



## Curriculum Overview

Mrs. Patti Boddy  
Eighth grade  
Literature &  
Language Arts

The learning experiences in my classes connect to state goals and local objectives:

- \*To read with fluency and understanding
- \*To read and understand literature representative of various societies, eras, and ideas
- \*To write to communicate for a variety of purposes
- \*To listen and speak effectively in a variety of situations
- \*To use the language arts to acquire, assess, and communicate information

### Sources:

Literature textbook – Glencoe’s *Reader’s Choice* (green level)  
Language Arts textbook – Glencoe’s *Writer’s Choice* (green level)  
Spelling program – Zaner-Bloser’s *Spelling Connections*  
Classroom novels; text sets; library books; database periodicals

### Life skills:

Effective listening and barriers to it  
Note-taking  
Bloom’s taxonomy of levels of thinking  
Cooperative group learning  
Problem-solving

In literature, students will read a variety of fiction genres as well as informational text selections. Readings will be both assigned and self-selected (library books for independent reading). The reading selections become the centerpieces for oral and written response and creative interpretation.

In language arts, students will employ the writing process to produce multi-paragraph compositions for a variety of purposes. Students will learn six desirable features of writing and how to revise drafts to meet audience or rubric expectations. Students will present written products in multiple formats such as speeches, PowerPoint slides, formal essays and research outlines.

### *Areas of instruction:*

- \*Reading strategies for comprehending, analyzing, and interpreting both fiction and nonfiction text
- \*Vocabulary development
- \*Skills for effective oral presentations
- \*Grammar and conventions – functions of parts of speech; tense and agreement; punctuation mechanics
- \*Spelling – focus on common transformations; root words and affixes
- \*Writing process – Writing workshop approach in semester one; formal essay emphasis in semester two
- \*Writing skills – word choice and sentence variety; paragraph structure and expansion; using transitions for coherence and cohesion; leads and conclusions; thesis
- \*Research process – topic narrowing; evaluating sources for bias; academic honesty; paraphrasing and citing in note taking



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*Types of assignments you should see at home:*

Daily reading –

- \*Literary glossary and notes spiral – review frequently for retention and for test prep
- \*Short text – a literature book or nonfiction piece which illustrates a specific feature and / or vocabulary list
- \*Classroom novels (3 – 5) with ongoing vocab. and comprehension assignments, periodic tests, and interpretive projects
- \*Independent reading library books (4 – 7) with at least four culminating book projects

Daily writing –

- \*Editing, spelling, sentence structure, and grammar practice worksheets
- \*Response to reading – note-taking; t-chart journaling; illustrating; oral practice; the extended response
- \*Focused writing – dialogue-writing; descriptive writing; extended metaphor; leads & conclusions; revising student samples
- \*Creative writing – “I Am” poem; “Favorite Words” poem
- \*Formal essays – personal narratives; short story; persuasive; expository
- \*Oral presentations – dramatic reading; biography speech; reflection speech

Important to know –

Students are provided lots of class time to write; they are required to save all writing projects into their server folders so that the writing is constantly accessible in school and so that progress can be monitored.

Students are not required to word process final drafts at home. Publications may be neatly written in dark ink on loose leaf notebook paper.

All parts of the writing process must be turned in as a packet; the final, polished draft, a title page, and the grading rubric must be stapled to the top of the packet.

Students may bring a memory stick which is compatible with school laptop computers in order to store work in progress to continue on a home computer. These may be purchased in the school library. The school w/p program is Microsoft Word; students should not bring in work typed at home using Microsoft Works—the two programs are not compatible.

Students are encouraged to seek your feedback as “audience” for their writings. Students should regularly bring drafts home to read aloud to parents. Students should be prepared to tell home audiences exactly what type of feedback they seek on the draft (e.g. – How’s my sensory detailing?) or which writing goal they are working to achieve (e.g. – I’m trying to use at least four transition words).

The Academic Accountability process will be used consistently by all core content teachers during the first grade quarter; by teacher discretion during the second grade quarter. If you are ever concerned about your child’s work habits or performance, please contact me right away.

