

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

L. 8. 1

Demonstrate command of the conventions of standard English

grammar and usage when writing or speaking.

CCR Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Components

L.8.1.a-d

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

***Extended Understanding**

- Recognize and use all parallel structure

Academic

Vocabulary/Language

- active voice/passive voice
- command
- convention
- dangling modifier
- demonstrate
- grammar
- misplaced modifier
- verbs (linking, helping, action)
- verbals (gerunds, participles, infinitives)
- mood (indicative, imperative, interrogative, conditional, and subjunctive)

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGET:

The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Underpinning Knowledge Learning Targets:

The student can identify and understand verbs and verbals (gerunds, participles, infinitives), and explain their functions in sentences.

The student can identify and understand active and passive voice.

The student can identify and understand verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

The student can identify strategies for correcting inappropriate shifts in verb voice and mood.

Underpinning Reasoning/Skill Learning Targets:

The student can form, use, and distinguish between active and passive voice, and among indicative, imperative, interrogative, conditional, and subjunctive mood.

The student can correct inappropriate shifts in verb voice and mood.

Career Connections

<http://www.ccsOH.us/E/EA6-12.aspx> (Click on Career Connections for English Language Arts)

Question Ideas

Verbal phrases are the source of many common errors. Using this guide, edit your writing to be sure that your use of verbals has not caused any of these errors.

-SENTENCE FRAGMENTS: Verbal phrases can never stand alone as a sentence. Many sentence fragments are actually verbal phrases that should be attached to a neighboring sentence. **FRAGMENT-Making our party complete.** Erin brought the cake. **CORRECT-Making our party complete,** Erin brought the cake.

-MISPLACED MODIFIERS: Sometimes, a verbal may be located too far from the word it modifies, causing the meaning of the sentence to become unclear. Such modifiers should be moved closer to the words they modify. **UNCLEAR-Joe ate the chicken sitting in the chair.** (Who is sitting in the chair, *Joe* or *the chicken*?) **CLEAR-Sitting in the chair,** Joe ate the chicken. (It is now clear that *Joe* is in the chair.)

-DANGLING MODIFIERS: If the word that a verbal describes is not actually in the sentence, the verbal is a dangling modifier. To correct such a problem, the modified word should be added to the sentence. **DANGLING-Having sent the letter overnight,** it will probably arrive on time. (Who has sent the letter? The subject of the sentence is *it* [the letter], but *having sent the letter overnight* cannot modify the letter. The sender is not in the sentence.) **CLEAR-Having sent the letter overnight,** we think it will arrive on time. (The subject of the verbal, *we*, is included in the sentence.)

-HELPING VERBS: Participles and gerunds never have helping verbs. If the *-ing* form of a verb follows a helping verb, it is a verb, not a verbal. **EXAMPLE-The man *is* amusing** the teacher.

Change each of the following sentences from the passive voice to the active voice.

The verb in each sentence below expresses the indicative mood. Rewrite the sentence to express the imperative mood.

Explain the difference in purpose between the sentences in each pair below. Identify the mood (indicative, imperative, or subjunctive) used in each sentence.

SAMPLE (a) He waited until Saturday. (b) Wait until Saturday.

ANSWER Sentence a makes a statement. (indicative) Sentence b gives a command. (imperative)

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Understanding Verbals

Introduce verbals through a white board, PowerPoint or SMARTBoard lesson. Have students demonstrate understanding by posting pictures and writing descriptive sentences of the picture using one of the three verbal forms. Writing on individual student white boards (paper and pen) allows for immediate assessment and intervention.

L.7.1 (Prior Grade Standard)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.]

L.9-10.1 (Future Grade Standard)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

L. 8. 2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Components

L.8.2.a-c

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Essential Understanding

- Rules of capitalization
- Rules of punctuation
- Spelling conventions

***Extended Understanding**

- Use colons and semicolons correctly

Academic

Vocabulary/Language

- capitalization
- comma
- command
- convention
- dash
- demonstrate
- ellipsis
- grammar
- indicate
- nonrestrictive elements
- omission
- punctuation
- spelling conventions

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGETS:

The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Underpinning Knowledge/Reasoning Learning Targets:

The student can identify and understand the varied uses for commas, dashes, and ellipses.

The student can identify and correct misspelled words, as well as recall and apply spelling conventions.

The student can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules.

Underpinning Skill Learning Targets:

The student can correctly use commas, dashes, and ellipses, especially to indicate breaks or omissions.

