

**Ledyard Public Schools
GRADE 8**

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. **Standards 1 and 2**

Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.

OBJECTIVES/EVIDENCE

The student will read and respond to demonstrate general understanding by:

1. Identifying or inferring story elements of characters, theme, conflict, plot, settings, events and relationships (fiction). *1.1f, 1.1d*
2. Summarizing using relevant information from the text. *1.1c*
3. Determining the main idea and supporting details in non-fiction through text and text features (charts, graphs, tables, headings, and graphics). *1.2f, 1.1d*
4. Using information from the text to make a prediction. *How do you think _____ would be different if _____ had/had not happened?* *1.1a, 1.2a*

CSDE Grade Level Expectations:

The student will:

- Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.
- Interpret how situations, actions and other characters influence a character's personality and development.

**Ledyard Public Schools
GRADE 8**

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Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.

OBJECTIVES/EVIDENCE

The student will read and respond to develop an interpretation by *citing evidence from the text and by:*

1. Identifying or inferring the author's use of text structure (cause/effect, compare/contrast, and problem/solution) and structure organization (narrative, expository, persuasive, poetic). **1.2d, 2.1b**
2. Drawing conclusions about the author's purpose. *Explain why the author used _____ to _____. Support with evidence from the text.* **1.1e**
3. Analyzing *and evaluating the author's, illustrator's and/or filmmaker's use of specific details to express social and political issues.* **2.1d, 2.1c, 2.4f**
4. *Discussing how the experiences of an author or reader influence interpretation of the text.*

CSDE Grade Level Expectations:

The student will:

- develop literal and inferential questions about texts using explicit and implicit evidence from the texts. (QAR)
- compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- explain how certain actions cause certain effects, e.g., how the Holocaust changed international politics today or how the internment of Japanese Americans during World War II affected traditional Japanese family structure.

**Ledyard Public Schools
GRADE 8**

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Performance Standard/Student Outcome 1C: The student will know how to make connections to text. 1.1, 1.2, 2.2, 2.3

OBJECTIVES/EVIDENCE

The student will read and respond to take a critical stance by *citing evidence from the text and by:* 2.2b

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

CSDE Grade Level Expectations:

The student will:

- identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.
- evaluate the quality and value of text.

**Ledyard Public Schools
GRADE 8**

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Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.

OBJECTIVES/EVIDENCE

The student will read and respond, citing (evidence from the text), to examine the content and structure of texts by: 2.2b

1. Analyzing use of literary devices (hyperbole, imagery, satire, bias and suspense) by answering questions such as: *What literary devices does the author use that makes the piece effective/ineffective for you as a reader?* **2.1a, 2.1d**
2. Evaluating explicit (right there, think and search) or implicit information (author and you, on my own). *What was most important to _____? Support with evidence from the text.* **1.2b, 1.2a, 1.4b**
3. Responding or extending with relevant information. **1.4b**
4. **Recognizing, analyzing and evaluating an author's values, ethics or beliefs.** **2.3b, 2.3c, 2.4d, 2.4e**
5. Using the text to predict/interpret what ideas, words, or concepts the author will use.
6. Identifying and analyzing the elements of bias in non-fiction. **1.2c, 1.4a, 2.3b**

CSDE Grade Level Expectations:

The student will:

- critique the way in which an author uses a variety of language structures to create an intended effect, e.g., words or phrases from another language, dialect, simile and metaphor.
- critique an author's reasoning and use of evidence in an argument or defense of a claim.
- analyze and critique the intended effects of propaganda techniques the author uses to influence readers' perspectives.
- evaluate recurring themes in literature that reflect worldwide social and/or economic change, e.g., social change, such as characters that change their attitudes after learning about different cultures.
- extend the meaning of a text by expressing an insight implied but not stated, e.g., author's perspective, the nature of conflict.
- use text-based information to solve a problem not explicitly identified in the text, e.g., use information in an article about fitness to design an exercise routine.

**Ledyard Public Schools
GRADE 8**

Performance Standard/Student Outcome 1E: The student will develop fluency through independent reading.

OBJECTIVES/EVIDENCE

The student will develop fluency by reading independently throughout the year. 1.2g

CSDE Grade Level Expectations:

The student will:

- read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
- read aloud unpracticed grade-level text at a fluency rate of 145-155 words correct per minute.
- adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form and style.

