

Reading

GRADE 8

STANDARD 1

The student *understands and uses different reading skills and strategies to read.*

To meet this standard, the student will:

Benchmark 8R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 8R.1.1.1 Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- 8R.1.1.2 Use language structure to understand reading materials including: sentence structure, prefixes, suffixes, contractions, and simple abbreviations
- 8R.1.1.3 Integrate appropriate reading strategies to adapt reading to different types of text
- 8R.1.1.4 Use a variety of reading strategies to comprehend words and ideas in increasing complex texts including self-correcting, re-reading, reading on, and slowing down
- 8R.1.1.5 Understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
- 8R.1.1.6 Analyze text for a specific purpose
- 8R.1.1.7 Synthesize information from a variety of sources
- 8R.1.1.8 Identify technical and specialized vocabulary and determine the meaning of multiple meaning words
- 8R.1.1.9 ESL – use primary language to enrich vocabulary in English

Benchmark 8R.1.2: Build vocabulary through reading

Indicators:

- 8R.1.2.1 Continue to use context clues to build vocabulary
- 8R.1.2.2 Examine and increase vocabulary relevant to specific contexts
- 8R.1.2.3 Use environmental print and graphics to support vocabulary development
- 8R.1.2.4 Construct general and specialized vocabularies through reading in specific fields of academic study such as science, social studies, mathematics and the arts

Benchmark 8R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 8R.1.3.1 Read fluently focusing on text details when necessary to maintain meaning
- 8R.1.3.2 Read both orally and silently with ease
- 8R.1.3.3 Adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail

Benchmark 8R.1.4: Understand elements of literature

Indicators:

- 8R.1.4.1 Identify literary devices to enhance comprehension and better understand authors' purposes: alliteration, allusion, dialogue, exaggeration, figurative language, flashback, foreshadowing, humor, irony, personification, tone, etc.
- 8R.1.4.2 Analyze literary elements: plot, characters, setting, plot, theme, point of view, conflict, climax, resolution

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- 8R.1.4.3 Identify and understand the elements of literary non-fiction, including autobiographies, biographies, essays, and informational material
- 8R.1.4.4 Separate facts from opinion in a variety of media: books, internet, newspapers, etc.
- 8R.1.4.5 Apply effective strategies for reading nonfiction
- 8R.1.4.6 Identify and understand the elements of poetry: form, sound, imagery, figurative language
- 8R.1.4.7 Develop effective strategies for reading poetry
- 8R.1.4.8 Identify and understand the elements of drama, including plot, cast of characters, dialogue, and stage directions

Benchmark 8R.1.5: Use technology

Indicators:

- 8R.1.5.1 Locate specific information to pursue an interest or complete a project
- 8R.1.5.2 Cite sources of information with MLA standards and apply to research
- 8R.1.5.3 Use complex organizational features of printed text: title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.
- 8R.1.5.4 Use organizational features of electronic information such as microfiche headings and numberings, CD Rom, Internet, etc.

Reading

GRADE 8

STANDARD 2

The student *understands the meaning of what is read.*

To meet this standard, the student will:

Benchmark 8R.2.1: Comprehend important ideas and details

Indicators:

- 8R.2.1.1 Demonstrate comprehension of varied texts especially complex narratives
- 8R.2.1.2 Summarize the main ideas and supporting facts and details with evidence from reading
- 8R.2.1.3 Link characters, events and information to prior knowledge, previous experience, and current issues to increase understanding
- 8R.2.1.4 Make predictions and inferences about various texts based on a synthesis from previously read selections
- 7R.2.1.5 Summarize ideas in own words

Benchmark 8R.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- 8R.2.2.1 Compare, contrast, and connect ideas within and among several texts
- 8R.2.2.2 Use logical sequence to accurately retell stories; order and/or sequence parts of text
- 8R.2.2.3 Recognize biases portrayed in published texts with emphasis on gender, age, and ethnic stereotyping