Career Connections

<http://www.ccsok.us/ELA6-12.aspx>

(Click on Career Connections for English Language Arts)

Question Ideas

Which sentence in this pair is punctuated correctly?

1. Would you gentlemen—notice that I said "gentlemen"—please give up your seats to elderly passengers?
2. Would you gentlemen . . . notice I said "gentlemen"—please give up your seats to elderly passengers?

Insert commas, dashes, parentheses, and ellipsis marks, as needed in the following paragraph. When different marks would be appropriate in the same place, be able to defend the choice you make.

Which sentences need commas to indicate breaks or pauses?

Rewrite one of your sentences in paragraph two using an ellipsis to omit material.

Use dashes in the following sentences when you want to create a dramatic pause. Use an ellipsis when you make your reader pause . . . then receive a following point with greater weight. Consider these sentences:

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Editors of the Day

Assign different students to be Editors of the Day. These students should use a checklist (including commas, dashes, ellipses, capitalization, etc.) to help answer questions that other students have as they are writing. When the student editor cannot answer a question, he or she sends the writer to the teacher. The teacher can have a specific job per editor to share the experience more often (e.g., Dash Editor of the Day, Ellipsis Editor of the Day).

L.7.2 (Prior Grade Standard)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*). Spell correctly.]

L.9-10.2 (Future Grade Standard)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

L. 8. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Components
L.8.3.a

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Essential Understanding
-Distinguish between and use verb voice and mood

***Extended Understanding**
-Vary syntax for effect

Academic Vocabulary/Language

- active voice/passive voice
- command
- convention
- demonstrate
- emphasize
- express
- grammar
- verbs (linking, helping, action)
- verbals (gerunds, participles, infinitives)
- mood (indicative, imperative, interrogative, conditional, and subjunctive)

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGETS:

The student can use knowledge of language and its conventions when writing, speaking, reading, or listening.

Underpinning Knowledge/Skill Learning Targets:

The student can identify and understand active and passive voice.

The student can identify and understand verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

The student can identify strategies for correcting inappropriate shifts in verb voice and mood.

Underpinning Reasoning/Skill Learning Targets:

The student can use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Career Connections

<http://www.csoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

Question Ideas

The verb in each sentence below expresses the subjunctive mood. Rewrite the sentence to express the conditional mood.

Explain the difference in purpose between the sentences in each pair below. Identify the mood (conditional or subjunctive) used in each sentence.

These are verbs typically followed by clauses that take the subjunctive: ask, demand, determine, insist, move, order, pray, prefer, recommend, regret, request, require, suggest, and wish. Read the following passage, looking for these words. Circle the sentences that are using the subjunctive mood.

Change each of the following sentences from the passive voice to the active voice.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Compare/Contrast

Using passive voice, the teacher will present an example to the class to change into active voice. This should in turn let students focus on their own writing for passive or active voice.

- **Example 1:** The teacher throws the pen on the table as a visual and then asks the students *Did Mrs. Elsing throw the pen? or Was the pen thrown by Mrs. Elsing?* The teacher asks: *What is the difference? Which is stronger?* The point is to compare meaning of active and passive voice and why one is stronger than the other in certain circumstances.

- **Example 2:** *The car was parked in the garage versus John parked the car in the garage.* The teacher asks: *What is the verb? Who did the parking?* If the subject does the parking, then it is active voice.

Graphic Organizers

Students (in pairs or small groups) will be given a verb by the teacher. Pairs/groups will describe how the verb is used in the active voice, passive voice, conditional mood, and subjunctive mood. Students create graphic organizers to summarize results. Students then will create a physical demonstration of how the verb looks in each of the four forms and act out each one for the class.

L.7.3 (Prior Grade Standard)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.)

L.9-10.3 (Future Grade Standard)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

L. 8. 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCR Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Components
L.8.4.a-d

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- *Extended Understanding**
- Extended etymology

Academic Vocabulary/Language

- affixes (Greek and Latin)
- clarify
- content
- context clues
- determine
- etymology
- flexibly
- infer
- multiple-meaning
- part of speech
- phrases
- precise
- preliminary
- pronunciation
- reference materials (general and specialized)
- roots (Greek and Latin)
- strategies

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGET:

The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Underpinning Knowledge Learning Targets:

The student can identify and understand context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), varied Greek/Latin affixes and roots, and pronunciation guides.