Assessments/Data Collection	Strategies/Activities	Resources
Teacher observation Reading record log	Teacher assists students in book selections using DRP and other data. Rereading Readers' Theatre Drama Interest Inventories	Student assessment data Language Arts Curriculum Addendum Home/school/class/community libraries Poetry Songs DRP Book Link

**Ledyard Public Schools
GRADE 8**

<p>GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English. Standards 3 and 4</p>	
<p>Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.</p>	
<p>OBJECTIVES/EVIDENCE</p> <p>The student will plan and compose written pieces that demonstrate: 3.1c, 4.2a</p> <ol style="list-style-type: none"> 1. Awareness of audience. 4.2b 2. Organization of expository and persuasive pieces. 3. Sequence using transition words for logical order, cause/effect, summarization, and to add a point. 4. Elaboration and details including the use of examples, dialogue, facts, statistics, quotes, personal connections, cause/effect, compare/contrast. 5. Fluency using transition words and expanded vocabulary. 	
<p>CSDE Grade Level Expectations: <u>Writing Process</u></p> <p>Plan: collect and explore ideas for later use as a basis for informational, persuasive or literary writing, e.g., maintain writer’s notebook.</p> <p>Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p> <p>Publish/Present: uses different technologies to produce, design and publish a finished product, e.g., political cartoons, brochure.</p> <p>Reflect: critique work independently and in groups, and establish a focus collaboratively, e.g., author’s craft, elaboration, fluency.</p> <p>CSDE Grade Level Expectations: <u>Writing Genres, Traits and Crafts</u></p> <p>Descriptive:</p> <ul style="list-style-type: none"> ▪ Edit a piece selecting words for connotation and denotation, e.g., plump vs. fat, shack vs. house. <p>Narrative:</p> <ul style="list-style-type: none"> ▪ Write elaborate dialogue, e.g., script, commercial. 	<p>CSDE Grade Level Expectations: <u>Writing Genres, Traits and Crafts</u> (continued)</p> <p>Expository:</p> <ul style="list-style-type: none"> ▪ Write a speech about a mathematical or scientific concept. ▪ Write an informational report, e.g., science, social studies, art history, music. ▪ Write a letter to the editor. <p>Persuasive:</p> <ul style="list-style-type: none"> ▪ Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives. ▪ Write a review of a restaurant, movie, television show, concert, website. ▪ Write a newspaper editorial. ▪ Write a public service announcement. ▪ Write a cover letter to a business expressing interest in volunteering, employment. <p>Poetic:</p> <ul style="list-style-type: none"> ▪ Write poetry in style of choice.

**Ledyard Public Schools
GRADE 8**

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal Process pieces (fall, winter, spring) Prompts – <i>(fall, winter, spring)</i> 2-3 page, double spaced thesis paper using research skills and resources linked to content areas</p> <p>Informal Rubric assessments Writing samples Conferencing Sharing student work Peer conferencing</p> <p>*CRISS Strategies</p>	<p>Required Strategies Planning using graphic organizer Power structure* Peer conferencing RAFT*</p> <p>Required Activities</p> <p><i>Listen to and read a variety of genres as models/mentor texts 3.1b</i> Modeling/Guided Practice Holistic scoring with students Read, share and discuss student samples</p>	<p>Suggested Strategies/Activities</p> <p>Framed paragraphs* Poetry 5 paragraph essay/spool paper* Awareness of audience activities Graphic organizers</p>	<p>Instructional Student work Language Arts Curriculum Addendum <i>Write Source 2000</i> student books Process Writing Frameworks</p> <p>Teacher Student assessment data Language Arts Curriculum Addendum CRISS manual* <i>Write Source</i> Teacher’s Guide CMT/CAPT Language Arts Handbook</p>

Ledyard Public Schools
GRADE 8

Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.

OBJECTIVES/EVIDENCE

The student will revise and edit for: 3.2c, 4.2a, 4.3a, 4.3b, 4.3c

1. Spelling using Grade 8 Core Word List and appropriate content words.
2. Indefinite pronouns and pronoun case, extraneous material, independent clauses, misplaced modifiers, and parallel structure.
3. Punctuation (commas with participial phrases and parenthetical expressions) and capitalization (proper adjectives to include literary works and works of art).
4. Thesis statement (clearly defined in essays and research).

