

8th Grade Language Arts Curriculum Guide

First Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessments
KPBSD	Follow multi-step oral directions.				
KPBSD	Ask appropriate questions to seek elaboration and clarification of ideas.				
KPBSD	Student will acknowledge and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas.				
KPBSD	Student will develop active listening strategies to comprehend oral information.				
KPBSD	Student will use appropriate: Voice Phrasing (e.g. rate) Intonation				
3.2.1	Student will write a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot.				
KPBSD	Use pre-writing strategies to select topic and collect and organize details.				
3.3.4	Student will apply rules of capitalization (e.g., titles and proper nouns)				
3.6.1	Student will correct misspellings using available software programs, including choosing the correct spelling option among several choices (L)				
3.4.6	Student will use resources throughout the writing process (e.g., dictionary, thesaurus, peer				

	conference, scoring guide, rubric, word processor)* (L)				
CC	Student will come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.				
3.3.5	Student will apply rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*				
3.2.2	Student will write in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade practicing formal structure				

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Second Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessments
CC	Student will form and use verbs in the indicative, interrogative, conditional, and subjunctive mood.				
CC	Student will use punctuation (comma, ellipsis, dash) to indicate a pause or break.				
CC	Student will use an ellipsis to indicate omission.				
KPBSD	Student will plan and deliver an informative/explanatory presentation that: develops a topic, with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provide a strong conclusion.				
KPBSD	Student will incorporate body basics to accentuate main idea: posture eye contact movement gestures use multi-media to enhance presentation Use notes/outline in presentations Stay on topic				
3.1.1	Student will incorporate the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph 3.1.1 <i>May include a lead or hook</i>				
3.1.3	Student will organize ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the				

	composition with a variety of transitional words and phrases				
3.4.1	Student will rearrange details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)				
3.3.3	Student will apply rules of punctuation (i.e., commas, quotation marks, and apostrophes, parentheses, and colons) 3.3.3 <i>Semicolon, transitions</i>				
3.6.3	Student will select and use formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)				

8th Grade Language Arts Curriculum Guide

Third Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessments
KPBSD	Student will formulate questions to guide research generating additional related, focused questions that allow for multiple avenues of exploration.				
KPBSD	Student will identify multiple sources of information to answer questions.				
3.1.2	Student will write in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement.				
3.1.4	Student will write a <i>strong</i> concluding paragraph (e.g., restating the thesis and summarizing the main point).				
3.4.5	Student will use appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)*				
KPBSD	Student will distinguish between relevant and irrelevant information.				
KPBSD	Student will draw evidence from literary or informational texts to support analysis, reflection, and research.				
3.5.1	Student will give credit for others' ideas, images and multimedia information including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title publishing information and page number (using simplified MLA or APA style) (L) <i>3.5.1 Understand plagiarism and ramifications</i>				

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Fourth Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessments
3.2.2	Student will write in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade practicing formal structure				
CC	Student will form and use active and passive voice.				
CC	Student will form and use verbs in the indicative, interrogative, conditional, and subjunctive mood).				
CC	Student will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				