Benchmark 8R.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- 8R.2.3.1 Draw conclusions based on the validity and accuracy of what is read
- 8R.2.3.2 Explain how an author uses language to influence different audiences
- 8R.2.3.3 Analyze and evaluate an authors' effectiveness for different audiences
- 8R.2.3.4 Recognize bias, stereotype, over generalization, association, and other devices used by the authors to influence an audience
- 8R.2.3.5 Apply information gained from reading to give a response and express insight
- 8R.2.3.6 Analyze ideas and concepts within, among and beyond multiple texts
- 8R.2.3.7 Analyze and interpret reasoning and ideas related to multiple text
- 8R.2.3.8 Separate fact from opinion
- 8R.2.3.9 Recognize the authors point of view, tone and use of persuasive devices
- 8R.2.3.10 Make generalizations beyond the text to other texts, ideas, or situations
- 8R.2.3.11 Evaluate published works using Six-Trait model
- 8R.2.3.12 Recognize, in written text, the qualities of excellent writing based on Six-Trait model

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 8

STANDARD 3

The student reads different materials for a variety of purposes.

To meet this standard, the student will:

Benchmark 8R.3.1: Read to learn new information

Indicators:

- 8R.3.1.1 Observe and use signs, labels, and instructions
- 8R.3.1.2 Organize information from resource materials and communicate findings effectively
- 8R.3.1.3 Locate, analyze, and interpret materials to investigate a topic (reference materials, encyclopedias, pamphlets, book excerpts, newspapers, magazine articles, etc.)
- 8R.3.1.4 Read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, electronic information, etc.)
- 8R.3.1.5 Evaluate the appropriateness of a variety of resource materials for a specific task

Benchmark 8R.3.2: Read to perform a task

Indicators:

- 8R.3.2.1 Understand and follow complex information to perform specific tasks
- 8R.3.2.2 Follow written directions

Benchmark 8R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 8R.2.3.1 Read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction, narratives, plays)
- 8R.2.3.2 Read critically to analyze, compare, and contrast works of various authors and to understand multiple perspectives and issues of self, others and world issues
- 8R.2.3.3 Analyze recurring themes in literature such as identity, human interaction, conflict and struggle, social and economic change, and choices

Benchmark 8R.3.4: Develop interests and share reading experiences

Indicators:

- 8R.3.4.1 Share with others knowledge gained through reading
- 8R.3.4.2 Select books on topics of interest
- 8R.3.4.3 Read independently for a variety of reasons
- 8R.3.4.4 Present oral book reports or share book reports in small groups

Benchmark 8R.3.5: Develop reading through technology

Indicator:

- 8R.3.5.1 Use basic electronic reference tools (computers)

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Benchmark 8R.3.6: Recognize God’s character through various written material

Indicator:

8R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 8

STANDARD 4

The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

Benchmarks 8R.4.1: Assess strengths and need for improvement

Indicators:

- 8R.4.1.1 Use a variety of strategies to monitor reading progress and to overcome difficulties
- 8R.4.1.2 Set reading goals and develop strategies to meet goals and monitor progress
- 8R.4.1.3 Participate in reading activities: set goals, keep a reading log, etc.

Benchmark 8R.4.2: Seek and offer feedback to improve reading

Indicators:

- 8R.4.2.1 Discuss the use of reading strategies with others
- 8R.4.2.2 Use reading standards to evaluate reading effectiveness

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 8

STANDARD 1

The student writes clearly and effectively.