CSDE Grade Level Expectations: Spelling

- Use spelling rules and patterns from previous grades.
- Use multiple strategies to spell.

Examples:

- homophones, e.g., *capital* and *capitol*
- affixes, e.g., *dis-*, *ir-*, *-ist*, *-ism*
- Greek and Latin roots, e.g., *circus*, *spiral*, *vision*
- words from other languages, e.g., *arena*, *buffet*, *soufflé*, *lariat*
- frequently misspelled words, e.g., *accommodation*, *cemetery*, *receive*

Draft: decide if multiple drafts are necessary, and continue drafting/ revising as appropriate.

Revise: revise, checking for organization, clarity, fluency and elaboration.

CSDE Grade Level Expectations: Capitalization/Punctuation/Usage

- Use capitalization, punctuation, and usage rules from previous grades.
- Capitalizes the title of a specific course, e.g., History 9a as opposed to history.

**CSDE Grade Level Expectations:
Capitalization/Punctuation/Usage (continued)**

- Use commas to enclose titles, e.g., *Jennifer Longstreet, M.D., is a pediatrician.*
- Use commas for emphasis or clarity, e.g., *What the teacher does, does affect students' learning.*
- Place commas and periods inside quotation marks.
- Use apostrophes to form plurals of letters or numbers, e.g., know your ABC's.
- Use apostrophes in possessive compound nouns, e.g., the-mother-law's birthday.
- Use a colon between title and subtitle, e.g., *Write Source 2000: A Guide to Thinking, Writing and Learning.*
- Use slash (/) correctly, e.g., in a fraction, to show choice.
- Use parallel construction when listing infinitive phrases e.g., parallel: *Bradley likes to run, dive, and ride horses;* not parallel: *Bradley likes to run, to dive, and ride a horse.*
- Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.
- Use textual markers, e.g., rows, columns, tables.
- Cite sources according to prescribed format, e.g., MLA, APA

**Ledyard Public Schools
GRADE 8**

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal Process pieces (fall, winter, spring) Prompts – <i>(fall, winter, spring)</i> 2-3 page double spaced <i>thesis</i> paper using research skills and linked to content areas whenever possible Priority words (100%) in writing</p> <p>Informal Writing samples Conferencing Sharing student work Peer conferencing Sitton Proofreading Test</p>	<p>Required Strategies Peer conferencing</p> <p>Required Activities Modeling/Guided Practice Revising/editing student samples Read, share, and discuss student samples Vocabulary expansion</p>	<p>Suggested Strategies/Activities Sitton Activities <i>Daily Language Workouts</i></p>	<p>Instructional Student work Language Arts Curriculum Addendum Process Writing Frameworks <i>Write Source 2000</i> materials Sitton Spelling Activities</p> <p>Teacher Student assessment data Language Arts Curriculum Addendum <i>Daily Language Workouts</i> <i>Sitton Spelling Sourcebook</i> Format for bibliographical information</p>

**Ledyard Public Schools
GRADE 8**

Performance Standard/Student Outcome 2C: The student will know how to produce oral and visual presentations.

OBJECTIVES/EVIDENCE
The student will listen to and produce oral presentations with attention to: 3.1a, 3.2a, 3.2b, 3.2f, 4.2b, 1.3e

1. Voice quality
2. Eye contact
3. Organization
4. Quality of presentation (sufficient content, clear message, content accuracy when applicable).
5. *Audience*

OBJECTIVES/EVIDENCE
The student will view and produce visual presentations with attention to:

1. Format
2. Design
3. Organization
4. Quality of presentation (sufficient content, clear message, content accuracy when applicable).
5. *Audience*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
Formal Rubric Informal Teacher observations Student designed rubrics Book talks Demonstrations Explanations Coffee house Surveys Presentations Graphics Visual aids *CRISS Strategies	Required Strategies Required Activities Modeling/Guided Practice Viewing Presenting Graphics Visual aids	Suggested Strategies/Activities Class/Student-designed rubrics Posters, charts, brochures, displays, Power Point presentations Hyperstudio Drama Free-form mapping*	Instructional Classic, contemporary and multicultural texts, and multimedia Social studies performance tasks Computer technology Teacher Student Assessment Data

**Ledyard Public Schools
GRADE 8**

Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.

