

GRADE 8 LANGUAGE ARTS

LITERATURE

The purpose of the eighth grade Literature program is to guide the students to better understand and appreciate novels, short stories, poetry, and authors.

Literature/Reading:

Students will:

- identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- identify and analyze sensory details and figurative language.
- identify and analyze the author's use of dialogue and description.
- recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).
- identify and analyze main ideas, supporting details.
- use knowledge of genre characteristics to analyze a text.
- interpret mood and tone, and give supporting evidence in a text.
- interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
- recognize organizational structures and use of arguments for and against an issue.
- identify used to support an argument.
- distinguish between the concepts of theme in a literary work and author's purpose in an expository text.
- identify and analyze patterns of imagery or symbolism.
- identify and interpret themes and give supporting evidence from a text.
- identify and analyze the point(s) of view in a literary work.
- analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.
- analyze and evaluate the logic and use of evidence in an author's argument.
- determine the meaning of unfamiliar words using definition or example context clues.
- identify basic facts and main ideas in a text and use them as them as the basis for interpretation.
- use knowledge of genre and characteristics to analyze text.
- interpret mood and tone, and give supporting evidence in a text.
- interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
- recognize structures and use of arguments for and against an issue.
- identify evidence used to support an argument.

- deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
- relate a literary work to information about its setting.
- relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
- identify, analyze, and apply knowledge of the characteristics of different genres.
- identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.
- identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
- apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.
- analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.
- identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
- apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.
- analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.
- identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
- identify and analyze the elements of setting, characterization, and plot (including conflict).
- locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.
- identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction, or informational materials and provide evidence from the text to support their understanding.
- identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).
- identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).
- identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).
- identify and analyze main ideas, supporting ideas, and supporting details.
- identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
- identify and use knowledge of common graphic features (charts, maps, diagrams).
- identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).
- recognize use of arguments for and against an issue.

- identify evidence used to support an argument.
- distinguish between the concepts of theme in a literary work and author's purpose in an expository text.
- analyze the logic and use of evidence in an author's argument.
- analyze and explain the structure and elements of nonfiction works.
- identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.
- respond to and analyze the effects of sound, figurative language and graphics in order to uncover meaning in poetry:
- respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry
- identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems.
- analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).
- identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.
- identify imagery, figurative language, rhythm, or flow when responding to literature.
- identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.
- identify and analyze imagery and figurative language.
- identify and analyze how an author's use of words creates tone and mood.
- evaluate how an author's choice of words advances the theme or purpose of a work.
- identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.
- identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.
- compare traditional literature from different cultures.
- identify common structures and stylistic elements
- identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
- identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, and perform.
- identify and analyze the similarities and differences between a narrative text and its film or play version.
- identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed
- identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.
- identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.

- plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
- develop characters through the use of basic action skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.

Writing:

Students will:

- write with a clear focus, coherent organization, and sufficient detail.
- write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).
- write brief research reports with clear focus and supporting detail.
- write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.
- write poems using poetic techniques figurative language, and graphic elements
- write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
- write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.
- write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.
- write for different audiences and purposes.
- make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.
- select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.
- use different levels of formality, style, and tone when composing for different audiences.
- demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
- revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.
- improve word choice by using dictionaries of thesauruses.
- revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary use, and the economy of writing.
- improve word choice by using a variety of references.
- revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.

- revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
- use knowledge of standard English conventions in their writing, revising, and editing.
- use knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations).
- use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly place modifiers), and standard English spelling when writing and editing.
- organize ideas in writing in a way that makes sense for their purpose.
- decide on the placement of descriptive details about setting, characters, and events in stories.
- group related ideas and place them in logical order when writing summaries or reports.
- organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.
- integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).
- organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.
- organize ideas for writing comparison-and-contrast essays.
- develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their composition or research projects before presenting them to varied audiences.
- use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.

Speaking/Listening:

Students will:

- present a report/written assignment orally.
- participate/share in classroom/group discussions.
- discuss their thoughts and views of a book or books.

Materials:

- The Good Earth
- Animal Farm
- Warrior's Don't Cry
- To Kill a Mockingbird
- Short Stories (Realms of Gold 3)
- Poetry (Realms of Gold 3)
- King Lear
- Anne Frank: Diary of a Young Girl
- Autobiography/Biography book report
- Any genre (grade level) book reports

Instruction:

- Book Reports
- Creative Writing
- Open ended questions
- Readers theater
- Literature Circles

Prepared by Shawna Clifford and Deb Adam