

Grade Level:	8th
Class Title:	Language Arts
Subject:	Language Arts
Class Description:	<p>The class will focus on improvement and growth in vocabulary acquisition, spelling accuracy, correct use of Standard English conventions, and production of finished writing pieces. Students will learn how to use context clues as well as word study (prefixes, suffixes, word roots, word origins) to improve their understanding and use of vocabulary. They will review common spelling rules. They will apply the rules of grammar, usage, and mechanics to their speech and writing. They will polish writing skills from sentence variety to paragraph construction to the content, organization, and style of finished essays. They will practice the writing process from prewriting techniques through editing and proofreading to produce finished products.</p> <p>Students will be expected to read, comprehend and analyze literary and informational reading material at grade level using approved textbook and other adopted books.</p> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2014-2015 school year.</p> <p>The estimated instructional hours for this class are ____ per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<p>Reading</p> <p>Using more complex text, your child will learn to:</p> <ol style="list-style-type: none"> 1. Understand and use different skills to read (syllables, synonyms, antonyms, root word, prefixes, suffixes) 2. Read independently for a minimum of 50 minutes 3. Read different materials and genre for a variety of purposes; (literature, essays, speeches, instructional manuals, consumer reports, promotional materials, and newspapers) 4. Skim materials to answer questions; use outlines and or graphic organizers 5. Read unpracticed grade level text with expression and fluency 6. Analyze main idea, theme or message, make and defend predictions and inferences. 7. Explain setting, plot, point of view, and conflict/resolution. 8. Build vocabulary through a variety of reading 9. Demonstrate and apply comprehension of one or more text, by summarizing, generalizing, synthesizing, analyzing, and interpreting. 10. Read from a variety of voices and viewpoints and verify facts by checking for dates, bias (propaganda), accuracy, and persuasive devices. 11. Identify and evaluate author's beliefs and intentions, using text to support and defend your position. 12. Think critically and analyze author's purpose, style, mood, tone, imagery, exaggeration, irony, sarcasm, foreshadowing, and use of language. 13. Explain similes, personification, metaphors, idiom, and humor. 14. Select appropriate resources for locating information (graphs, charts, tables, maps, thesaurus, website, directory, dictionary, newspaper, atlas, magazine, etc.) 15. Read, discuss, and analyze assigned literature. 16. Write essays, answers to questions, and personal responses and applications of literature. 17. Develop understanding for some terminology to analyze literature and concepts of literature (recurring ideas, word connotation and denotation, figurative language)

Writing

1. Use the 5 step writing process
2. Adjust prewriting activity as necessary for the type of writing.
3. Draft according to audience, purpose, and time available.
4. Draft electronically.
5. Use multiple resources (feedback, writing guide, checklist, etc.) and multiple rereading for revision.
6. Use appropriate references and resources to edit for conventions.
7. Publishes in a way appropriate for material; uses different available technologies to enhance finished product.
8. Use imagery.
9. Use language appropriate to audience.
10. Write for different purposes including to persuade and to analyze.
11. Write in a variety of forms and genres (research paper, film reviews, compare/contrast essays, brochures, short stories, newspaper articles, poetry, letters to the editor, etc.)
12. Select a manageable topic, maintain focus, and elaborate using specific, relevant details and/or examples
13. Use effective organizational pattern according to the purpose, including an engaging introduction and ending/conclusion that is different from the introduction.
14. Use transitions to show relationships among ideas.
15. Use a variety of sentence lengths and sentence structures.
16. Use conventions of spelling, capitalization, punctuation, usage, paragraph notation, and citations.

Speaking and Listening

1. Participate in discussions following good rules of conversation
2. Develop skills to present information to an audience (book reviews and prepared speeches)
3. Summarize points of a speaker and support by reason or evidence

Language Usage

1. Identify and use parts of speech correctly orally and in writing.
2. Demonstrate the correct use conventions; capitalization, commas, quotation marks, and spell grade-level appropriate words correctly.
3. Demonstrate effective proofreading and correct use of grammar usage, mechanics and spelling.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

Please take a look at the sample learning activities below. Use them as a model to describe what your child will be doing at home. Adjust and modify them to match what you are doing at home. Just do your best, your consultant will give you more assistance at your meeting, if necessary.

Learning Activities:

(Student Name) will complete 4 grammar lessons each week.

(Student Name) will read grade level books from a variety of genres(fairy tales, biographies, realistic fiction, fantasy, etc.) throughout the year for a minimum of 60 minutes each day.

(Student Name) will record grade level reading books on a reading log.

(Student Name) will complete 4 literature lessons each week.

(Student Name) will listen to a variety of text of fiction and non-fiction for 20 minutes each day.

(Student Name) will complete one written book report each month.
(Student Name) will complete one written assignment using the 5 step writing process each month.
(Student Name) will share one writing piece with the consultant/teacher and provide evidence of the stages of writing; brainstorming, drafting, editing, and final copy.
(Student Name) will practice reading aloud 5 minutes each day.

**Progress
Criteria/
Methods of
Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.