

ENGLISH LANGUAGE ARTS Eighth Grade

VALUES AND ATTITUDES	The student will: Develop an understanding of Christian philosophy in relation to literature. Recognize the value of writing to clarify thinking, express emotions, make decisions, and solve problems. Recognize that writing can change actions and attitudes. Writing must reflect Christian values and attitudes. Listening involves the mind, heart and soul. Listen and speak with respect.
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DIOCESAN STRAND A Reading

OBJECTIVES
Personal Perspectives <ul style="list-style-type: none">• Explore expressive materials that are read, heard, and viewed, e.g., learning logs, journals.• Use knowledge of word formation, sentence structure, or other context clues.• Actively participate in group activities in which the student:, shares personal reactions to questions, gives reasons and cites examples to support reaction, and clarifies or expands on a response when asked.• Evaluate how personal perspectives are influenced by society, cultural differences, and historical issues.• Examine personal changes throughout the learning process.• Evaluate personal background that shape interaction with text.• Read aloud using appropriate pace, volume, and pitch. Analyze and evaluate informational materials <ul style="list-style-type: none">• Summarize information.• Determine the importance of information.• Making connections to related topics/information.• Monitor comprehension.• Draw inferences.• Generate questions.• Extend ideas.• Explain how details support the main idea.• Make judgments and draw conclusions based on concrete evidence.• Collaborate with peers to develop and present ideas.• Create a research product in both written and presentational form, including: relevant topic, identify purpose, audience and context, appropriate format, research and organization, supporting ideas, and appropriate use of graphics.• Recognize the reliability of interpretations for literal and figurative language, e.g. advertisements. Interpretive and evaluative processes to respond to literary genre <ul style="list-style-type: none">• Use effective reading strategies to match type of text.• Read self-selected literature and other materials of individual interest.• Read teacher selected literature.

- Assuming an active role in student-teacher reading conferences and whole class seminars.
- Lead small group discussions.
- Analyze the effects of literary elements, e.g. plot, theme, characterization, style, mood, and tone.
- Discuss the effects of literary devices, e.g. figurative language, dialogue, flashback, allusion, irony, and symbolism.
- Analyze and evaluate themes and central ideas in literature in relation to personal and societal issues.
- Study the characteristics of fiction, nonfiction, drama, and poetry through: reading a variety of literature and other text, e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems.
- Formulate questions based on prior knowledge.
- Recognize an author's bias.

Knowledge of word origins and word relationships

- Analyze idioms, analogies, personification, allusions, metaphors, and similes to infer the literal and figurative meanings of phrases.
- Use common word origins to determine the historical influences on English word meanings.
- Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Read and understand GLA material

- Describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of text structure, organization, and purpose.
- Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.
- Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Read and respond to historically or culturally significant works of literature

- Read and discuss different forms of poetry.
- Evaluate the structural elements of the plot, the plot's development, and the way in which conflicts are or are not addressed and resolved.
- Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- Analyze the relevance of the setting, e.g., place, time, customs, to the mood, tone, and meaning of the text.
- Identify and analyze recurring themes, e.g., good versus evil, across traditional and contemporary works.
- Identify significant literary devices, e.g., metaphor, symbolism, dialect, irony, that define a writer's style and use those elements to interpret the work.
- Evaluate appropriateness of persuasive techniques.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
- Recognize Gospel values in stories.
- Compare/contrast characters in a story based on culture/faith/language.
- Use church teachings to determine right from wrong in reading selections.

DIOCESAN STRAND B Writing

OBJECTIVES

Write narrative, expository, persuasive and descriptive essays of at least 500 to 700 words in each genre

- Offer critical opinions, analysis of reading or alternate points of view in writing.

Biographies, autobiographies, short stories, or narratives

- Relate a clear, coherent incident, event or situation by using well-chosen details.
- Reveal the significance of, or the writer's attitude about, the subject.
- Employ the narrative and descriptive strategies, e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters.

Responses to literature

- Exhibit careful reading and insight in their interpretations.
- Connect the student's own responses to the writer's techniques and to specific textual references.
- Draw supported inferences about the effects of a literary work on its audience.
- Support judgments through references to the text, other works, other authors, or to personal knowledge.

Research reports

- Define a thesis.
- Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- Use a variety of primary and secondary sources and distinguish the nature and value of each.
- Organize and display information on charts, maps, and graphs.

