

Groveport Madison Local School District
Eighth Grade Language Arts Content Standards
Planning Sheets

Standard: Reading Applications: Literary Text

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Analyze interactions between characters in literary text and how the interactions affect the plot.				
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	✓	✓	✓	✓
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.				
2. Analyze the influence of setting in relation to other literary elements.	✓		✓	✓
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.			✓	✓
C. Identify the structural elements of plot and explain how an author develops conflicts and plot to pace the events in literary text.				
3. Explain how authors pace action and use subplots, parallel episodes and climax.		✓	✓	
D. Identify similar recurring themes across different works.				
5. Identify and explain universal themes across different works by the same author and by different authors.			✓	
E. Analyze the use of a genre to express a theme or topic.				
6. Explain how an author's choice of genre affects the expression of a theme or topic.			✓	
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.				
7. Identify examples of foreshadowing and flashback in a literary text.	✓	✓		✓
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.		✓		✓
G. Explain techniques used by authors to develop style.				
9. Examine symbols used in literary texts.			✓	✓

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Standard: Acquisition of Vocabulary

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

Standard: Acquisition of Vocabulary	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Use context clues and text structures to determine the meaning of new vocabulary.				
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	✓	✓	✓	✓
B. Examine the relationships of analogical statements to infer word meanings.				
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.			✓	✓
C. Recognize the importance and function of figurative language.				
2. Apply knowledge of connotation and denotation to determine the meaning of words.	✓	✓	✓	✓
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.		✓	✓	✓
D. Explain how different events have influenced and changed the English language.				
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.			✓	✓
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.				
6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).				
F. Use multiple resources to enhance comprehension of vocabulary.				
7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.				✓

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Standard: Reading Applications: Informational, Technical, and Persuasive Text

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.				
1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.	✓	✓	✓	✓
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.	✓	✓	✓	✓
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, and instructional materials), functional or work place documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	✓	✓	✓	✓
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purpose and reach their intended audiences.				
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.	✓	✓	✓	✓
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.		✓		✓
C. Analyze whether graphics supplement textual information and promote the author's purpose.				
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.				✓
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.				
6. Identify the author's purpose and intended audience for the text.	✓	✓	✓	
7. Analyze an author's argument, perspective or view point and explain the development of key points.	✓	✓	✓	
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.			✓	

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Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Apply reading comprehension strategies to understand grade-appropriate text.				
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	✓	✓	✓	✓
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).				
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	✓	✓	✓	✓
C. Use appropriate self-monitoring strategies for comprehension.				
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	✓	✓	✓	✓
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	✓	✓	✓	✓
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	✓	✓	✓	✓