OBJECTIVES/EVIDENCE

The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b

- 1. Reading, listening to and telling stories from a variety of cultures.*
- 2. Discussing the similarities and differences in the way language is used.*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	<i>*See strategies grids</i>		
<i>Informal</i> <i>Discussions</i> <i>Writing Samples</i> <i>Journals</i> <i>Presentations</i>	<i>Required</i> <i>Discussions regarding</i> <i>- how author expresses</i> <i>thoughts</i> <i>- how authors use language</i> <i>- reasons for variations</i> <i>Compare/contrast differences</i> <i>in language in a variety of text</i>	<i>Suggested</i> <i>Author studies</i> <i>Write different versions of</i> <i>same text appealing to</i> <i>different audiences</i>	<i>A variety of genres to include fiction,</i> <i>non-fiction, and multi-cultural texts</i>

**Ledyard Public Schools
GRADE 8**

GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology. Standards 1, 2, 3 and 4

Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.

OBJECTIVES/EVIDENCE

The student will use research and study skills to gather and respond to information by: 3.2d, 2.2b, 3.2e

1. Using a variety of reference materials including the thesaurus and almanac.
2. Culling essential information from two or more appropriate sources using parenthetical documentation (author, year) and using bibliographical format of author, title, publisher and year published.
3. Integrating technology into product or project.
4. Using notetaking skills to summarize and/or paraphrase.
5. *Evaluating the validity and authenticity of primary and secondary sources.*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal Thesis paper from 2A</p> <p>Informal Journals Notes Social studies performance tasks</p> <p>*CRISS Strategies</p>	<p>Required Strategies Paraphrasing Summarizing* Power notes* Two column notes*</p> <p>Required Activities Modeling/Guided Practice BIG 6 Skimming and scanning text</p>	<p>Suggested Strategies/Activities Conferencing KWWL* 3 column notes/Venn Diagrams*</p>	<p>Instructional Social studies performance tasks A variety of primary and secondary sources – letters, biographies, memoirs, journals, essays</p> <p>Teacher CRISS manual* Newspapers Magazines Poetry, literature and other media Internet sources Student Assessment Data</p>

**Ledyard Public Schools
GRADE 8**

GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts. Standards 1, 2, 3 and 4		
Performance Standard/Student Outcome 4: The student will use appropriate strategies to read and write.		
OBJECTIVES/EVIDENCE The student will choose and apply appropriate strategies to read. 1.1b, 1.3a, 1.3c		
<ol style="list-style-type: none"> 1. Recognize unknown words or determine their meaning, using: <ul style="list-style-type: none"> • Multiple meanings • Context clues • Structural analysis 2. Using the conventions of the English language and revise, edit and proofread writing by identifying and correcting errors in spelling, grammar, and usage. 3. Using and expanding new vocabulary to include idioms, synonyms (for nouns, adjectives, verbs, and adverbs), and literary devices. 1.3d 		
OBJECTIVES/EVIDENCE The student will choose and apply appropriate strategies to spell.		
<ol style="list-style-type: none"> 1. Reading and spelling correctly words taught as part of eighth grade spelling curriculum. 2. Spelling content vocabulary words correctly. 3. Spelling irregular words correctly. 4. Spelling correctly words involving previously studied generalizations and word patterns. 		
ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES <i>*See strategies grids</i>	RESOURCES
Formal CMT Process writing pieces (see 2A) Sitton Spelling Achievement Test (fall, winter, spring) Informal Daily work Process writing Teacher observation Spelling games Writing samples Prompts Cloze *CRISS Strategies	Required Strategies Sitton strategies Required Activities Modeling/Guided Practice Direct instruction in vocabulary Process writing Brainstorming List expansion Conferencing Peer conferencing Cloze Sitton Cloze Story Word Test	Suggested Strategies/Activities Journals Diaries Letters Games Puzzles Sitton No Reference Write Sitton Sentence Dictation Test Instructional Classic, contemporary, multicultural texts, and poetry <i>Newsweek for Teens</i> Daily Oral Language Plus Analogies <i>Daybook</i> – Great Source Student work Teacher <i>Sitton Spelling Sourcebook</i> CRISS manual* <i>Daily Language Workouts</i> – Great Source CMT Handbook Student Assessment Data

Ledyard Public Schools
GRADE 8