Persuasive compositions

- Include a well-defined thesis; e.g., one that makes a clear and knowledgeable judgment.
- Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter arguments.

Documents related to career development

- Present information purposefully and succinctly and meet the needs of the intended audience.
- Follow the conventional format for the type of document; e.g., letter of inquiry, memorandum.

Edit

- Sentence structure.
- Verb tense.
- Point of view.
- Mechanics.

DIOCESAN STRAND C Listening and Speaking

OBJECTIVES

Critical listening and response

- Listen attentively.
- Listen actively: ask questions that seek information and to understand and clarify the speaker's purpose or point of view, paraphrase what was said, interpret verbal and non-verbal messages, interpret the speaker's purpose or intent.
- Make inferences or draw conclusions based on an oral report.
- Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
- Use listening skills in group setting to: share responsibility for a team project, set and meet goals, choose solutions, monitor progress.
- Organize information to achieve particular purposes.
- Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transition, previews, and summaries; a logically developed body; and an effective conclusion.
- Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- Use audience feedback, e.g., verbal and nonverbal clues.
- Evaluate the credibility of a speaker, e.g., hidden agendas, slanted, or biased material.
- Interpret and evaluate the various ways in which visual image-makers communicate information and affect impressions and opinions, e.g., graphic artists, illustrators, and news photographers.

Formal presentations

Employ traditional rhetorical strategies, e.g., narration, exposition, persuasion, description.

- Narrate a personal account: that creates an organized structure appropriate to purpose, audience, and context, and establishes a point of view.
- Use appropriate verbal techniques for effective communication, e.g., voice modulation, inflections, tempo, enunciation and phrasing.
- Deliver narrative presentations that: relate a clear, coherent incident, event, or situation by using well-chosen details, reveal the significance of, and the subject's attitude about, the incident, event, or situation and employs narrative and descriptive strategies.
- Deliver oral responses to literature that: interpret a reading and provide insight, connect the students' own responses to the writer's techniques and to specific textual references, draw supported inferences about the effects of a literary work on its audience, and support judgments through references to the text, other works, other authors, or personal knowledge.
- Deliver research presentations that: define a thesis, record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, use a variety of primary and secondary sources and distinguish the nature and value of each, and organize and record information on charts, maps, and graphs.
- Deliver persuasive presentations that: include a well-defined thesis, differentiates fact from opinion and supports arguments with detailed evidence, anticipates and answers listener concerns and counterarguments effectively through the inclusion and arrangement of details.
- Recite poems of at least four stanzas, sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively.

Use of argument

- Evaluate a variety of public documents: identify the social context of the argument, compare the argument and counter-argument presented, and judge the effectiveness of tone, style, and use of language.
- Refine the use of the problem-solution process by: evaluating problems and solutions within various texts and situations.
- Create arguments that persuade: engage the audience by establishing a context, creating a persona, and otherwise developing interest, develop a controlling idea that makes a clear and knowledgeable judgment, arrange details, reasons, and examples effectively and persuasively.

- Anticipate and address reader/listener counter-arguments.
- Critical thinking skills.
- Apply criteria to evaluate text and multimedia.
- Analyze the purpose of the author or creator and the impact of that purpose and evaluate any bias or propaganda techniques.
- Develop and apply appropriate criteria to evaluate the quality of the communication.
- Use the stance of a critic to: consider alternative points of view or reasons and remain fair-minded and open to other interpretations.

DIOCESAN STRAND D Grammar and Language Conventions

OBJECTIVES

Grammar and language conventions

- Use a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
- Use subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- Apply the parts of speech to clarify language usage.
- Use pronouns correctly, including clear antecedents and case.
- Use phrases and clauses correctly, including proper punctuation to determine the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis of words.
- Extend vocabulary knowledge by learning and using new words.
- Evaluate the use and power of dialects in standard/nonstandard English usage.
- Apply correct language conventions and usage during formal oral presentations.
- Continue to identify and edit errors in spoken and written English using correct spelling.
- Produce final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
- Edit written manuscripts to ensure that correct grammar is used.
- Use complex sentences; compound-complex sentences.
- Use correct capitalization.
- Use correct punctuation including: hyphens, parentheses, commas in a series, quotations, colons, and semi-colons.