To meet this standard, the student will:

Benchmark 8W.1.1: Develop concept and design: ideas and organization

Indicators:

- 8W.1.1.1 Use prewriting techniques such as outline, bubble, and cluster to develop a topic
- 8W.1.1.2 Use appropriate organizational structures
- 8W.1.1.3 Write a well-supported/developed paragraph including topic sentence, supporting detail with commentary, effective transitions, and a concluding sentence
- 8W.1.1.4 Understand and develop a thesis statement
- 8W.1.1.5 Write a basic five paragraph essay with thesis
- 8W.1.1.6 Demonstrate elaboration through examples, details, facts, and/or reasons
- 8W.1.1.7 Write analytically using basic and clear logic

Benchmark 8W.1.2: Use appropriate voice for audience and purpose

Indicators:

- 8W.1.2.1 Continue to use language that is lively, unique, and descriptive
- 8W.1.2.2 Experiment with voices for an expanding range of genres and audiences
- 8W.1.2.3 Develop a formal tone when writing an essay

Benchmark 8W.1.3: Use word choice appropriate to the audience and purpose

Indicators:

- 8W.1.3.1 Use language that is precise, engaging, and well-suited to the topic
- 8W.1.3.2 Recognize clichés and begin to eliminate them from formal writing
- 8W.1.3.3 Use precise vocabulary while avoiding overused modifiers
- 8W.1.3.4 Experiment with figurative language, sound patterns, and style
- 8W.1.3.5 Distinguish between commonly confused words (e.g. their, there)
- 8W.1.3.6 Choose colorful and creative language

Benchmark 8W.1.4: Use sentence fluency appropriate to the audience and purpose

Indicators:

- 8W.1.4.1 Vary sentence beginnings, structures, and lengths for effect
- 8W.1.4.2 Recognize and correct fragments and run-ons

Benchmark 8W.1.5: Apply writing conventions

Indicators:

- 8W.1.5.1 Follow standard conventions to produce clear and correctly written paper
- 8W.1.5.2 Continue to be consistent with verb tense
- 8W.1.5.3 Use paragraphs and other textual markers to help reader through the text
- 8W.1.5.4 Write legibly

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Writing

GRADE 8

STANDARD 2

The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

Benchmark 8W.2.1: Write for different audiences

Indicators:

- 8W.2.1.1 Write for a variety of audiences (classmates, younger students, parents)
- 8W.2.1.2 Identify audience and begin to adjust writing for specific impact
- 8W.2.1.3 Write for formal and informal audiences
- 8W.2.1.4 Select own writing to publish

Benchmark 8W.2.2: Write for different purposes integrating a Christian world view

Indicators:

- 8W.2.2.1 Write in the following modes: descriptive, narrative, expository, persuasive
- 8W.2.2.2 Write for a range of purposes including: to express, to inform, to create, to explain, to entertain (tell a story)
- 8W.2.2.3 Write for real-life applications
- 8W.2.2.4 Write reports, recipes, directions, and letters
- 8W.2.2.5 Write for research
- 8W.2.2.6 Reflect upon own experiences, to make inferences or to draw conclusions

Benchmark 8W.2.3: Write in a variety of forms

Indicator:

- 8W.2.3.1 Write in the following forms: narrative, creative, poetry, book reports, research reports, essays, and others
- 8W.2.3.2 Vary form, detail, and structure to fit the intended purpose and audience

Benchmark 8W.2.4: Use technology as a tool in writing

Indicators:

- 8W.2.4.1 Cite sources according to MLA handbook
- 8W.2.4.2 Explore and use a variety of publishing options

Benchmark 8W.2.5: Write for real life applications

Indicators:

- 8W.2.5.1 Identify particular forms one might be required to use when writing in career settings, for example, software programs or research reports
- 8W.2.5.2 Produce technical and non-technical documents using resources from career setting such as evacuation manuals, consumer spending graphs, and demographic tables
- 8W.2.5.3 Write for research
- 8W.2.4.4 Apply MLA standards for documentation

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Benchmark 8W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 8W.2.6.1 Integrate Christian world view into a variety of written styles (poems, journals, reports and stories)
- 8W.2.6.2 Write in a manner consistent with Christian values and world view

Writing

GRADE 8

STANDARD 3

The student understands and uses the steps of the writing process

To meet this standard, the student will:

Benchmark 8W.3.1: Pre-write

Indicators:

