

Mifflin County School District Planned Instruction

Title of Planned Instruction: Language Arts
Subject Area: Reading, Writing, Speaking, and Listening
Grade Level: 8
Prerequisites: None

Course Description:

Students will engage in a variety of activities promoting effective written and oral communication skills. Emphasis will focus on literary genres, writing, speaking, and listening.

Required Time: One year

Course Credit: 1

Major Text(s) and Resources:

The Language of Literature, McDougal Littell, 1997
Literature and Integrated Studies, Scott Foresman, 1997
Holt Handbook, Holt, Rinehart and Winston, 2003
Supplemental Reading List

Names of District Subject Area Curriculum Writing Committee:

Maryann K. Haines
Joanne B. Johnston
Tracey M. Jones
James K. Shannon

Date of Board Approval: April 28, 2005

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.1 Learning to Read Independently
Grade: 8

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, examine and identify appropriate texts for a specific purpose.	Analyze the author's style, background, and purpose.	Class discussion
B. Identify and use common organizational structures and graphic features to comprehend information.	Observe and discuss text layout features and their implications.	Outline Reading web
C. During reading, use knowledge of root words, decoding skills, context clues, and glossaries to understand vocabulary.	Develop a written list of vocabulary words.	Vocabulary notebook Vocabulary check
D. Identify pertinent facts and ideas in text, using various strategies.	<ul style="list-style-type: none"> • Relate prior knowledge and personal experience to text. • Reexamine text to clarify understanding • Generate questions. 	Class discussion
E. Expand a reading vocabulary.	<ul style="list-style-type: none"> • Use vocabulary in context to demonstrate correct meaning. • Use a dictionary or related reference. 	Vocabulary notebook Vocabulary check Written/oral activities
G. After reading, demonstrate understanding and interpretation of fiction and nonfiction texts.	<ul style="list-style-type: none"> • Compare and contrast texts using literary themes. • Relate text to personal experience and universal knowledge. 	Written/oral response

H. Demonstrate fluency in reading.	<ul style="list-style-type: none"> • Read text aloud with accuracy. • Self-correct mistakes. • Read a variety of genres and types of text. • Demonstrate comprehension 	Test
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Strand: 1.2 Reading Critically in All Content Areas
Grade/Course: Language Arts - Grade 8

Grade Level Objectives	Performance Indicators	Assessments
A. Read and understand content of texts.	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Utilize resources that go beyond the text. • Draw inferences and conclusions. • Evaluate the author's purpose, organization, and effectiveness. 	Class discussion PSSA reading rubric
B. Use and understand a variety of media.	Analyze different perspectives offered by various media.	Class discussion Teacher observation

Strand: 1.3 Reading, Analyzing, and Interpreting Literature
Grade/Course: Language Arts - Grade 8

Grade Level Objectives	Performance Indicators	Assessments
A. Read and understand works of literature.	Respond to literature through writing, discussion, and project work.	Oral/written response Projects PSSA reading rubric
B. Describe literary elements.	Identify and analyze literary elements.	Test Discussion
C. Describe various literary devices.	<ul style="list-style-type: none"> • Identify sound techniques. Identify figurative language. 	Written/oral response Test
D. Describe various poetic forms.	Identify the characteristics of poetic forms.	Written/oral response

E. Present drama as a source of information and entertainment.	Read, recognize, and analyze the elements of drama.	Teacher observation
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Strand: 1.4 Types of Writing

Grade/Course: Language Arts - Grade 8

Grade Level Objectives	Performance Indicators	Assessments
A. Develop persuasive, expository, narrative, and descriptive writing using organized thoughts and detailed descriptions.	<ul style="list-style-type: none"> • Produce work in at least one literary genre that follows its conventions. • Write multi-paragraph descriptions, arguments, evaluations, or essays. 	Written response Writing scoring guide

Strand: 1.5 Quality of Writing

Grade/Course: Language Arts - Grade 8

Grade Level Objectives	Performance Indicators	Assessments
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> • Identify topic, task, and audience. • Establish a point of view. 	Written response Writing scoring guide Peer review

B. Write using well-developed content appropriate for the topic using specific focus areas.	Write detailed paragraphs specific to the topic.	Written response Writing scoring guide Peer review
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C. Write with organization and fluency.	<ul style="list-style-type: none"> • Use appropriate transitions to sustain a logical order between paragraphs. • Establish topic and purpose in the introduction and reiterate in the conclusion.. • Include an introduction, body, and conclusion. 	Written response Writing scoring guide Peer review
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D. Write with an understanding of the stylistic aspects of composition.	<ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. 	Written response Writing scoring guide Peer review
E. Improve paragraph development.	Revise writing.	Written response Writing scoring guide Peer review
F. Edit and revise writing using the conventions of language according to the specific focus correction areas.	<ul style="list-style-type: none"> • Spell correctly. • Use capital letters correctly. • Punctuate correctly. • Use parts of speech correctly. • Use complete sentences. 	Written response Writing scoring guide Peer review

Strand: 1.6 Speaking and Listening

Grade/Course:

Grade Level Objectives	Performance Indicators	Assessments
A. Listen to others.	<ul style="list-style-type: none"> • Ask probing questions for clarification. • Analyze information, ideas, and opinions to determine relevancy. • Take notes. 	Teacher observation Class discussion Notebook check
B. Listen to selections of literature.	<ul style="list-style-type: none"> • Relate selections to previous knowledge. • Identify conflicts. • Predict events and outcomes. • Summarize the selection. • Identify and define new words and concepts. 	Written/oral response Notebook check
C. Speak using appropriate skills.	<ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey 	Oral presentation Rubric

	meaning. <ul style="list-style-type: none"> • Add stress (emphasis) and inflection to enhance meaning. • Present an oral reading. • Conduct interviews for a specific purpose. 	
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D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information and ideas. • Give reasons in support of opinions expressed. • Acknowledge the contributions of others. • Engage in equitable participation. • Clarify or expand on a response when asked. • Paraphrase and summarize when prompted. _____ 	Class discussion
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F. Use media for learning purposes.	Locate, share, and discuss information gathered via difference media.	Teacher observation
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Strand: 1.7 Characteristics and Functions of the English Language
Grade/Course: Language Arts – Grade 8

Grade Level Objectives	Performance Indicators	Assessments
A. Recognize foreign words used frequently in the English language.	Discuss foreign terms when encountered during class work	Class Discussion

B. Recognize standard American English in speech, writing, and literature.	Discuss the differences between formal and informal usage.	Class Discussion
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Strand: 1.8 Research
 Grade/Course: Language Arts – Grade 8

Grade Level Objectives	Performance Indicators	Assessments
A. Understand the research process.	<ul style="list-style-type: none"> • Select a topic for research. • Locate information using appropriate sources and strategies. • Use primary and secondary sources. • Evaluate the importance and quality of sources. • Organize, summarize, and present the main ideas from the research. • Use standard method of documentation. 	Research product (required)

District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities
<ul style="list-style-type: none"> • Whole and small group instruction • Flexible groups • Cooperative groups • Peer revising and editing • Writing workshop • Teacher and peer conferencing • Games and projects • Creative activities • Class discussion • Modeling process • Direct instruction • Self-reflection • Oral presentations • Thematic units • Individual Instruction • Contract grading • Role playing and dramatizations • Independent study • Research • Literature Circles • Guest speakers • Field trips • Graphic organizers • Read alouds