The student can understand how to use print and digital reference materials, both general and specialized.

Underpinning Reasoning Learning Targets:

The student can determine, clarify, or verify the meaning of unknown and multiple-meaning words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.

The student can determine the pronunciation and part of speech of words by consulting reference materials.

Career Connections

<http://www.ccsok.us/EL A6-12.aspx> (Click on Career Connections for English Language Arts)

Question/Activity Ideas

Prepare a Frayer Model for each of the words from the passage that are frequently used on the ACT test. (They are in bold). Then make a motion/gesture to associate with that word.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

After learning each of the new Greek root words, determine the meaning of each of the following words.

Using the dictionaries, determine both the pronunciation of each word and its part(s) of speech.

Take each of the vocabulary words and sort them. Have your partner determine the strategy you used to sort them (e.g., part of speech, similar affixes, same meaning, etc.)

How does the position of the word in the sentence help you determine its meaning?

When a word has multiple meanings in a dictionary, how do you determine which meaning is being used in a passage?

Explain how it is possible for a word to have a meaning that cannot be found in reference materials.

List four tools that you can use to determine the meaning of a word.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

L.7.4 (Prior Grade Standard)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. [Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-

appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).]

L.9-10.4 (Future Grade Standard)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. [Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

<p>L. 8. 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Essential Components L.8.5.a-c</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analogy -connotation/connotative -context -demonstrate -denotation -determine -diction -distinguish -figurative language <p>(See your adopted textbook's glossary for grade-level appropriate figurative language devices as they are too numerous to list here.)</p> <ul style="list-style-type: none"> -interpret -nuance -phrases -word relationships
<p>CCR Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> -Interpret words and phrases -Identify and understand figurative language 	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand words and phrases that have connotative and figurative meaning, especially verbal irony and puns.</p> <p>The student can identify and understand varied word relationships.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the figurative, literal, and connotative meanings of words and phrases. The student can determine the relationship between words. The student can determine the difference between words with similar meanings (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	
<p>Career Connections</p> <p>http://www.ccsoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>		

Question Ideas

What does the word/phrase __ mean in this selection? Is there a feeling or emotion associated with the word ____?

Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?

Which of the following synonyms is closest in meaning to the word __?

Using your vocabulary words, finish the analogy. Then write the relationship beside the question.

Ex. contaminated:pure :: _____:feeble

What kind of irony (situational, verbal, dramatic) is being used in paragraph 5? Explain its meaning.

Write a brief narrative using the word present five times. Each time use a different denotative, figurative, or connotative meaning of the word in its context.

Although these words are very similar in meaning, how does their meaning differ?

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Figurative Language

Students use themselves as the subjects of figurative language by emptying their pockets/book bags and finding an item. They then compare themselves to that object.

- **Example:** I am like a pen because sometimes the mistakes I make cannot be erased.
- **Extended:** Students turn their figurative self-awareness statements into posters to share critical attributes of their personalities with others.

Puns

The teacher gives students a list of puns. Each student picks one pun and draws a cartoon for each interpretation of the meaning. Students can create their pun interpretations using an online resource or just draw them. Students share when done.

L.7.5 (Prior Grade Standard)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).]

L.9-10.5 (Future Grade Standard)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.]

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

<p>L. 8. 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Essential Understanding -Acquire and demonstrate command of grade-level general academic and domain-specific vocabulary -Gather vocabulary knowledge during reading comprehension -Gather vocabulary knowledge through speaking, listening, and writing.</p>	<p>Academic Vocabulary/Language -accurate -acquire -comprehension -consider -domain -expression -phrases -tier two words (general academic) -tier three words (domain-specific) -vocabulary</p>
<p>CCR Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>*Extended Understanding -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. The student can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. The student can select appropriate resources to aid in gathering vocabulary knowledge.</p>	

Question Ideas

Give examples of how the word ____ is used in each of your classes.

What strategies do you use to identify, understand, and use the power word of the day?

Prepare a gallery walk of your word wall. Be sure that you can distinguish between tier two and tier three words for you audience.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read through the outline of the speech. Has the speaker used words with which you are not familiar? Add these words to your vocabulary list.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Standardized Test Sample Question Stems

The word **strategy** is used in the video. Which phrases defines the word **strategy**?

- A. possessing the ability to understand
- B. considering similar ideas
- C. working separately to win a reward
- D. using a plan to achieve a goal

L.7.6 (Prior Grade Standard)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.6 (Future Grade Standard)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.