- 8W.3.1.1 Use a variety of strategies as a preparation for writing (lists, web and other brainstorming)
- 8W.3.1.2 Continue to narrow topic
- 8W.3.1.3 Choose appropriate point of view
- 8W.3.1.4 Gather evidence from text

Benchmark 8W.3.2: Draft

Indicators:

- 8W.3.2.1 Select and organize ideas from prewriting appropriate for audience, purpose, and content
- 8W.3.2.2 Focus on a thesis or theme
- 8W.3.2.3 Develop coherent supporting paragraphs with appropriate topic sentences
- 8W.3.2.4 Include appropriate introduction, body and conclusion
- 8W.3.2.5 Provide adequate detail or evidence
- 8W.3.2.6 Sustain flow of a single text over more than one writing session
- 8W.3.2.7 Draft text that uses logical flow of ideas and relationships

Benchmark 8W.3.3: Revise

Indicators:

- 8W.3.3.1 Confer with others to improve text, reading more critically for self and others (Peer Edit)
- 8W.3.3.2 Check that information supports thesis
- 8W.3.3.3 Show proficiency in using word processor as writing aid, including graphics to enhance text
- 8W.3.3.4 Edit for grade level conventions

Benchmark 8W.3.4: Edit

Indicators:

- 8W.3.4.1 Correct mechanics and grammar, some independently
- 8W.3.4.2 Recognize and use common proof reader's marks
- 8W.3.4.3 Use appropriate reference tools: spell check, thesaurus, dictionary, peers, and adults
- 8W.3.4.4 Adjust word choice and sentence structure
- 8W.3.4.5 Edit for grade-level conventions

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Benchmark 8W.3.5: Publish

Indicators:

- 8W.3.5.1 Produce polished final draft (neat, proofread, multiple draft, etc.)
- 8W.3.5.2 Share with appropriate audience (classmates, family, teacher)
- 8W.3.5.3 Fulfill requirements for appearance of final draft (cover page with name, title, date, written in ink or typed, including graphics when appropriate)
- 8W.3.5.4 Select from a variety of publishing methods including technology
- 8W.3.5.5 Demonstrate neatness in presentation including legible text, newspapers, bulletin boards, and middle school literary magazine

Writing

GRADE 8

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 8W.4.1: Assess own strengths and needs for improvement

Indicators:

- 8W.4.1.1 Increase articulation of qualities that make writing effective
- 8W.4.1.2 Identify strengths and weaknesses in own writing and use Six-Trait criteria to improve writing
- 8W.4.1.3 Review teacher's comments, keep all writing assignments in portfolio and strive to improve areas of weakness throughout the year by periodically checking progress
- 8W.4.1.4 Reflect on the works of talented authors to improve writing

Benchmark 8W.4.2: Seek and offer feedback

Indicators:

- 8W.4.2.1 Offer respectful and insightful feedback on others' writing
- 8W.4.2.2 Accept feedback, revise and edit own writing as appropriate
- 8W.4.2.3 Seek feedback before an assignment is turned in
- 8W.4.2.4 Offer feedback from peers before writing final draft, using Six-Trait terms

Communication

GRADE 8

STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

Benchmark 8C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 8C.1.1.1 Identify and use oral presentations: book reports, research findings
- 8C.1.1.2 Communicate with an expanding range of audiences, including community members and e-mail/internet
- 8C.1.1.3 Consider needs of audience when making limited adjustments in content and technique
- 8C.1.1.4 Communicate for a range of purposes: to inform, explain, persuade, and entertain

Benchmark 8C.1.2: Develop content and ideas

Indicators:

- 8C.1.2.1 Choose content appropriate to own purposes and interests and needs of an audience
- 8C.1.2.2 Access and use a variety of primary and secondary sources, in presentations
- 8C.1.2.3 Create an organized presentation with a clear sequencing of ideas and transitions
- 8C.1.2.4 Make a well-thought-out presentation supported by related details
- 8C.1.2.5 Select and document relevant material from a variety of sources in presentations

