Concepts About Print**
- **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.
 - 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.
 - 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.
- **Goal 1.3: Acquire Phonological Awareness Skills**
- **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.
 - 8.LA.1.4.2 Read abbreviations appropriate to grade level.
- **Goal 1.5: Acquire Decoding Skills Using Syllabication**
 - 8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.
- **Goal 1.6: Acquire Decoding Skills Using Context**
 - 8.LA.1.6.1 Use context clues to aid in decoding new words.
- **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.
- **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.
 - 8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
 - 8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.
 - 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.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author’s use of language, style, purpose, and perspective in text.

- **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.
 - 8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.
 - 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.
- **Goal 2.2: Acquire Skills to Comprehend Expository Text**
 - 8.LA.2.2.1 Evaluate expository text structure to extend comprehension.
 - 8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.
 - 8.LA.2.2.3 Apply central ideas (literal of inferential) and critical details to summarize information from expository text.
 - 8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.
- **Goal 2.3: Acquire Skills for Comprehending Literary Text**
 - 8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.
 - 8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character’s personality and development.
 - 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story.
 - 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved.
 - 8.LA.2.3.5 Explain the author’s point of view and interpret how it influences the story.
 - 8.LA.2.3.6 Analyze the themes across various genres.

Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing styles to meet the needs of a particular purpose and audience. Students use standard formats to guide their creation of technical texts.

- **Goal 3.1: Acquire Prewriting Skills**
 - 8.LA.3.1.1 Generate ideas using a variety of strategies.
 - 8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.
 - 8.LA.3.1.3 Apply appropriate organizational strategies to plan writing.
 - 8.LA.3.1.4 Match appropriate writing format to purpose and audience.
 - 8.LA.3.1.5 Produce a written product within a set time period.
- **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.
 - 8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.
- **Goal 3.3: Acquire Skills for Revising a Draft**
 - 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
 - 8.LA.3.3.2 Add details and delete irrelevant or redundant information.
 - 8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.
 - 8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.
 - 8.LA.3.3.5 Apply literary models to refine writing style.
 - 8.LA.3.3.6 Conference with others to improve 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.
- **Goal 3.5: Acquire Skills to Publish Writing**
 - 8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
 - 8.LA.3.5.3 Use appropriate technology to create a final draft.
 - 8.LA.3.5.4 Share writing with intended audience.
 - 8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

- **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.
 - 8.LA.4.1.2 Create original works that include descriptive strategies and figurative language.

- **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.
 - 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.
- **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.
- **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.
 - 8.LA.4.4.2 Write responses to literature that analyze an author's style.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

- **Goal 5.1: Acquire Handwriting Skills**
 - 8.LA.5.1.1 Write fluently and legibly in print or cursive.
- **Goal 5.2: Acquire Spelling Skills**
 - 8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words.
 - 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.
 - 8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.
- **Goal 5.3: Acquire Skills for Sentence Structure**
 - 8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).
 - 8.LA.5.3.2 Use correctly: (744.02.a) future verb tenses, adjectives, personal pronouns, conjunctions, adverbs
- **Goal 5.4: Acquire Skills for Using Conventions**
 - 8.LA.5.4.1 Apply capitalization correctly in writing.
 - 8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon.

Standard 6: Communication

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication, for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

- **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.
 - 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.
- **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.
 - 8.LA.6.2.2 Deliver oral summaries of articles that: (737.01.b) Include the main ideas and the most significant details, State ideas in own words, except for when quoted directly from sources
 - 8.LA.6.2.3 Organize oral presentations to maintain a clear focus
 - 8.LA.6.2.4 Deliver persuasive presentations that: (746.01.a) Include a well-defined position on the topic, Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language
 - 8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.
 - 8.LA.6.2.6 Deliver oral response to literature that: Interpret a reading and provide insight, Connect personal responses to the writer's techniques and to specific textual references.
- **Goal 6.3: Acquire Viewing Skills**
 - 8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.
 - 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.
 - 8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.
 - 8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
 - 8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information.