

## Eighth Grade Written and Oral English Conventions

**Standard 1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.**

**1.4 Grammar:** edit written manuscripts to ensure that correct grammar is used

**1.5 Punctuation and Capitalization:** use correct punctuation and capitalization (ELD linked)

**Pacing:** Daily Oral language, weekly evaluation of expository writing passages, school wide writing assessments each trimester

**Resources:** Curriculum Page (google-Fortuna Middle School), Intensive English Santillana, Daily Language Activities Holt, Holt Handbook, Write Source 2000, Step Up To Writing

**How to Teach:** Begin with skills assessment. Teaching methods include: direct instruction, guided practice, student collaboration, think/pair/share, progress monitoring, re-teaching, student editing, peer editing, teacher editing. As students master each level, teachers add a new level of presentation based on Bloom's taxonomy while continuing to include prior levels.

### Suggested Context of Presentation and Student Practice With Assessment-

Level One Knowledge	Level Five Synthesis
Direct instruction of grammar rules, proofreading skills, punctuation, and capitalization skills; discuss and correct proofreading warm-ups orally, write revised correct sentences with correct capitalization. Memorize prepositions to music. ( Focus on ; subject-verb agreement, tense, punctuation, double negatives, plurals, parts of speech, verb forms pronoun-antecedent agreement, fragments, nonstandard usage )	Invent a new language with at least twenty five verbs and nouns. Borrow the other parts of speech from English. Research how English and Spanish sentences are generally organized. Develop a guide for sentence structure. Have a minimum of three rules. For example: the verb always precedes the noun in a sentence. They will be evaluated on their requirements of the and the content of the rubric.
Level Two Comprehension	
Use graphic organizers to: classify words into parts of speech; combine sentences; distinguish between standard and non-standard usage. Make cartoon strips to illustrate grammar rules; students describe and give examples of parts of speech after each lesson; students restate concepts with partners and groups; students illustrate the main idea of lesson. Evaluate using exit cards, teacher observation, and on a multiple choice format test	Students will generate a set of criteria to evaluate classmates' content in their language invention projects. Next, they will evaluate projects and presentations and give feedback to classmates. This project will be evaluated on the basis of how effective the choices of criteria are in assessing content.
Level Three Application	
Organize and write essays using appropriate grammar, spelling and punctuation; Using a rubric, self edit and revise; Identify errors in usage in standardized test format. Evaluate using a rubric.	
Level Four Analysis	Level Six Evaluation
Using a rubric, analyze sample papers and newspaper articles for; correct spelling, punctuation, and grammar usage: Make a family tree showing relationships in areas such as; subject-verb agreement, verb forms, pronoun-antecedent ; design a way to categorize, parts of speech. Assessed by identifying occurrences of effective usage; additional assessment on a released STAR test example.	Form a panel to discuss the changes in English usage over time. Panel members should come prepared with three research based changes in English usages from Early English, Middle English and Modern English.