Benchmark 8C.1.3: Use effective delivery

Indicators:

- 8C.1.3.1 Speak at a volume and pace appropriate to the situation
- 8C.1.3.2 Project voice well
- 8C.1.3.3 Use good posture and eye contact
- 8C.1.3.4 Use facial expressions, body movement, and gestures where appropriate
- 8C.1.3.5 Enunciate clearly
- 8C.1.3.6 Use appropriate tone for context
- 8C.1.3.7 Appeal to the interests of the audience

Benchmark 8C.1.4: Use effective language and style

Indicators:

- 8C.1.4.1 Speak using standard grammar
- 8C.1.4.2 Use a variety of sentence structures
- 8C.1.4.3 Use language that is interesting and well-suited to the topic and audience
- 8C.1.4.4 Experiment with voice for the audience and purpose

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Benchmark 8C.2.5: Effectively use action, sound, and/or images to support presentations

Indicators:

- 8C.1.5.1 Communicate using a variety of media to illustrate and support ideas including oral, artistic, graphic, charts, and/or multimedia presentation
- 8C.1.5.2 Use available technology as a presentation tool, when available

Benchmark 8C.1.6: Analyze and evaluate presentation

Indicators:

- 8C.1.6.1 Listen and watch while others present
- 8C.1.6.2 Offer positive feedback on others' presentation
- 8C.1.6.3 Self-correct presentation

Benchmark 8C.1.7: Demonstrate appropriate communication that is consistent with God's character

Indicator:

- 8C.1.7.1 Speak the truth in love

Communication

GRADE 8

STANDARD 2

The student uses listening and observation skills to gain understanding.

To meet this standard, the student will:

Benchmark 8C.2.1: Focus attention

Indicators:

- 8C.2.1.1 Show attention by maintaining eye contact, nodding, body position, taking notes, and asking relevant questions
- 8C.2.1.2 Respond appropriately in social interactions, receiving information, and other contexts
- 8C.2.1.3 Begin to reflect/analyze on ideas while paying attention and listening
- 8C.2.1.4 Use a variety of listening strategies

Benchmark 8C.2.2: Listen and observe to gain and interpret information

Indicators:

- 8C.2.2.1 Interpret verbal and non-verbal communication
- 8C.2.2.2 Interpret visual information and/or people's behaviors (illustrations, maps, graphs, charts, objects, etc.)
- 8C.2.2.3 Listen for, identify, and explain: information vs. persuasion
- 8C.2.2.4 Demonstrate listening strategies for gaining information (note taking, outlining, webbing, charts)

Benchmark 8C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 8C.2.3.1 Ask questions to clarify content and meaning in a variety of contexts and situations
- 8C.2.3.2 Ask questions to interpret oral and visual contexts based on information from a variety of sources
- 8C.2.3.3 Paraphrase to expand understanding
- 8C.2.3.4 Make judgments and inferences
- 8C.2.3.5 Construct, refine, and verify hypotheses

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 8

STANDARD 3

The student uses communication strategies and skills to work effectively with others.

To meet this standard, the student will:

Benchmark 8C.3.1: Use language to interact effectively and responsibly with others

Indicators:

- 8C.3.1.1 Adhere to the 4 tribes agreements
- 8C.3.1.2 Use language to interact with others: greet people, compliment, give encouragement, and express feelings
- 8C.3.1.3 Use language to persuade, convince, correct, and disagree appropriately
- 8C.3.1.4 Use appropriate colloquialisms with peers and adults
- 8C.3.1.5 Use accurate language that is free from stereotyping, bias, libel, slander or harassment
- 8C.3.1.6 Show awareness of cultural premises and assumptions

Benchmark 8C.3.2: Work cooperatively as a member of a group

Indicators:

- 8C.3.2.1 Participate in a group to write, attempt consensus, propose solutions, or achieve results
- 8C.3.2.2 Contribute to group with suggestions, research, and effort
- 8C.3.2.3 Encourage all group members to participate
- 8C.3.2.4 Demonstrate respect for others' opinions by allowing time for responses
- 8C.3.2.5 Talk in turn
- 8C.3.2.6 Resolve to agree to disagree respectfully

Benchmark 8C.3.3: Seek agreement and solutions through discussion

Indicators:

- 8C.3.3.1 Respect that a solution may require compromise
- 8C.3.3.2 Analyze group interaction, understanding the consequences or how it affected the group overall
- 8C.3.3.3 Accept accountability for group results
- 8C.3.3.4 Implement a plan of action
- 8C.3.3.5 Acknowledge others' ideas and points of view
- 8C.3.3.6 Contribute responsibly to group efforts

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 8

STANDARD 4

The student analyzes and evaluates the effectiveness of formal and informal communication.

To meet this standard, the student will:

Benchmark 8C.4.1: Assess strengths and need for improvement

Indicators:

- 8C.4.1.1 Use established criteria to evaluate and improve presentations
- 8C.4.1.2 Evaluate effective presentations to improve own work
- 8C.4.1.3 Examine one's own strengths and weaknesses as a presenter
- 8C.4.1.4 Be able to recognize weaknesses in less effective presentations

Benchmark 8C.4.2: Seek and offer feedback

Indicators:

- 8C.4.2.1 Offer feedback on others' presentations with regard to content, organization, design, word choice, conventions, and delivery skills
- 8C.4.2.2 Seek and apply feedback when appropriate and revise own presentation

Benchmark 8C.4.3: Analyze different sources of mass communication

Indicators:

- 8C.4.3.1 Identify and evaluate techniques used in mass communication including generalization and appeal to popularity
- 8C.4.3.2 Analyze the effectiveness of methods used in mass communication
- 8C.4.3.3 Analyze the influence of media

Benchmark 8C.4.4: Analyze how communication is used in career settings

Indicator:

- 8C.4.4.1 Practice effective communication techniques used in variety of career settings such as to persuade, inform, or instruct

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 8

STANDARD 1

The student *understands the usage and mechanics of grammar*

To meet this standard, the student will:

Benchmark 8G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

- 8G.1.1.1 Appropriately use main and subordinate clauses
- 8G.1.1.2 Recognize gerund, infinitive phrases in writing
- 8G.1.1.3 Use semicolons, colons, and hyphens to control meaning

Benchmark 8G1.2: Understand sentence construction and proper English usage

Indicators:

- 8G.1.2.1 Be introduced to modifiers and dangling participles
- 8G.1.2.2 Consistently employ appropriate verb tenses
- 8G.1.2.3 Understand sentence structure, paragraphs and chapters

Benchmark 8G1.3: Control structure

Indicators:

- 8G.1.3.1 Appropriately organize paragraph and sentence structure
- 8G.1.3.2 Vary simple, compound and complex sentence structures
- 8G.1.3.3 Classify complete sentences as declarative, interrogative, exclamatory and imperative
- 8G.1.3.4 Introduce control of diction and syntax

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 8

STANDARD 2

The student *understands and uses grammar conventions*.

To meet this standard, the student will:

Benchmark 8G.2.1: Employ basic conventions

Indicators:

- 8G.2.1.1 Spell frequently misspelled and high-frequency words correctly
- 8G.2.1.2 Use commas correctly
- 8G.2.1.3 Correctly use semicolons, colons, hyphens, dashes and brackets
- 8G.2.1.4 Use apostrophes in contractions and singular possessives
- 8G.2.1.5 Use correct capitalization

Benchmark 8G.2.2: Employ basic knowledge of grammar

Indicators:

- 8G.2.2.1 Use all eight parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection
- 8G.2.2.2 Use regular and irregular verbs, including perfect tenses, transitive and intransitive verbs and linking verbs
- 8G.2.2.3 Use objective, possessive, indefinite and relative pronouns
- 8G.2.2.4 Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases

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